

**MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE**

DATE: March 7, 2021

CLIFF: 244143

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

SUBJECT: MJW meeting with Vancouver Mayor Kennedy Stewart

PURPOSE: Information in preparation for meeting | various topics including Childcare
Olympic Village and CSF considerations

BACKGROUND:

Enrolment Overview:

- Since peaking in 1997, Vancouver School District (the District) enrolment has declined steadily despite significant ongoing residential development and overall population growth in the City of Vancouver (the City).
- Currently, the District has over 10,000 empty seats (excess school space) and this is expected to increase to over 12,000 in the next decade.
- There is concentrated enrolment growth in False Creek area, Oak/Cambie Street corridor and the downtown peninsula.
- East Vancouver has experienced the most significant enrolment declines since 1997 and this trend is forecasted to continue.
- An overview of elementary and secondary school capacity utilization is provided in maps within Appendix 1 and 2.

Seismic Overview:

- The District has 45 future seismic projects which includes 4 (Thompson Secondary, Killarney Secondary, False Creek Elementary and Grenfell Elementary) that have previously been supported and are in business case development.
- The intent of the Seismic Mitigation Program is to create enough safe seats to accommodate every student, as opposed to seismically mitigating all schools (45 future seismic projects).
- Since September 2017, EDUC has approved 12 seismic projects in Vancouver, with a value of almost \$330 million that will create close to 7,000 safe seats.
- An overview of active projects consisting of 21 seismic projects and the new Coal Harbour Elementary (being developed jointly with the City) is provided in a map within Appendix 3.

DISCUSSION:

Olympic Village:

- Olympic Village Elementary has been the #1 priority for the District under the Expansion Program in their 5-Year Capital Plan submissions over the past few years.

- The school is anticipated to cost approximately \$60 million and would have capacity for 510 students. Current Treasury Board cost share policy dictates that up to 50 percent of the cost of a new school would have to be offset by the Vancouver School Board.
- The City owns the proposed school site which is located adjacent to Hinge Park and a 99-year lease agreement is in place with the District. The lease is contingent upon funding being secured and construction commencing by the end of January 2024.
- Typically, new school projects in Vancouver have taken at least 4 years to design and build.
- City permitting timelines have increased on recent new school projects (see Appendix 4)

CSF Considerations:

- CSF operates five schools in Vancouver including Ecole Secondaire Jules-Verne, Ecole des Colibris, Ecole Anne Hebert Elementary, Ecole Rose des Vents and Norval Morrisseau.
- VSB recently adopted a policy that only allows land sales to public entities.
- In December 2020, the CSF filed a new notice of civil claim requesting immediate progress in finding the CSF a site on the west side of Vancouver.
- Queen Elizabeth Annex and Sir Guy Carleton Elementary represent potential options for future CSF schools in Vancouver.
- In October 2019, the VSB trustees decided not to close Queen Elizabeth Annex. That decision represented a setback for securing a CSF school on the west side of Vancouver.
- Sir Guy Carleton Elementary in the east side of Vancouver experienced a major fire loss on August 16th, 2016, which included extensive water and smoke damage.
- Since the fire, students living within the Carleton catchment have been directed to neighbouring schools with available space.
- VSB's LRFP contemplates the closure of Carleton as per following exert: "Consider finding an alternative educational or public use for Carleton elementary school and/or site and then consider initiating a school closure process."

Childcare:

- Childcare has been incorporated into many recent capital projects in the District with funding coming from the Province and the City.
- Neighborhood Learning Centre (NLC) funding provided by EDUC has been used to create many preschool and/or school age childcare spaces on recent capital projects at elementary schools in the District including: Bayview, Begbie, Coal Harbour, David Lloyd George, Fleming, Hudson, Maple Grove, Nelson, Tennyson and Weir.
- The City has provided funding for roof top childcares (69 spaces each) at Coal Harbour Elementary, David Lloyd George Elementary, Fleming Elementary, Hudson Elementary, Eric Hamber Secondary, Nelson Elementary and Tennyson Elementary.
- An overview of childcare spaces at schools is provided in a map within Appendix 5.

CONCLUSION:

- Given the widespread declining enrolment in the District, it is challenging to determine which seismic projects create the most value for students and taxpayers.
- Despite the declining enrolment in the District, certain areas that are experiencing growth and will need additional capacity in the future, such as Olympic Village.
- It has been challenging to secure school sites for the CSF in Vancouver.

**MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE**

- There has been strong collaboration between the District, City and Province to create childcares spaces in Vancouver.
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1. Appendix 1: Elementary School Capacity Utilization
 2. Appendix 2: Secondary School Capacity Utilization
 3. Appendix 3: Active Major Capital Projects
 4. Appendix 4: City Permitting Timelines
 5. Appendix 5: Childcare at Vancouver Schools

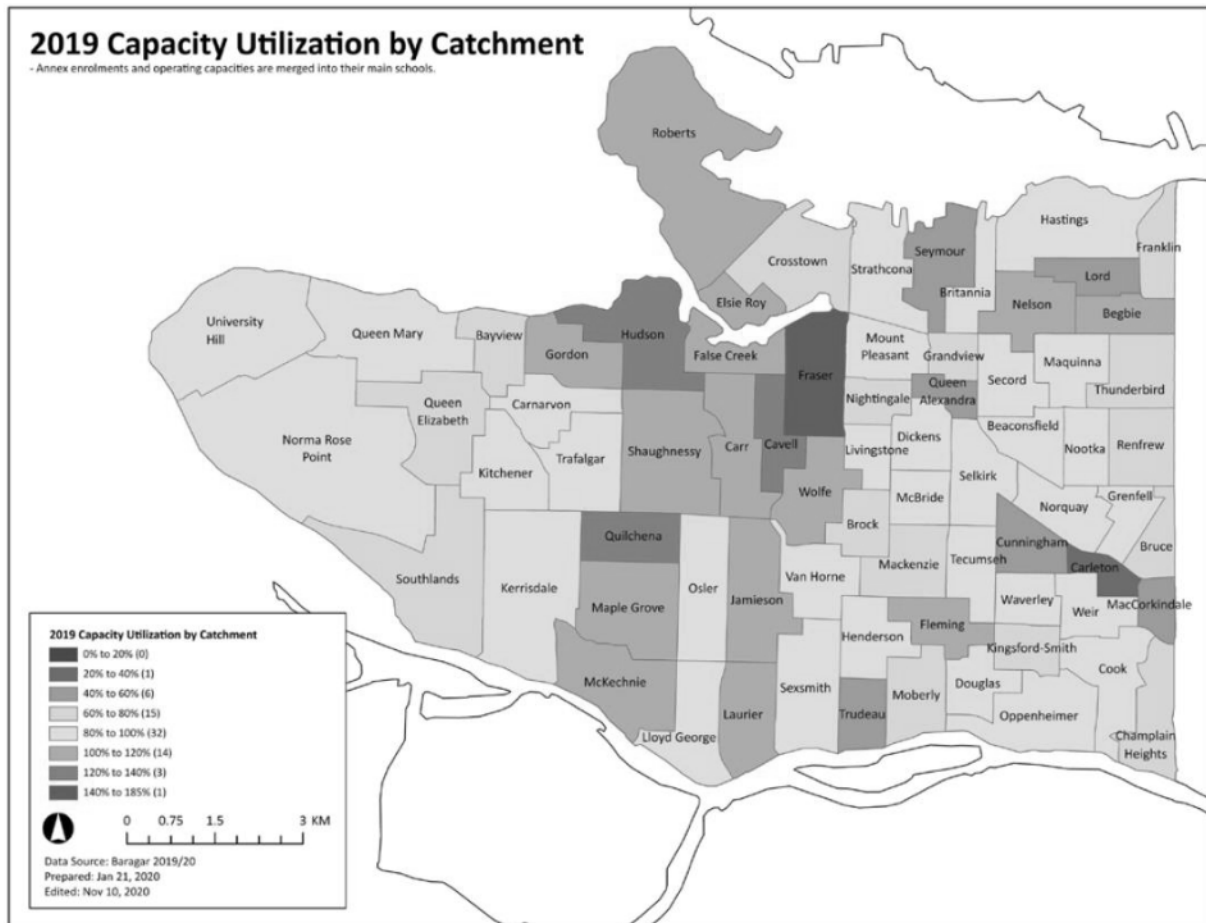
Program ADM/Branch: Reg Bawa, Resource Management Division

