

**MINISTRY OF EDUCATION
DECISION BRIEFING NOTE**

DATE: January 18, 2021
CLIFF: 243737

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

SUBJECT: Federal COVID-19 Funding

PURPOSE: Phase II of the Federal COVID-19 funding decisions.

BACKGROUND:

- In September 2020, it was announced that the Federal government is providing up to \$242.4 million to BC in one-time funding for the 2020/21 school year to support BC's COVID-19 response for K-12 education, to be provided in two payments of \$121.2 million.
- The Ministry of Education (EDUC) used 2019/20 student enrolment data to allocate the first payment (Phase I) to school districts and independent schools.
- Phase I was disbursed in September 2020 as a lump sum:
 1. \$101.1 million to school districts
 2. \$8.0 million to independent schools
 3. \$12.1 million held in reserve for COVID-19 cost issues that emerge after September 2020.
- School districts and independent schools were directed to spend the funding in the following areas, based on local needs:
 1. Learning resources and supports
 2. Health and safety
 3. Transportation
 4. Before-and-after school childcare
- School districts were directed to consult with Indigenous organizations in their district and to consider the needs of Indigenous students when budgeting for the use of the funding.
- The \$12.1 million Phase I holdback was allocated to public and independent schools in January 2020, with the public school allocation based 80% on enrolment and 20% on COVID-19 case counts as reported to EDUC as of December 16, 2020.
- Appendix A summarizes the committed and planned use of Phase I funding by public school districts.
- EDUC is proceeding at this point based on the assumption that BC will receive the entire \$121.2M Phase II funding committed by the Federal government, as per advice from Ministry of Finance and the Intergovernmental Relations Secretariat.

DISCUSSION:

- Decisions are now required in the following areas:
 1. Data, information and priorities to use to allocate out the funding.
 2. The amount of school district and other allocations.

3. Directions for spending of the funding.

- Information to consider:

Indigenous Funding Requests (\$8.7M)

- EDUC has received proposals from the First Nations Education Steering Committee (FNESC) and Métis Nation BC (MNBC) for funding to address COVID-19 related educational costs in their communities (Appendix C).
- Their proposals (FNESC: \$8.2M, MNBC \$0.5M) seek to address learning loss and student health by providing:
 - Technology for remote learning
 - Educational and mental health and mental health supports
 - Space adaptations and enhanced cleaning to provide instructional space in Indigenous communities
- School districts reported spending 6.9% of the Phase I allocation on services and supports for Indigenous students. FNESC has raised concerns with the accuracy of this figure and the engagement process that school districts used and have indicated that providing some Phase II funding through FNESC would ensure it reaches the communities and students that are most in need.

Federation of Independent School Associations (FISA) (\$6.8M)

- COVID-19 funding is due to independent schools (standard schools) because of the legislated link between public and independent schools funding. It is estimated that the funding due to independent schools is 7.3% of public school funding.
- For Phase I, the 7.3% of the funding was allocated to standard schools at \$93 per student and for online schools at \$117 per student.
- Because independent online schools did not receive a portion of the Provincial restart funding (because they are not standard schools and therefore the investment in public schools did not result in an increase to their funding rates) an additional \$23 was added to the per student allocation to arrive at \$117.
- There is no need for this approach for the Phase II payment, resulting in a lower allocation overall to independent schools.
- FISA has requested that students in independent schools generate the same per student funding as students in public schools, claiming that this is health and safety related funding and thus that no distinction should be made between the systems.
- If implemented, it is estimated that this approach would almost double the funding going to Independent Schools in Phase II and lower allocations to public schools.

COVID Rapid Response Teams (\$0.9M)

- In November 2020, Dr. Henry outlined the idea of developing Rapid Response Teams to assess significant school exposure events and to support school districts and independent schools as they implement their COVID-19 safety plans (Appendix D). This approach has not yet been implemented due to lack of funding.
- EDUC proposes developing six regional rapid response teams at an estimated total cost of \$0.9M (one in each Health Authority and one dedicated to support independent

schools) with each Response Team run by a single school district or FISA and would be headed by an Environmental Health specialist. The teams would be supported by representatives from unions and administrative staff.

- The teams would be trained by public health personnel to complete COVID-19 school safety assessments. Each Response Team would support the school districts within a health authority and the FISA team would support independent schools.

Consultations

- EDUC has consulted with the Funding Equity Committee (FEC), the BC Association of School Business Officials Executive (BCASBO), and the Provincial K-12 COVID-19 Steering Committee on use of the Phase II funding.
- BCASBO Executive and the Steering Committee were clear with their request that Phase II allocations should at least match Phase I allocations as school districts have already budgeted for the use of the funding, including hiring additional staff through to the end of the 2020/21 school year.
- FEC also provided feedback that the sooner all the funding is released the better the planning process for the funding.
- School districts will be required to report back to EDUC at the end of the school year on how they have spent their Federal funding. A similar reporting process would be established for FNEESC and MNBC if their proposals are funded.
- The Phase II funding will need to be fully allocated prior to the end of the current fiscal year (March 31, 2021) as authority for EDUC to access the contingency vote to spend the funding only exists this fiscal year.
- Phase I funding was allocated with four general areas of spending specified, but with flexibility for each school district to spend funding within those four areas to address their unique local challenges related to COVID-19 (Appendix B).
- Most K-12 stakeholders (other than BCTF and FNEESC) recommended this approach for Phase I and recommend it be continued for Phase II.
- The BCTF has recently indicated in the media that it believes that the needs of schools have not been addressed and that EDUC needs to direct where school districts should spend the Phase II funding, in particular on mandatory masks in all schools, fewer students in classrooms, more space between students in schools, and improved ventilation for classrooms
- There is no evidence that this is true, or that directing spending will result in a better outcome; school districts are in the best position to determine how best to meet the needs of their local communities and address their safe return to school plans.
- If a portion of funding is allocated to school districts based on case counts, BCASBO Executive recommends using the most recent case counts, i.e. incremental case counts since the Phase 1 allocation was calculated. School districts would be asked to use this funding to address health and safety concerns caused by new COVID cases in schools.