Program Contact (for content): Francois Bertrand, Capital Management Branch

Drafter: Damien Crowell, Regional Director

Date: March 5, 2021

APPENDIX 1: Elementary School Capacity Utilization

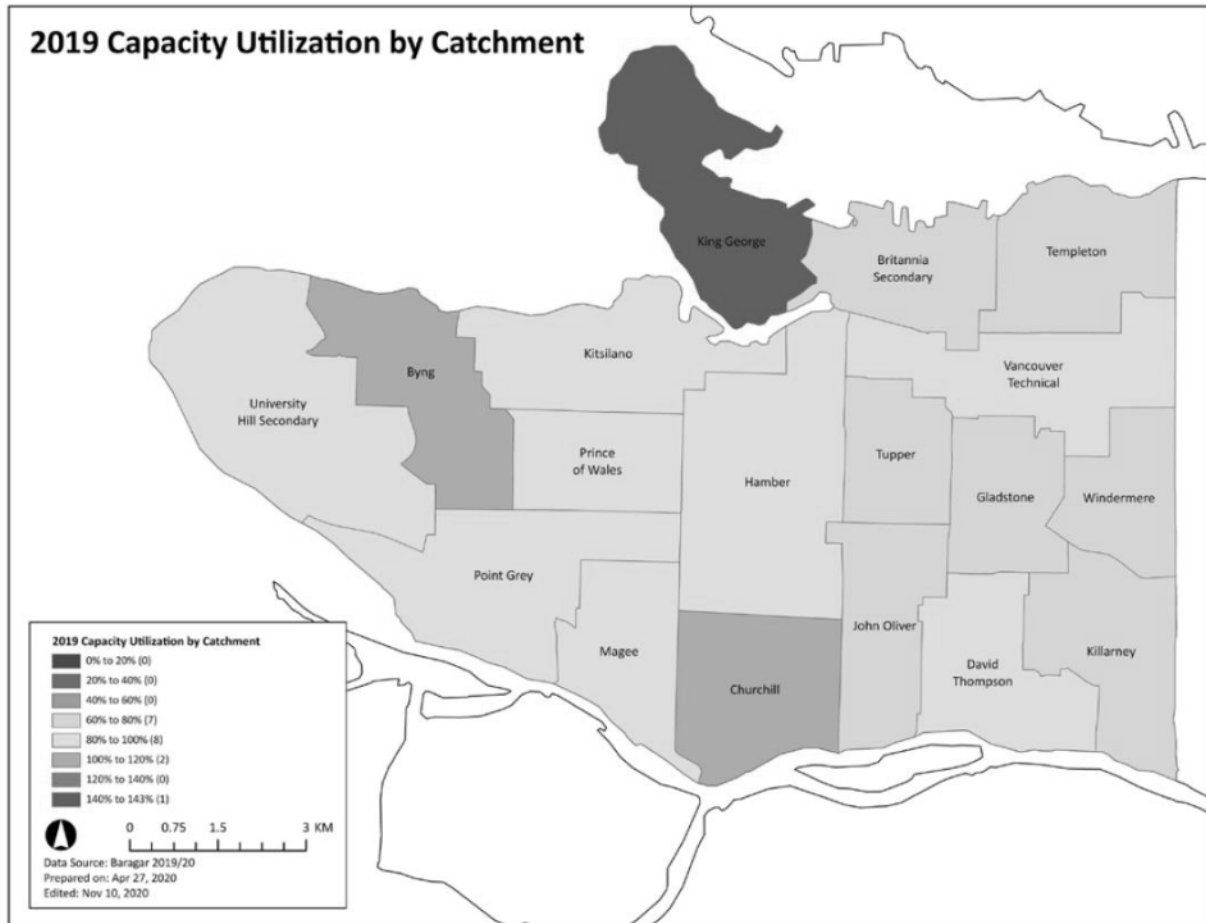


Source: VSB Draft LRFP

- 1) Note that this data is from 2019 (enrolment has declined since then), includes international students and the legend covers 20% capacity utilization intervals which is a significant range.
- 2) A new 340 capacity Coal Harbour Elementary located in the downtown peninsula is in design and scheduled to open in 2024, which isn't shown on the map.

**MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE**

APPENDIX 2: Secondary School Capacity Utilization



Source: VSB Draft LRFP

1) Note that this data is from 2019 (enrolment has declined since then), includes international students and the legend covers 20% capacity utilization intervals which is a significant range.

APPENDIX 3: Active Major Capital Projects

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Map Label	Facility	Phase	Scope	Total Budget	Occupancy Date
1	Kitsilano Secondary School	Occupied - Pending Completion	Seismic - Replacement	\$63.7M	Sep-17
2	Lord Nelson Elementary School	Occupied - Pending Completion	Seismic - Replacement	\$17.9M	Sep-19
3	Lord Tennyson Elementary	Occupied - Pending Completion	Seismic - Replacement	\$24.5M	Dec-20
4	Maple Grove Elementary	Occupied - Pending Completion	Seismic - Replacement	\$25.6M	Nov-20
5	Sir Sanford Fleming Elementary	Occupied - Pending Completion	Seismic - Replacement	\$19.1M	Aug-20
6	Bayview Elementary	Construction	Seismic - Replacement	\$24.5M	Mar-22
7	Chief Maquinna Elementary	Construction	Seismic - Upgrade	\$12.2M	Oct-21
8	David Lloyd George Elementary	Construction	Seismic - Replacement	\$24.2M	Dec-22
9	Dr. George M. Weir Elementary	Construction	Seismic - Partial Replacement	\$19.7M	Jul-22
10	Edith Cavell Elementary	Construction	Seismic - Upgrade	\$15.6M	Jul-22
11	General Wolfe Elementary	Construction	Seismic - Upgrade	\$20.2M	Sep-21
12	Lord Byng Secondary	Construction	Seismic - Upgrade	\$18.2M	Sep-21
13	Lord Selkirk Elementary	Construction	Seismic - Upgrade	\$5.7M	May-21
14	Sir Matthew Begbie Elementary	Construction	Seismic - Replacement	\$22.4M	Jan-22
15	Coal Harbour Elementary	Design	Expansion - New School	\$42M	Sep-24
16	David Livingstone Elementary School	Design	Seismic - Upgrade	\$17.3M	Jan-23
17	Eric Hamber Secondary	Design	Seismic - Replacement	\$105.9M	Sep-23
18	Henry Hudson Elementary	Design	Seismic - Replacement	\$40.7M	Aug-24
19	David Thompson Secondary	Planning	Seismic - TBD	\$100M — \$140M	Sep-26
20	False Creek Elementary	Planning	Seismic - TBD	\$40M — \$45M	Mar-25
21	Killarney Secondary	Planning	Seismic - TBD	\$100M — \$150M	Jan-27
22	Sir Wilfred Grenfell Elementary	Planning	Seismic - TBD	\$20M — \$25M	Sep-24

1. Legend Notes: (1) Total budget figures reflective of total investment from EDUC, VSB, and 3rd parties (e.g. City of Vancouver); (2) budget figures and occupancy dates for projects in planning are estimates and subject to change.

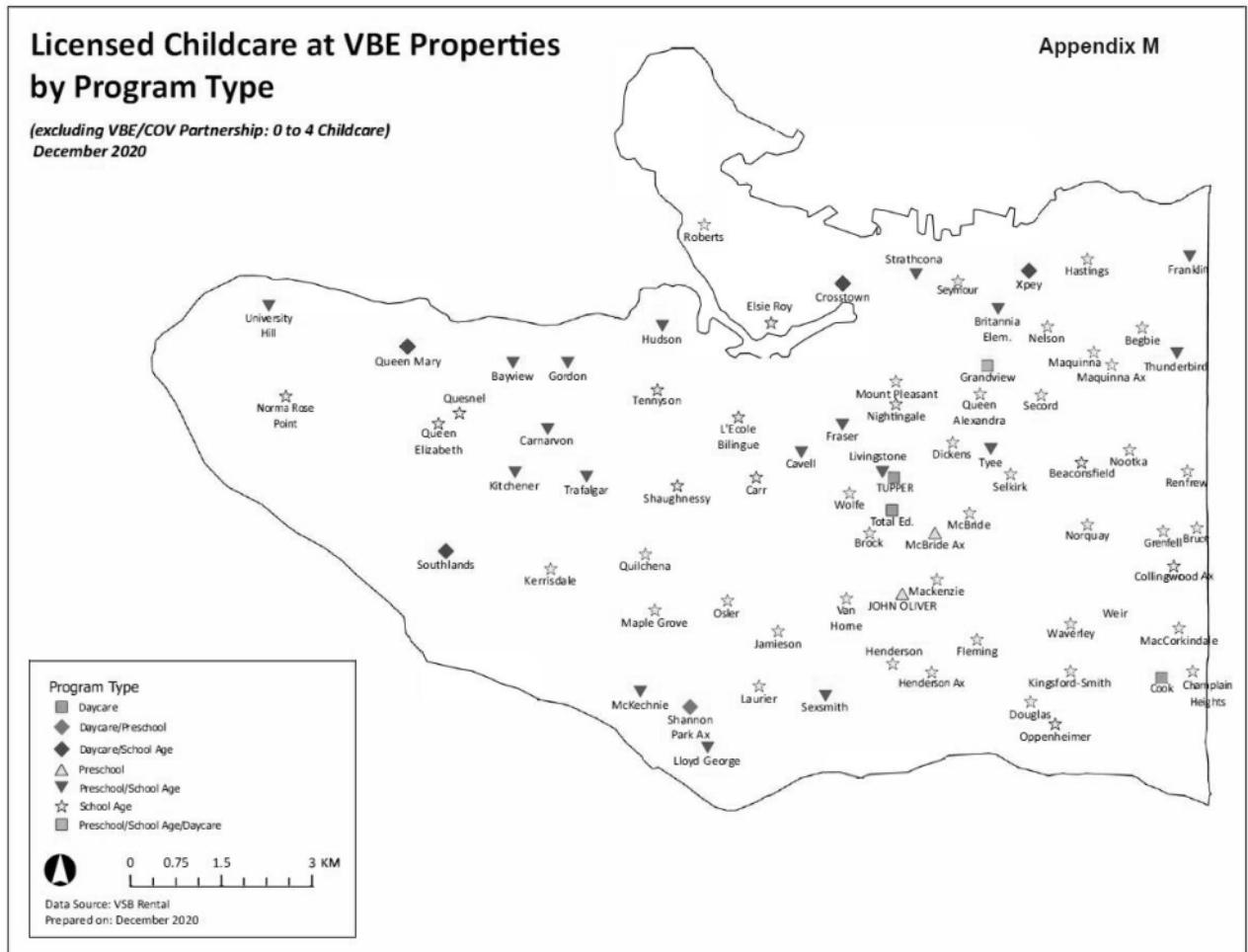
**MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE**

APPENDIX 4: City Permitting Timelines

Confidential Draft

CITY PERMIT TIMELINES						Updated: Feb. 11, 2021				
VSB Replacement Schools	Development Permit (DP) Submission	Prior-to-Letter from COV	Prior-to-Response to COV	DP Issued Date	DP Time (months)	Building Permit (BP) Application	BP Issued Date	*BP Time (months)	*BP Time after DP (months)	Total Combined Permit Time (mths)
Hudson										
Weir	Aug. 2/19	Feb. 20/20	May 15/20	?	18+	Apr. 6/20	?			
Hamber	Apr. 8/20	Sept. 9/20	Nov. 16/20	?	10+	Sept. 9/20	?			
Lloyd George	Nov 30/18	Oct. 2/19	Mar. 12/20	Oct. 1/20	23	May 27/19	Oct. 28/20	17	1	23
						Jul. 5/19	?	19+		
Bayview	Aug 31/18	Dec 7 /18	Mar 26/19	Aug. 6/19	12	May 21/19	Feb. 21 /20	9	6	17
Begbie	Aug 31/18	Dec 19/18	Jan 31/19	Dec. 18/19 Nov. 19/19	16	Mar 26/19	Apr. 6/20	13	5	19
Maple Grove	Feb 15/18	Jun 20/18	Aug 15/18	Dec 17/18	10	Oct.25/18	Mar. 14/19	5	3	11
Tennyson	May 15/17	Nov. 1/17	Jan.12/18	Jul 25/18	14	May10/18	Sept18/18	4	2	16
Nelson	Nov. 24/15	May12/16	May26/16	Sep20/16	11	Apr.16/16	Dec 16/16	9	3	13
Gordon	Mar 13/14	Jun.23/14	-	Dec. /2014	11	Sep. 8/14	Mar 24/15	7	3	12
L'Ecole	Nov. 14/13	Feb.25/14	Apr.29/14	Nov14/14	12	Jun.6/14	Dec.17/14	7	1	13
Average					13.6			8.9	3.0	15.5
* Building Permits (BP) can only be issued after the Development Permit (DP) is issued.										
Items in RED colour are only projected timelines										

APPENDIX 5: Childcare at Vancouver Schools



**MINISTRY OF EDUCATION
DECISION BRIEFING NOTE**

DATE: March 22, 2021
CLIFF: 245030

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

SUBJECT: Next steps for the Board of School Trustees for School District No. 33 Chilliwack.

PURPOSE: To seek direction on next steps following special advisory committee report

BACKGROUND:

- The Ministry of Education has been aware of issues of trustee conduct in the Chilliwack School District for several years.
- On December 21, 2020, Minister Whiteside appointed a special advisory committee to School District No. 33 (Chilliwack) under section 171.1 of the *School Act*.
- On February 26, 2021, the special advisory committee submitted its final report. Overall findings confirm that there are problems with both trustee conduct and dysfunction as well performance of the district.
- As of March 16, 2021, the Board has not been provided written or verbal findings from the Special Advisors report.

DISCUSSION:

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OPTIONS:

Option 1:

Re-appoint Mike McKay as Special Advisor until November 12, 2021 with the Board to pay remuneration costs; **and** Minister writes to the Board outlining her expectations and requesting two reports back from the Board (by June 30 and October 31).

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FINANCIAL IMPLICATIONS:

There are no additional financial implications associated with the proposed next steps.

INFORMATION TECHNOLOGY AND PRIVACY IMPLICATIONS:

There are no anticipated impacts regarding information technology or privacy implications.

RECOMMENDATION:

Option: 1

A ministerial order appointing Mr. McKay as Special Advisor and a letter to the Chilliwack Board Chair are attached for the Minister's signature, if the Minister approves the recommended option.



Approved/Not Approved
Honourable Jennifer Whiteside
Minister of Education

Apr 6, 2021

Date Signed

Attachments:

- 1) Ministerial Order appointing Special Advisor – *for signature*
- 2) Minister's Letter to Chair Reichelt – *for signature*
- 3) Special Advisor Report to Minister – *for information*

Program ADM/Branch: Keith Godin, ADM, Governance and Analytics

Program Contact (for content): Dave Duerksen, Executive Director

Drafter: Dave Duerksen and Sarah Loveday

Date: March 22, 2021

MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE

DATE: April 1, 2021
CLIFF: 245405

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

SUBJECT: Meeting with Human Rights Commissioner regarding multiple issues

PURPOSE: Background on School District 33 (SD33), anti-racism action plan, BC curriculum and disaggregated data

BACKGROUND:

The Minister met with Kasari Govender, Human Rights Commissioner (HRC), on March 15, 2021. The upcoming meeting provides an opportunity for further discussion on the following topics:

1. SD33 (Chilliwack)
2. Anti-racism action plan
3. Human rights in the BC curriculum
4. Disaggregated data

DISCUSSION:

1. SD33

- The Ministry of Education has been aware of issues of trustee conduct in the Chilliwack School District for several years.
- On December 21, 2020, Minister Whiteside appointed a special advisory committee to SD33 under section 171.1 of the *School Act*.
- On February 26, 2021, the special advisory committee submitted its final report. Overall

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- The Ministry appreciates the HRC's support in this matter and looks forward to working together further.

2. Anti-Racism Action Plan

- In July 2020, Minister Rob Fleming hosted a Community Roundtable on Anti-Racism in education to support the development of an anti-racism action plan. Participation included 10 Indigenous partners from 6 organizations and 20 community partners. Minister Whiteside will be hosting another roundtable in July and HRC's participation would be welcome.
- The Anti-Racism Action Plan reflects feedback received from the Minister's Community Roundtable, as well as feedback collected from Ministry of Tourism, Arts and Culture hosted community dialogues in summer 2019 exploring how government can build a safer, more inclusive province.
- The Action Plan is in early stages of implementation and focuses on systemic change through policy and program review, curriculum and resource updates, collecting race-based data, teacher recruitment, and professional development for all levels of staff in education.
- The Action Plan will continue to be informed through community and partner engagement, including youth voice.

3. Human right in the BC curriculum

- Learning standards related to human rights are found throughout the provincial Social Studies curriculum.
 - a. As early as Kindergarten, students learn about "rights, roles, and responsibilities of individuals and groups."
 - b. As students grow older, they look at these topics with increasing sophistication. For example, in Grade 5, students learn about "human rights and responses to discrimination in Canadian society"
 - c. At the secondary school level, students learn about human rights in even more depth, such as in Grade 10:
 - i. "discriminatory policies and injustices in Canada and the world, including residential schools, the head tax, the Komagata Maru incident, and internments"
 - ii. "advocacy for human rights, including findings and recommendations of the Truth and Reconciliation Commission"
 - d. In addition to the required K-10 Social Studies curriculum, all students are required to take one additional Social Studies course before graduation. This list of electives includes a number of courses with a human rights focus, such as Law Studies 12, Political Studies 12, and Social Justice 12.
- In addition to the specific topics in the Social Studies curriculum, the entire K-12 curriculum is built around the development of the Core Competencies, including Personal and Social competency. This competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. Personal and Social competency encompasses what students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.

**MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE**

- a. By connecting their lessons to the development of Core Competencies, teachers can add content related to human rights to their lessons across the curriculum in any subject area.
 - A key component of the Anti-Racism Action Plan includes working with teachers and community partners to establish an inventory of K-12 anti-racism and diverse cultural history resources and developing further supports for teaching these subjects in BC classrooms at every grade. The Minister may consider offering partnership with HRC on this component of the Action Plan.
4. Disaggregated data
- The Ministry is committed to collect disaggregated data and participates in existing efforts such as the Indigenous Self-Identification Data Standards working group and government wide efforts led by the Ministry of Citizen Services.
 - The HRC recommends amending the Student Learning Survey (SLS) to collect disaggregated data on race, gender and other forms of expression.
 - The SLS is subject to a routine revision prior to the 2021/22 administration. The inclusion of disaggregated data will depend on having appropriate and implementable data standards to ensure the collection of quality information.
 - The Ministry is a leader in the collection and analysis of Indigenous student data by putting People, Purpose and Process first.

CONCLUSION:

The Ministry appreciates the engagement of the HRCR on these critical issues and looks forward to continued work together.

Program ADM/Branch: Keith Godin, ADM, Governance and Analytics

Program Contact (for content): Dave Duerksen, Executive Director, Legislation, Policy and Governance

Drafter: Nell Hodges

Date: March 29, 2021

MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE

DATE: March 24, 2021
CLIFF: 245574

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

SUBJECT: Custodial Practices in Schools

PURPOSE: Cleaning requirements in public schools for the 2021/22 school year and staffing requirements.

BACKGROUND:

- Since September 2020, the Provincial COVID-19 Health & Safety Guidelines for K-12 have required schools to conduct general cleaning and disinfecting of the premises at least once per 24 hours, and cleaning/disinfecting of frequently touched surfaces at least twice in 24 hours including at least once during regular school hours.
- The Guidelines currently define frequently touched surfaces as “Items used by multiple students and staff, including doorknobs, light switches, hand railings, water fountains, faucet handles, toilet handles, tables, desks, chairs, manipulatives, and toys.”
- School districts implemented these enhanced cleaning protocols by adding additional hours to existing permanent and on-call staff, and the addition of new custodial or cleaning staff.
- Some of these staff were hired as general manual workers rather than qualified custodians and other support staff (e.g. bus drivers, maintenance) were also assigned to these tasks.
- Reporting on the use of Federal and Provincial COVID-19 funding suggests that approximately 790,000 hours (straight and overtime) of extra work was required to meet the new protocols; these hours are shared between approximately 900 new hires and 5,300 existing staff being involved; a breakdown of hours for existing staff vs new hires is not available.
- In some cases, schools hired temporary and part-time workers laid off from other sectors affected by the pandemic (e.g. hiring unemployed hospitality and hotel cleaning staff).
- Feedback indicates that rural and urban school districts had different experiences regarding the availability of custodians (particularly related to the addition of day-time cleaning shifts) with rural districts more likely to add additional hours to existing staff.
- In 2018, the Ministry developed and distributed a Standardized K-12 Custodial Handbook to all BC school districts to provide consistent HR policies, safety protocols, cleaning and sanitization procedures, and general best practices for custodial operations and services.
- In late 2020, the Ministry established a Custodial Practices Working Group led by the BC Association of School Business Officials (BCASBO), and comprised of sector partners and subject matter experts, to develop an appendix to the above-mentioned handbook, specific to addressing pandemic-related custodial best practices.

- Until July 2021, this Working Group will provide the Ministry with advice and recommendations on:
 - How to safely operate in a pandemic environment
 - Satisfactory resource levels for hygiene and cleanliness standards during a pandemic
 - Equipment or material requirements to support resource levels
 - Staff training and development to support resource levels
 - Key performance indicators to evaluate service quality
 - Identify opportunities for pilot or field-testing sites.
 - Opportunities or priorities for value-added equipment or product procurements

DISCUSSION:

- It is planned that schools will return to regular, full-time in-class instruction this fall. The level of additional cleaning and disinfecting required for the next school year (if any) is yet to be determined by the Provincial Health Officer (PHO) and the BC Centre for Disease Control (BCCDC).
- The K-12 Education Steering Committee has asked PHO and BCCDC to prioritize updating “guidelines” on cleaning/disinfecting protocols, and learning groups/cohorts, in order to support planning for the 2021/22 school year.
- Some Boards of Education may decide to exceed the cleaning requirements of the PHO for the 2021/22 school year to meet local concerns which is the prerogative of the locally elected Board of Education. This may include adding daytime custodial and cleaning staff when that is not required by the PHO.
- Adherence to the guidelines are not enforceable, unlike a PHO Order.
- Each school district has different collective agreements for custodial services that prescribe different service level expectations and practices. A set of common cleaning and sanitizing protocols in accordance with PHO guidelines will be developed by the Working Group to assist school districts.
- Likewise, there are different collective agreement provisions in place for custodial staffing in each school district and different practices in place, district by district, for staffing the enhanced cleaning required for the 2020/21 school year. Some districts had fewer net-new staff than others as they added additional hours to existing staff, others recruited unemployed cleaning staff from other sectors who may return to their original employment.
- Indications are that school districts will have increased their operating surplus since the COVID-19 pandemic was declared. This unspent operating funding may be used to offset the cost of increased cleaning for part or all of the 2021/22 School Year.
- The estimated cost of maintaining day-time cleaning for the next school year is \$23.3 M. In the 2019/20 school year school districts were estimated to have net savings of \$30M due to the impact of the pandemic on operations that year (reduced delivery).

CONCLUSION:

- The Ministry will review the Working Group’s advice and recommendations, and potentially distribute the information to school districts as an appendix to the existing *Standardized K-12 Custodial Handbook*.

**MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE**

- The cleaning and disinfecting requirements set by the PHO/CDC and Ministry guidelines will determine staffing levels required by each school district. Many districts have these requirements in collective agreements and, should these local requirements exceed the PHO recommendations, then those local requirements would be honoured.
- Likewise, these collective agreements dictate hiring and lay-off practices.
- Any guidance that may impact collective agreements or staffing at the provincial level will require early engagement with the employer (BC Public Schools Employers' Association).

Summary:

- It would cost approximately \$25 million to fund the level of staffing required to maintain the level of cleaning protocols required under the current health and safety guidelines.
- The Minister does not have the authority under the *School Act* to require a specific level of staffing of custodians. Local collective agreements and local cleaning requirements dictate staffing.
- The Minister does not have the authority under the *School Act* to direct school districts to spend accumulated operating surplus balances in a specific area, such as cleaning.
- Accumulated operating surplus balances are not equal across school districts, would be a temporary source for operations, and directing the use would impact school district plans.
- It's possible that pandemic health and safety guidelines may recommend additional cleaning protocols into next school year; however, this likely will not be known until closer to the start of the school year.
- Boards of Education will request additional operating funds if ministry guidelines require increased level of cleaning than was in place prior to the pandemic.

Program ADM/Branch: Reg Bawa, Resource Management Division
Program Contact (for content): Jonathan Foweraker
Drafter: Tim Jah
Date: March 24, 2021

**MINISTRY OF EDUCATION
DECISION BRIEFING NOTE**

DATE: February 10, 2021
CLIFF: 244311

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

SUBJECT: Coordinator Request: Guidelines for Transitional Learning Programs

PURPOSE: Decision on request to create transitional remote learning program guidelines for 2020/21 school year.

BACKGROUND:

On November 24, 2020 a BCTF member on the K-12 Education Steering Committee emailed the Steering Committee Chair outlining the BCTF's position on transitional remote learning programs and requesting a Ministry response:

- *The Ministry of Education needs to develop, in consultation with stakeholders, minimum guidelines for district remote learning programs. These guidelines should address staff workload, equity of access and service for students, and the ability for families to maintain their child's spot at their home school through to next school year.*

The initial email came in before the Coordinator position was established. Once the position was established, this issue was added to the list of action items for review.

As a part of the September restart planning process, the Ministry provided school districts with the flexibility and funding support to develop transitional programs. These programs were meant to be temporary in nature to support students who were not yet ready to return to in-person instruction but wanted to stay connected to their school and eventually return once they felt more comfortable with the health and safety measures in place. Based on conversations with the Steering Committee over the summer, a decision was made not to provide policy guidance around the transitional programs but to allow each district to survey their parent community and develop a program that met their needs.

The Ministry's [COVID-19 Operational Guidelines for School Districts and Independent School Authorities](#) provides clarification on student reporting and funding for students in a transition program. This is currently the only guidance on transitional programs.

DISCUSSION:

During the time since the initial request, a new Cabinet was sworn in and the provincial Steering Committee was relaunched under new Terms of Reference. The BCTF request was then raised for discussion at the new Steering Committee on January 26, 2021.

Six member organizations expressed concerns with the timeframe of developing new guidelines at this stage in the school year for existing transition programs. They also highlighted a range of operational challenges should the guidelines require them to change, modify or adapt programs that have been in place since September. Some members suggested the focus should be on

incorporating guidelines for remote learning programs into planning for September, if required. (See meeting summary in Attachment 1 for details).

BCSTA strongly opposed developing provincial guidelines, referencing the Ministry's direction to school boards in September to develop transitional programs that meet local needs. BCSTA maintains that bringing in provincial guidelines at this stage would be very difficult and would infringe on the rights of Boards to run the programs as they see fit.

The BCTF has remained consistent in their position that they prefer a provincial approach over a district approach to transitional programs. The main driver is concern over staff workload. Primarily, concerns that classroom teachers are taking on additional workload to manage remote learning programs in addition to their classroom responsibilities. The BCTF would prefer additional teaching staff be hired to support the transition programs.

There is currently no collective agreement restriction for how school districts staff and manage transitional programs. Any policy restriction would be a restriction of management rights. Apart from a handful of references to "equitable workload between teachers" there is no workload language in the current collective agreements. Rather, there are limits on the number of instructional hours per day/week, student class size limits, and minimum staffing ratios for key non-enrolling positions. Teacher workload has been a major bargaining issue in the past and is a consistent objective for the BCTF. Any agreement should be without prejudice and specifically limited to the COVID-19 pandemic emergency response. Even without prejudice, any policy direction on workload would have a direct impact on future collective bargaining expectations and discussions. Any such policy could be used as leverage for online/remote learning discussions at collective bargaining. The current flexibility in those areas is essential to their continued viability.

OPTIONS:

1. Status Quo

Pros:

- Continuity for parents, students and Boards of Education; does not require school districts to modify or change their programs very late in the school year.
- Aligns with most member organization's positions on the Steering Committee.
- Supports objective of maximizing in-class instruction.
- No implications to labour relations.

Cons:

- Delivery of transitional remote learning programs will continue to vary across districts.
- Risk of BCTF escalating the issue.

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Pros:

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Cons:
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3. s.13

Pros: s.13

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Cons:

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FINANCIAL IMPLICATIONS:


Potential financial implications on Boards if provincial guidelines are created that lead to a requirement to hire additional staff. This may be partially offset by COVID-19 funding.

INFORMATION TECHNOLOGY AND PRIVACY IMPLICATIONS:

N/A

RECOMMENDATION:

Option: 1


Approved/Not Approved
Honourable Jennifer Whiteside
Minister of Education

Apr 8, 2021

Date Signed

Attachment:

1. January 26 Steering Committee Meeting Summary

Program ADM/Branch: Cloe Nicholls/COVID-19

Program Contact (for content): Cloe Nicholls

Drafter: Meghan Reusing

Date: February 10, 2021

Attachment 1 - January 26 Steering Committee Meeting Summary

Present: Jennifer McCrea, Cloe Nicholls, Scott Beddall, Meghan Reusing, Jennifer Lauser, Geoff McKee, Christie Docking, Kevena Hall, Chris Back, Flavia Coughlan, Allan Reed, Andrea Sinclair, John Gaipman, Darren Danyluk, Kevin Reimer, Claire Guy, Kevin Kaardal, Stephanie Higginson, Graham Rainey, Carole Gordon, Jeanne Marr, Shawn Chisolm, Janet Dhanani, Connor Morris, Madeline Green, Darlene Therrien

Agenda Update (Jennifer):

- The agenda has been adjusted to allow more time to review the proposed changes to the BCCDC guidance and provincial health and safety guidelines. The policy breakout discussions will be postponed to a later meeting.

Coordinator Update (Cloe)

New issues and updates:

- No new issues forms were received since the last meeting.
- There are several in progress issues including the request for information on health authority exposure notification processes. A document is being prepared and should be ready to share with members soon.
- At the December 10 steering committee meeting a concern was raised about low TEP placements. An update from the ministry workforce development team was provided to members in advance of the meeting.

Remote learning program guidelines:

- On November 24, 2020 a request was made by the BCTF for the Ministry to develop guidelines for district remote learning programs.
- As per direction from ministry executive, this request is being brought forward to the steering committee for discussion.
- Summary of discussion:
 - o BCCPAC, BCSTA, BCSSA, BCASBO, BCPVPA, FISA: Expressed concerns with timeframe of creating new guidelines at this stage in the school year (90 days left) and the strain this could put on the sector. Some suggested the focus should be on incorporating guidelines for remote learning programs into planning for September, if required.
 - o BCTF: Noted request was made after transition program meeting in November 2020 – also expressed concerns about length of time taken to discuss.
 - o FNESC: Requests that if guidelines developed, they include clarity around programming for First Nations students.
 - o CUPE, MNBC: No comment
- ACTION: Coordinator will summarize comments and bring back to Ministry executive.

BCCDC Update (Dr. Geoff McKee and Christie Docking)

Walkthrough of changes to BCCDC Guidance:

- Dr. McKee provided an overview of the proposed changes to the COVID-19 Public Health Guidance for K-12 School Settings by section.

- These changes are in response to knowledge gained since September as well as research on COVID-19 transmissions in schools and community.
- Evidence continues to support that schools are safe environments and transmission rates in young children remains low.
- The overall approach has not changed. The guidance continues to use a hierarchy of controls. The updates reflect a need to provide more clarity in some areas or strengthen some measures.

Preview of new BCCDC K-12 website:

- The purpose of this website is to provide information to different audiences within the education sector that is accessible and easy to use.
- The website is divided into three main sections based on the target audiences: Parents & Students, School Staff, Administrators and Districts. Within each section, information is provided on Preventing COVID in Schools, Attending School Safely, COVID Cases in Schools as well as links to additional resources.
- BCCDC aims to share an embargoed version of the website with the steering committee soon.

Discussion:

- Much of the discussion focused on the changes to mask guidance for middle/secondary students:
 - o BCPVPA, BCSTA, BCSSA, BCASBO, FISA expressed concerns with new mask guidance, including:
 - Need for stronger language (e.g., “must” instead of “should”) if this is implemented;
 - How to monitor/enforce compliance in a school setting;
 - Shift in mask policy may result in attention being focused solely on masks to the detriment of other safety measures;
 - May erode public confidence in safety of schools if not communicated properly, particularly if the science/evidence behind the changes is not clear.
 - o BCCPAC: May get questions about why change does not apply to primary students.
 - o MCFD: Asked how CDC recommendations for childcare settings will align with K-12 guidance
 - ACTION: BCCDC to follow up
 - o BCTF: Not the place of this committee to question medical experts. Focus should be on how to implement new guidance.
 - o CUPE, FNEESC, MNBC: no comment

Health & Safety Update The Provincial COVID-19 Health & Safety Guidelines for K-12 Settings are being updated in line with the BCCDC guidance and also incorporate recommended updates from the fall.

- An updated draft will be reviewed at the Health & Safety Working Group on Thursday and will also be shared with the steering committee.
- Key discussion topics for the working group include:
 - Strengthening mask language
 - Implications of shifting mask language from school type to age/grade
 - Updates to sections on Masks, Music, PHE, Sports

Additional Meeting

ACTION: An additional Steering Committee meeting will be scheduled for Friday January 29 to discuss updates to the Provincial COVID-19 Health & Safety Guidelines for K-12 Settings and the CDC guidance.

**MINISTRY OF EDUCATION
MEETING NOTE**

CLIFF: 246151

PREPARED FOR: Scott MacDonald, Deputy Minister

MEETING DATE: April 12, 2021

MEETING WITH: Education Board of School District 33, Chilliwack

ATTENDEES: SD33 Board

MEETING PURPOSE: Discuss Minister's letter of April 6, 2021 regarding findings of the special advisory committee, reappointment of Mike McKay as a special advisor, educational outcomes, and next steps to address the identified issues.

**Chilliwack (33) School District - April 9, 2021, School Board Meeting
Script and Educational Outcome Data**

History

- The Ministry of Education has been aware of issues of trustee conduct in the Chilliwack school district for several years.
- On December 21, 2020, the Minister appointed a special advisory committee to the district.
- On February 26, 2021, the special advisory committee submitted its final report. Overall

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- On March 23, 2021, ministry staff confirmed with the Human Rights Commissioner that a workshop for SD33 trustees would be provided articulating human rights obligations under the law.
- On April 6, 2021, the Minister sent a letter to the Board Chair outlining her expectations from the Board to address issues identified by the special advisory committee.
- Additionally, the Minister re-appointed Mike McKay as special advisor until November 12, 2021, to assist the Board and evaluate its progress.
- The Board is expected to establish a plan for enhancing student achievement in the district, with a particular focus on inclusive education, children and youth in care and Indigenous students.

Key Messages

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**MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE**

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Program ADM/Branch: Keith Godin, Governance and Analytics Division

Program Contact (for content): Shelaina Postings, Executive Director, Sector Policy and Performance Branch (778 679-8531)

Drafter: Mahi Boozarjomehri, Senior Manager, Framework for Enhancing Student Learning (250 208-5903)

Date: April 8, 2021

MINISTRY OF EDUCATION
DECISION BRIEFING NOTE

DATE: April 15, 2021
CLIFF: 246486

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

SUBJECT: Digital service fee for SY 2021/22

PURPOSE: Approval to recover fees for bundled digital services for SY 2021/22

BACKGROUND:

- Beginning in school year 2020/21, a digital services recovery fee (DSR) was introduced to allow increased flexibility with respect to IM/IT investments and reduce the costs associated with funding administration and reporting.
- The main criteria for the DSR is that IM/IT investments must directly benefit School Districts.
- For the first phase, MyEducation BC and Next Generation Network were bundled and the recovery fee was approved at \$40.00/student (DN CLIFF 218613).
- In FY 2021/22, there are two additional digital services that could be added to the digital services fee bundle. These are ShareEdBC and eAssessments. The Online Learning Management Service will be an opt in service for 2021/22 but could be considered as part of the DSR in future years
- Approval is also required for increased flexibility within the DSR for 21/22 as cost savings are not currently transferable between programs.

DISCUSSION:

- For 2021/22, approval is required to include the following additional services within the digital service fee:
 - **ShareEdBC** - provides educators with access to a broad collection of peer-reviewed educational resources aligned with BC's new curriculum.
 - **eAssessments** - is a digital assessment system that is designed to support the new BC K-12 curriculum. The service includes secure delivery of assessment to students, marking, reporting, and uploading and hosting of practice assessments.
- The cost of these services combined with the annual operating costs of MyEDBC and NGN will be managed under the current \$40.00/student fee and therefore no increase will be required for the 21/22 school year.
- MSB recently conducted a review of the DSR Framework and tabled a report (See Appendix 1: Digital Services Fee Review Report) which outlines the current structure and a number of recommendations which will be implemented in 21/22 to provide greater transparency and reporting capability within the framework.

MINISTRY OF EDUCATION
DECISION BRIEFING NOTE

- It is recommended that the DSR framework for 21/22 allow for flexibility for broader investment in other digital services if deemed a direct benefit to students, and flexibility to move funding between programs as required.
- A new DSR Governance model is being implemented (See Appendix 2: Digital Services Recoveries Governance Framework) to oversee the DSR and the onboarding of digital services in future years.
- A Digital Services Board will be established to oversee the framework and the develop of an annual plan (See Appendix 3: Digital Services Board Terms of Reference).
- S&T will conduct an annual review of the fee structure to ensure that fixed and variable costs of the services are appropriately funded by the fees.

OPTIONS:

Option 1: Approval to add ShareED and eAssessment to the 21/22 DSR Fee (\$40 per student) with the flexibility to onboard other services and move funding between programs as required.

Pros:

- Priority digital services will be funded that will directly benefit students.
- Costs associated with funding administration and reporting will be further reduced.
- No increase in the DSR fee for this school year

Cons:

- Districts may perceive a bundled rate as less transparent in terms of how the funding is being allocated.
- There is risk that some districts may not see value in these services.

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FINANCIAL IMPLICATIONS:

The DSR is based on enrolment and therefore may fluctuate once 21/22 enrolment data is finalized.

MINISTRY OF EDUCATION
DECISION BRIEFING NOTE

RECOMMENDATION:

Option: 1



Approved/Not Approved
D. Scott MacDonald
Deputy Minister of Education

Apr 16, 2021

Date Signed

Program ADM/Branch: Eleanor Liddy, A/ADM, Services and Technology

Program Contact (for content): Jennifer Wray, Executive Director

Drafter: Jennifer Wray

Date: April 8, 2021

MINISTRY OF EDUCATION
DECISION BRIEFING NOTE

APPENDIX 1

Ministry of Education Management Services Branch Digital Services Fee Review Report

Review Completed: January 2021
Report Completed: March 2021
Prepared By: Nicola Stokes

Table of Contents

Executive Summary	1
Digital Services Currently Provided	3
Potential Digital Service Recoveries	4
Current Governance Structures	5
Digital Services Fee Financial Analysis.....	7
Other Recoveries	9
Approvals	9
Appendix 1: MyEdBC Financial Analysis	10
Appendix 2: NGN Financial Analysis	11
Appendix 3: Dashboard for Executive	13
Appendix 4: STOB Analysis	14
Appendix 5: Digital Services Fee Savings	16

Executive Summary

The Digital Services Fee was introduced in FY20/21 to recover some of the costs of providing specific digital services to school districts. The digital services currently included in the digital services fee are MyEducation BC (MyEdBC) and the Next Generation Network (NGN).

The governance structures for MyEdBC and NGN are being updated and combined due to the bundling of these services into a single fee. As of the date of this report, the proposed governance framework has been partially implemented.

The MyEdBC and NGN programs are operating within their annual budgets. The current digital services fee is covering the current fixed and variable costs of both programs.

There are three additional digital services that could be added to the digital services fee bundle. These are ShareEdBC, eAssessments and Online Learning Management Services.

The Deputy Minister must approve any changes to the annual digital services fee, including changes to scope, significant policy, and governance changes, increases or decreases of fees, and any changes to budget allocation. Consultation with Treasury Board Staff will be required for any significant financial impacts to the digital service fee.

Recommendations

Potential Digital Services

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MINISTRY OF EDUCATION
DECISION BRIEFING NOTE

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These services directly benefit students and/or school districts. Therefore, we recommend a decision briefing note be developed for Deputy Minister approval which supports analysis that the cost of the service can be accurately and fairly allocated on a per student basis. To support consistent application of the fee, financial management transparency, and accurate forecasting the briefing note needs to determine usage estimates and the cost sharing ratio for services provided.

Governance

We recommend that:

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Other Recoveries

We recommend that the following services not be included in the digital services fee.

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Financial Management

We recommend that:

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Digital Services Currently Provided

The digital services fee currently includes two IM/IT services that are provided to the K-12 sector. The current fee is \$40 per student (\$10 for MyEdBC; \$30 for NGN) for public school students. The fee for international school students attending public schools is \$50 per student (\$20 for MyEdBC; \$30 for NGN).

Only the MyEdBC fee is charged to Independent schools (\$10), First Nation Schools (\$10) and the Yukon (\$20).

MINISTRY OF EDUCATION
DECISION BRIEFING NOTE

MyEducation BC (MyEdBC) is a student information service that standardizes data across public school districts and independent school authorities, enables integrated data systems, and streamlines data collection and reporting processes. MyEdBC is used by all 60 public school districts, 160 independent schools, 7 First Nations schools and 34 schools in Yukon with further growth anticipated due to onboarding ~ 140 more independent schools. This service is used in the general operations of schools including registration, report cards, timetabling, planning, parent portal, attendance, and individual education plans.

The Ministry of Education has a service contract with Fujitsu Consulting (Canada) Inc. to deliver this hosted student information service which includes both a hosted application and a hosted cloud infrastructure. MyEdBC is a critical Ministry system, which is managed, monitored and available 24 hours a day, 7 days a week. The ministry does and will not own any capital assets associated with the service.

Next Generation Network (NGN) provides the underlying infrastructure with data connectivity and cybersecurity services to 1600+ BC public school sites to enable student and teachers with access to the internet and digital services. NGN services are not provided to independent schools or First Nation schools.

NGN has several contracts in place to provide the service:

- Telecommunication Service Master Agreement (TSMA) - the Telus contract provides connectivity to over 85% of the K-12 public school sites in BC.
- IBM Managed Services Agreement - provides cybersecurity services to 59 school districts.
- Perfect World Innovation (PWI) - provides connectivity to 10 schools not covered through the TSMA.
- Fujitsu - provides helpdesk services for NGN. The ministry leverages the MyEdBC contract and is renewed annually through a change order.
- Self-Provisioned Schools – some school districts have invested in their own network services and therefore have opted out of the NGN service. These sites pay the digital services fee and are given a grant from the NGN budget to support their operations.

Potential Digital Service Recoveries

The ministry also provides the following digital services at no cost to the sector:

ShareEdBC is an application and resource bank that provides educators with access to a broad collection of peer-reviewed educational resources aligned with BC's new curriculum; it allows educators to connect with each other and tap into local and global community partners.

eAssessments is a digital assessment system that is designed to support the new BC K-12 curriculum. The service provider (Vretta) designs and develops assessment in English and French. The service includes formatting and loading assessments, secure delivery to students, marking,

MINISTRY OF EDUCATION
DECISION BRIEFING NOTE

reporting, and uploading and hosting of practice assessments. The service also included helpdesk support, support during live assessments, service operation and continuity, upgrades, and ongoing program customization.

Online Learning (formerly Distributed Learning) Learning Management Service (LMS)

Will be an application where teachers can create and deliver content; provide instruction, activities, engagement, and communication to students. Student's progress can be tracked and monitored utilizing feedback, reporting and analytics tools. Access to a common set of learning resources, content, and tools province wide. The application would also provide a collaboration space for educators and students as well as enabling parental oversight, training for teachers on best practices and the use of technology, and user support via a helpdesk and access to platform specialists.

Current Governance Structures

The governance structures for MyEdBC and NGN are currently under review due to the implementation of the Digital Services Fee. The objective of the review is to ensure that the services have adequate oversight and provide each beneficiary the opportunity to have input in the decision-making process.

MyEducation BC (MyEdBC)

Sixty (60) public school boards, 90 independent school authorities and the Yukon Department of Education have signed Memorandums of Understanding (MOU) with the Ministry of Education to use the MyEdBC service.

MyEdBC is governed by the Service Management Council (SMC). The council provides input on proposed enhancements and makes operational and financial decisions on behalf of schools and school districts. The SMC has 65 representatives: one from each public-school district, four from independent schools, and one from Yukon. The governance structures and committee have terms of references and accountabilities which are reviewed annually.

The SMC Executive meets monthly and is comprised of 10 members elected by the SMC; it is responsible for prioritizing enhancements and initiatives brought forward by the SMC and serve a 3-year term.

In addition to the SMC, the governance structure has 3 contract and service performance committees:

Joint Executive Committee (JEC) – Meets quarterly to discuss service levels and management of the Fujitsu contract with the school district. It is also responsible to ensure the budget is effective

MINISTRY OF EDUCATION
DECISION BRIEFING NOTE

managed and decisions are fiscally prudent; and excepted service levels are maintained. JEC membership includes:

- Chair: Ministry of Education (MOE) currently the S&T ADM.
- EDUC: Executive Director and Director, MyEdBC Operations
- Surrey SD: Superintendent
- Strategic Partnerships Office (SPO)
- Fujitsu Account Executives (North America, Canada & B.C)

Operations Management Committee (OMC) – Meets monthly to evaluate the daily and monthly operation levels and review any incidents. The committee is responsible for creating action plans to address any issues and provide quality assurance for service levels. OMC membership includes:

- Chair: Executive Director
- EDUC: Director, MyEdBC Operations
- Two (2) Fujitsu Account Executives (BC & Canada)

Program Increment Execution Committee - Meets every 2 weeks to discuss planned, budgeted enhancements. Members review whether the enhancements are on time, budget and quality. They also discuss any changes to the plans and prioritize new enhancements. This committee includes:

- EDUC staff
- Fujitsu Operations Leadership.

Next Generation Network (NGN)

The two main strategic governance committees for the NGN program are the NGN Working Group and the School District Technical Advisory Council.

The NGN Working Group provides technical knowledge and insights on connectivity and cybersecurity issues, reviews NGN services at the operational level and makes recommendations to the ministry on enhancements to the service. The working group is chaired by EDUC (currently the Director, Provincial Learning Network) and has five (5) members that represent the school districts (one from each of the BCASBO regions).

The School District Technical Advisory Council (SDTAC) represents the business interest of the districts and is composed of five (5) secretary treasurers from each of the BC Association of School Business Officials (BCASBO) regions. The SDTAC is co-chaired by the ministry and the Secretary Treasurer for SD41. The group meets quarterly to review the performance of the service and to review initiatives and projects that will enhance connectivity and cybersecurity services to schools.

Proposed Governance Model

MINISTRY OF EDUCATION
DECISION BRIEFING NOTE

Implementation of the proposed governance model is planned for fiscal 2021-2022. During the transition year, a Joint Executive Investment Committee will lead the implementation of the new governance framework. Members of the Committee will represent key senior leadership positions within the School Districts, the Federation of Independent School Associations (FISA), and the Ministry of Education Executive.

Once the framework is fully implemented, the new model will include a Digital Services Board). The JEIB will govern the strategic investment roadmap for future digital services (enhancements and new services). Potential representation will include school superintendents and secretary treasurers, First Nations Education Steering Committee (FNESC), the Ministry Executive Financial Officer, the Ministry Chief Information Officer, and the Federation of Independent School Associations in British Columbia (FISA BC). Questions remain regarding user benefit, fee structure and table representation.

Each digital service will have an advisory council that will operate in a similar manner as the current governance model. They will advise on the operational governance of the contract and service management aspects. The advisory council chairs will be members of the Strategic Investment Board.

S&T has completed a risk assessment for the new governance model and the transition from the current model; all the risks have a risk mitigation strategy.

Digital Services Fee Financial Analysis

The following financial analysis was conducted for the four fiscal years 2017-2018 to 2020-21 using data from the Corporate Financial System (CFS) and information provided by MyEdBC and NGN program staff. The purpose of the analysis was to determine the total cost of each program and the adequacy of the recovery fee; the process for recording and communicating to the users of each service was also reviewed.

Year 1 savings for the Digital Services Fee are shown in Appendix 5: Digital Services Fee Savings.

MyEducation BC (MyEdBC)

The beneficiaries of the MyEdBC services are the School Districts, Independent Schools and Yukon. However, the ministry also benefits because it can conduct analysis of the data produced by the service. As a result, the ministry expects to recover only 50% of the cost of providing the

MINISTRY OF EDUCATION
DECISION BRIEFING NOTE

service, therefore expenses are classified as recoverable and operational. This changed in 2020/21, where a higher percentage was recovered from school districts.

The financial analysis of MyEdBC in Appendix 1 shows that MyEdBC operated within its annual budget during fiscal years 2017/18, 2018/19 and 2019/20. Actual recoveries were less than budgeted during 2018/19 and 2019/20; these revenue deficits were offset by actual expenditures being less than the budgeted expenditures.

The total annual cost of operating MyEdBC could not be determined with complete accuracy because the responsibility centre is also used for BCeSIS contract, the Employee Learning Account, the Unique Identifier (PEN), the Data Management Unit, ShareEdBC, the eAssessment procurement and the BCEM-ERAC Services Society. The potential misstatement of costs is immaterial.

The program area uses many different STOBs, Service Lines and Project Codes to record expenses. The use of multiple General Ledger codes has the potential for costs to be recorded incorrectly. This could either overstate or understate recoverable or operational expenses.

As shown in the appendix, there were significant variations from year to year in the budget for independent school/Yukon recoveries. There were also significant variations from year to year for some of the program's expenses when comparing recoverable and operational expenses

Next Generation Network (NGN)

NGN is only provided to the public K-12 sector. The ministry does not receive any direct benefits from NGN. NGN receives an annual entitlement of \$22.668M approved by Treasury Board. and, as a result, the ministry expects to recover the remaining amount of the cost of providing the service from the school districts; therefore, expenses are recorded as recoverable.

The financial analysis of NGN in Appendix 2 shows that the program operated within its annual budget for fiscal years 2018-2019 and 2019-2020. Expenditures were less than budgeted for those years, which led to cost savings for the school districts.

The data pulled from CFS prior to fiscal year 2020-2021 under the NGN project code did not reconcile to the program area's documentation. This was due changes to the STOBs used for the recovery during the period of this review. Detailed analysis provided in Appendix 4: STOB Analysis.

There were also changes made to the STOBs used for NGN with the introduction of the Digital Services Fee Bundle.

Other Recoveries

There are also other recoveries from the school districts and independent schools for services provided by the ministry. These recoveries include:

Schools Protection Program (SPP):

The SPP provides self-insurance for the public K-12 education system. The Risk Management Branch in the Ministry of Finance calculates the cost for each school district. There are two separate insurance services:

1. SPP – Property - The premium of \$2.6M in FY2020/21 was recovered from school districts based on their property values.
2. SPP – Casualty – The combined premium and administration cost of \$5.2M in FY2020/21 was recovered from school districts based on student FTE. The rate per FTE was \$11.14.

Facility Condition Assessments

This recovery pays for the school districts' facility condition assessments under the Annual Facility Grant Allocation (AFG). The AFG is divided into Capital (80%) and Operating (20%). The Capital Asset Management System (CAMS) amount withheld is 7% of the operating portion of the AFG. The amount recovered in FY2020/21 was \$1.75M.

Approvals

Approved by:

Accepted by:

Reg Bawa, Assistant Deputy Minister
and Executive Financial Officer

Eleanor Liddy, A/Assistant Deputy Minister,
Services & Technology Division

Date: _____

Date: _____

MINISTRY OF EDUCATION
DECISION BRIEFING NOTE

Appendix 1: MyEdBC Financial Analysis

Financial Analysis based on Project Code

Costs to September 30, 2020

Project codes: 2240218, 2240464, 2240482

	FY2017-2018			FY2018-2019			FY2019-2020			FY2020-2021 (cost to Sept 30, 2020)		
	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance
Funding Sources												
Operating Cost Recovery	-	-	-	-	-	-	160,000	-	(160,000)	-	-	-
School District Recovery	5,483,736	5,850,000	366,264	5,516,679	5,530,000	13,321	5,839,724	6,550,000	710,276	2,407,322	8,155,149	5,747,827
Independent School / Yukon Recovery	525,814	72,000	(453,814)	460,557	450,000	(10,557)	491,502		(491,502)	192,872	542,500	349,628
Total Funding/Recovery	6,009,550	5,922,000	(87,550)	5,977,236	5,980,000	2,765	6,491,226	6,550,000	58,774	2,600,194	8,697,649	6,097,455
Expenditures												
Fujitsu Consulting	11,379,907			11,137,084			11,825,677			5,770,555		
Secondments	296,564			210,020			183,993			65,822		
MyEdBC Academy	74,347			11,147			9,219			-		
OCIO charges	47,980			210			3,540			1,470		
Travel	19,352			19,321			3,647			-		
MNP LLP	-			-			-			23,900		
Elevate Consulting	17,000			73,924			-			-		
Charter Telecom	15,042			-			-			1,324		
Deetken Consulting	8,000			-			-			-		
Other	2,954			(40)			(23,874)			(932)		
Operational Exp. Budget								109,800			205,000	
Total Expense	11,861,146	12,122,000	260,854	11,451,667	12,539,300	1,087,633	12,002,202	12,113,100	110,898	5,862,139	12,110,139	6,248,000

MINISTRY OF EDUCATION
DECISION BRIEFING NOTE

5,851,597	6,200,000	348,403	5,474,432	6,559,300	1,084,868	5,510,976	5,563,100	52,124	3,261,945	3,412,490	150,545

Appendix 2: NGN Financial Analysis

Financial Analysis based on Project Code
Costs to September 30, 2020
Project code: 2240484

	FY2017-2018			FY2018-2019			FY2019-2020			FY2020-2021 (Sep 30)		
	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance	Actual	Budget	Variance
Funding Sources												
TB Entitlement		22,668,000			22,668,000			22,668,000			37,608,000	
SD Recovery	13,522,000	-		17,000,000	-		12,599,998	-			(14,940,000)	
Expenditures												
Telus	28,015,723			27,277,294			24,977,578			11,659,488		
IBM Canada	3,249,042			6,244,772			4,138,506			2,241,647		
OCIO Charges	3,864,410			3,523,876			4,048,617			2,411,964		
Self-Provisioned SDs	1,169,370			1,108,613			1,152,898			504,800		
Fujitsu Consulting	476,606			352,100			492,940			179,571		
Freshworks Studio	-			-			316,370			-		
Perfectworld	-			-			69,152			110,388		
Other	504			72,084			1,131			-		
Total Expense	36,775,655			38,578,739			35,197,193			17,107,858		
	23,253,655	22,668,000	(585,655)	21,578,739	22,668,000	1,089,261	22,597,195	22,668,000	70,805	17,107,858	22,668,000	5,560,142

MINISTRY OF EDUCATION
DECISION BRIEFING NOTE

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In fiscal year 2020-2021, the Digital Service Fee Bundle was introduced and the recording for the Treasury Board Entitlement and School District Recovery was changed. The net budget for the year is the same as this total funding amount from Treasury Board for the program.

MINISTRY OF EDUCATION
DECISION BRIEFING NOTE

Appendix 3: Dashboard for Executive

This dashboard is in development. More discussion with program areas is required.

My Education BC

Annual Budgeted Funding and Expense and Actual Costs

Actuals to December 31, 2020

Project Codes: 2240218, 2240464, 2240482

Budgeted Annual Funding

Operating Cost Recovery	-
School District Recovery	8,155,149
Independent School/Yukon Recovery	542,500
Total Budgeted Funding	8,697,649

Budgeted Annual Expense

Operational Expense	205,000
Recoverable Expense	11,905,139
Total Budgeted Expense	12,110,139
Total Program Budget	3,412,490

Actual Annual Funding

School District Recovery	2,407,322
Independent School/Yukon Recovery	192,600
Total Actual Funding	2,599,992

Actual Expenses

Fujitsu Consulting	8,531,410
Secondments	104,222
OCIO Charges	1,890
MNP LLP	23,900
Charter Telecom	1,324
Other	(1,531)
Total Actual Expense	8,661,214
Total Program Actual	6,061,292
Net Surplus / (Deficit)	(2,648,802)

Next Generation Network

Annual Budgeted Funding and Actual Costs

Actuals to December 31, 2020

Project Code: 2240484

Budgeted Annual Funding

TB Entitlement & SD Recovery	37,608,000
School District Recovery	-14,940,000
Total Program Funding	22,668,000

Actual Recoverable Expenses

Telecommunication Services	19,701,700
Cyber Security Services	3,506,898
Help Desk Services	269,357
Total Actual Recoverable Expense	23,477,955

Net Surplus / (Deficit)

(809,955)

Note: The final FY2020/21 My Education BC recovery from School Districts was not processed by December 31, 2020.

Appendix 4: STOB Analysis

An analysis of the STOBs used for the MyEdBC and NGN programs during fiscal years 2017/18 to 2020/21 was conducted to:

- (i) Reconcile the programs' financial information to the information in the Corporate Finance System (CFS);
- (ii) Identify the total cost of each program; and
- (iii) Document the process for recording and communicating financial information to service beneficiaries

MyEducation BC (MyEdBC)

MyEdBC uses many different STOBs to record the program's expenses and recoveries.

The use of multiple STOBs and project codes under one responsibility centre has the potential for expenses to be misallocated between recoverable and operational expenses.

The various STOB groupings include:

- (57) Public Servant Travel Expenses
- (60) Professional Services – Operational & Regulatory
- (61) Professional Services – Advisory
- (63) Information Systems – Operating
- (65) Office and Business Expenses
- (77) Grants – Only used in FY2017-2018
- (88) Operating Costs Recovered – Only used in FY2019-2020
- (89) Recoveries – Within Government Reporting Entity
- (90) Recoveries – External to Government Reporting Entity

Next Generation Network (NGN)

The STOB analysis for NGN showed that the STOBs used for the program have changed over time. The analysis also showed that the program area's financial information did not reconcile to the CFS prior to FY2020-21. A change in recording recoveries and expenses in FY2020-21 has enabled the program information to reconcile with the CFS.

In fiscal year 2017-18, the expense STOBs used were 6301 (Data Operations), 6525 (Minor Purchases <\$1K), 7903 (Entitlements) and 7966 (Public Educational Institution - Entitlements). The Treasury Board entitlement was coded to 79EA (Entitlements).

In fiscal 2018-19, only STOBs 7903 and 7966 (Entitlements) were used and in fiscal 2019-20 only STOB 7903 was used in fiscal 2019-20; the recovery from the school districts was processed

under the school district operating grant coding with only the TB entitlement recorded in STOB 79EA. This required additional information to be obtained from both the program area and the Funding and Financial Accountability Branch to verify the amounts.

The recording of the recoveries and expenses changed again in FY2020-21 due to the known recovery amount from the School Districts. The total expected expense for the program is now recorded in STOB 79EA (Entitlements) and the school district recovery is recorded in STOB 89EA (External Recoveries); the entitlement is now shown as the difference between these two amounts.

Appendix 5: Digital Services Fee Savings

Funds to be returned to SDs As at January 30th

Projected Expenses

NGN's Forecast	\$ 34,267,038
One-time investments also included under NGN's forecast	\$ 1,350,000
My Ed's Forecast	\$ 11,900,000
Total Projected Expenses	\$ 47,517,038

Less non-recoverable expenses

NGN Entitlement	(\$ 22,668,000)
Ministry's contribution towards My Ed	(\$ 3,202,350)
Total non-recoverable expenses	(\$ 25,870,350)

Total Recoverable expenses

	\$ 21,646,688
My Ed- STOB 89	(\$ 8,155,149)
My Ed- STOB 90	(\$ 542,500)
NGN - STOB 89	(\$ 12,949,038)

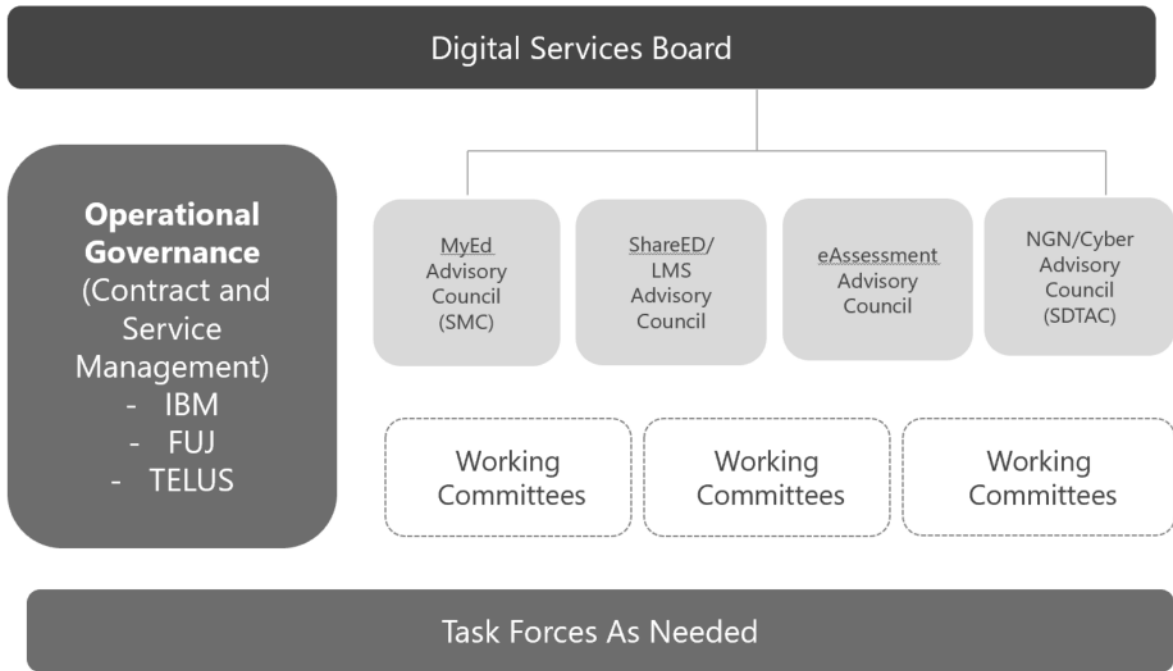
Less projected recovery¹	(\$ 23,311,740)
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Projected funds to be returned to SDs	(\$ 1,665,052)
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APPENDIX 2

DIGITAL SERVICES RECOVERIES – PROPOSED GOVERNANCE FRAMEWORK



APPENDIX 3



TERMS OF REFERENCE

DIGITAL SERVICES BOARD

INTRODUCTION:

The Ministry of Education provides digital services to the sixty public school districts in British Columbia and, where appropriate, British Columbia independent schools. These services currently include MyEducationBC and the Next Generation Network.

Implementation of a single Digital Services Recovery Fee was originally contemplated as an opportunity to:

- Enable enhancements and reinvestment in services to the K-12 system
- Continue the shared cost model with the school districts
- Streamline the governance structure
- Increase transparency
- Reduce the costs associated with administration and reporting

The new Digital Service Recovery Fee requires a framework to govern how digital services are delivered to school boards.

PURPOSE AND OBJECTIVE:

The Digital Services Board (DSB) will focus on oversight of current and future digital investments for digital services included in the Digital Services Fee. The DSB makes its decisions based on consensus wherever possible. Where consensus is not possible, the Co-Chairs will render a decision.

The objectives of the DSB are:

- Provide a forum for School District Executive, Independent School Authorities, and the Ministry to discuss technology standards, strategic plans, initiatives, and British Columbia-based infrastructure investments on a joint basis to facilitate coordination of such matters
- To set the strategic direction for investments in current and future digital services, including review and approval of an annual plan
- Provide recommendations to the Ministry regarding short-term and long-term plans for the provision of current and future digital services
- Understand business outcomes, assess how proposed initiatives will achieve those outcomes and measure results
- To monitor and ensure continued quality of services provided

- Improve communication between the Ministry and stakeholders (school districts, independent school authorities) regarding emerging digital services and potential shared service opportunities.

RESPONSIBILITIES:

The responsibilities of the Digital Services Board will be to:

- Set the direction for the Digital Services investment strategy
- Review and approve the Annual Investment Plan
- Review, comment and provide suggestions/direction on proposals presented by the various Co-Chairs of the product level supporting steering committees
- Review the effectiveness of the overall governance structure supporting the DSR and to adjust when and where necessary
- Act as a final dispute resolution mechanism in the Governance Process; and
- Perform any other roles and responsibilities as determined by the JEIB.

MEMBERSHIP AND CHAIR:

The Digital Services Board membership will be:

Role	Assigned to
Chair	Assistant Deputy Minister, Services & Technology Division
Co-Chair	School District representative to be elected by the Board
School/District Representatives	2 BC Association of School Business Officials representatives 2 BC School Superintendents Association representatives
Ministry Representatives	Executive Director, Funding and Financial Accountability
Secretariat	Executive Director, Student Information, Data and Education Networks
Members at Large (Non-voting)	1 First Nations Education Steering Committee representative 1 Independent Schools Association representative 1 Yukon representative

Members may be changed by mutual agreement of the committee.

Membership will be balanced, when possible, to represent urban, rural, large, and small districts aligned with the regional zones, as outlined by BC Association of School Business Officials.

- Fraser Valley, Metro & South Coast
- Kootenay-Boundary
- North Coast/Northern Interior
- Vancouver Island
- Thompson-Okanagan

GUESTS:

As appropriate, guests will be invited to attend the Digital Services Board meetings to provide background for the Committee and to report on activities that may influence Board discussions.

FREQUENCY OF MEETINGS

Meetings will be quarterly, or as necessary at the call of the Chair.

AGENDA AND MEETINGS

- The Secretariat will prepare the agenda in consultation with the Committee Chair and distribute minutes
- Members are expected to attend all meetings. Meeting attendance may not be delegated.

MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE

DATE: April 23, 2021
CLIFF: 246754

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

SUBJECT: Allocation of labour settlement funding to public education

PURPOSE: Overview of how labour settlement funding is calculated and allocated to public school districts

BACKGROUND:

- Prior to collective bargaining, when the public sector negotiating mandate has been set by the Public Sector Employers' Council (PSEC), the PSEC Secretariat estimates the mandate funding envelope for the broader public sector for each year of the mandate.
- This calculation is based on data from payroll (or similar) systems. For the K-12 sector, this data comes from the Employment Data and Analysis System (EDAS) run by the BC Public Schools Employers Association (BCPSEA) which collates payroll information from all 60 school districts. EDAS data is provided to the PSEC Secretariat by BCPSEA which calculates the amount of funding available for bargaining.
- Once a collective agreement has been ratified the collective agreement costs (as calculated by the PSEC Secretariat) are established within the Ministry of Education budget by the Ministry of Finance. This approach is the same for all public sector bargaining groups.
- The Ministry then allocates the budget (funds) established for the collective agreement cost to Boards of Education. The 2019/20 to 2021/22 collective agreement for the BCTF was ratified in May 2020. The funding for the three years of the contract was allocated thus:

Year 1 (2019/20): Funding was allocated immediately as a special grant to cover retroactive wage increases and wage adjustment costs for the remainder of the school year.

Year 2 (2020/21): Funding was allocated as a special grant as the funding rates for the 2021/22 school year had already been published.

Year 3 (2021/22): Funding was allocated proportionately across the operating grant rates. This approach had previously been recommended by the Technical Review Committee (the predecessor to the Funding Equity Committee, consisting of Superintendents and Secretary-Treasurers) and is the consistent practice of the Ministry over the past 20 years.

DISCUSSION:

- By allocating labour settlement funding across the funding rates, it ensures that funding aligns with the funding model and considers all the unique district factors, both student population and geographic – which impact staffing.

- In general, more students results in more staffing and including labour settlement funding in the funding rates ensures that the added cost of a new labour settlement mandate is funded as enrolment grows in a district.
- This approach is unique across the broader public sector. If a Health Authority hires additional staff then the additional wage costs for the hire is not automatically provided by government, in Education it is set in within the rates.
- Although funding decreases when student numbers decrease labour settlement funding is excluded from the Funding Protection calculation. This ensures that a school district receives its full allocation of labour settlement funding even in the case of declining enrolment.
- A general issue in the public sector with the method of calculating labour settlement funding is that it is based on staffing levels and costs the **year prior** to collective bargaining. For other parts of the broader public sector this means that the estimates of funding required are not reflective of actual costs, particularly at the end of a long mandate. For K-12 education, these impacts are mitigated by the fact that labour settlement funding increases as enrolment increases, because it has been included in the funding rates.
- The calculation does also not account for the step and seniority increments that unionized staff earn each year. On average, these increased costs are negated by experienced staff at the top of the pay grids retiring and being replaced by staff at a lower pay step.
- If a Board of Education has more staff per student than comparable Board then they will receive a similar amount of labour settlement funding while having increased costs (due to increased numbers of staff). In some cases, the Board has decided to have superior staffing levels at the cost of funding other programs or can maintain higher staffing levels due to additional net revenue from international student programs.
- In the current mandate, as the first two years of the settlement were allocated as special grants, these funds did not grow with student enrolment. However, this impact is not large across the whole sector; 2% growth in student enrolment would have added \$5 million to the funding provided to the sector, or less than \$10 per student.
- Government builds collective agreement costs into the 3-year fiscal plan.

CONCLUSION:

Labour settlement funding for the 2021/21 school year, as calculated by the PSEC Secretariat, was provided to Boards of Education in accordance with recommendations of sector representatives. In addition, Boards of Education in the public sector K-12 education system benefit from the linkage between student enrolment growth and labour settlement funding, compared to every other part of the broader public sector.

Program ADM/Branch:	Reg Bawa / Resource Management Division
Program Contact (for content):	Jonathan Foweraker
Drafter:	Jonathan Foweraker
Date:	April 23, 2021