- This may include additional masks for staff and students. School districts will be required to prioritize any purchase of masks (or other PPE) using the Phase II Federal funding through the provincial supply hub.

OPTIONS

Table 1: Phase 2 Options	Phase 1	Option 1		Option 2	Option 3
	Funding	Funding	Change		
Anticipated Phase 2 funding	\$ 121.2 M	\$ 121.2 M	\$ - M	s.13; s.17	
FNESC		\$ 8.2 M	\$ 8.2 M		
Métis Nation British Columbia					
Rapid Response Teams		\$ 0.9 M	\$ 0.9 M		
Holdback	\$ 12.1 M		\$ (12.1 M)		
Amount to be split between Indy and Public	\$ 109.1 M	\$ 112.1 M	\$ 3.0 M		
Public Schools Allocation	\$ 101.1 M	\$ 101.1 M	\$ - M		
Independent Schools	\$ 8.0 M	\$ 7.5 M	\$ (0.5) M		
Remaining for Public Exposures in schools		\$ 3.5 M	\$ 3.5 M		

Option 1: Fund FNESC's request, establish Rapid Response Teams. Do not establish a holdback. Match Phase I allocations to public school districts and allocate 7.3% of that funding to independent schools based on September enrolment. Allocate the remaining funding in February based on incremental COVID-19 case counts in public schools as reported to EDUC. Work with MNBC through the spring to further identify issues impacting Métis students and how school districts can support them.

Pros:

- The needs of First Nations communities are addressed, and school districts and independent schools receive additional support to deal with COVID-19 cases.
- Provides \$3.5M allocated based on the number of school exposure since reported on December 16 for the Phase I holdback allocation.
- All the Federal funding is allocated in February 2021 ensuring that there is sufficient planning for the use of the funding.

Cons:

- EDUC does not have a holdback to address any emerging issues between now and the end of March 2021.
- FISA will be disappointed with not receiving the same per student amount as public schools.
- Engagement with MNBC on Métis student needs may not satisfy them.

Option 2: s.13; s.17

s.13; s.17

s.13; s.17

Cons:

s.13

Option 3:

s.13; s.17

s.13; s.17

Pros:

s.13; s.17

Cons:

s.13; s.17

FINANCIAL IMPLICATIONS:

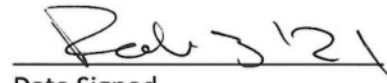
There are no financial implications for government if all the Federal funding is allocated out by March 31, 2021. The entire \$242.2M has been approved to be expended by EDUC and offset by the Federal funding recovery.

Option 1 is approved

RECOMMENDATION:

Option: ~~2~~ 1


~~Approved~~/Not Approved
Honourable Jennifer Whiteside
Minister of Education


Date Signed


Appendix A: Summary reporting on Federal Funding (60 public school districts)
Appendix B: Guidelines for the use of the Federal Return to School Fund
Appendix C: FNEC and Métis Nation submissions
Appendix D: Rapid Response Teams Proposal
Appendix E: Draft public schools allocation tables (Table F)

Program ADM/Branch: Reg Bawa/Funding and Financial Accountability Branch
Program Contact (for content): Jonathan Foweraker
Drafter: Tim Jah
Date: January 18, 2021

**MINISTRY OF EDUCATION
DECISION BRIEFING NOTE**

Appendix A: Summary reporting on Federal Funding (60 public school districts)

UPDATED DEC 1, 2020 ALL 60 SD's reporting

 Federal Safe Return to Class Grant - Summary Report						
Cost Categories	Phase One: Budgeted to Dec 31, 2020					Phase 2 Budgeted to June 30,
	Services and Supplies	Staffing	Staffing FTE	Capitalized Costs	Total	Total for year
Learning Resources and Supports	\$ 7,956,514	\$ 45,268,049	1,138.3847	\$ 3,326,462	\$ 56,551,025	\$ 110,930,854
Education Program Delivery - All Other	2,984,820	29,027,221	760.7158	27,000	32,039,042	66,448,494
Education Program Delivery - DL	311,313	13,059,331	319.0243	124,725	13,495,369	27,012,468
Mental Health Supports	579,128	751,327	25.5582	-	1,330,455	2,690,735
Technology	3,687,567	275,256	10.1500	2,453,663	6,416,486	7,285,875
SD Entered	249,686	857,597	21.8174	721,074	1,828,357	3,892,922
SD Entered	144,000	1,297,317	1.1190	-	1,441,317	3,140,065
SD Entered	-	-	-	-	-	460,295
Health and Safety	\$ 17,660,427	\$ 12,779,948	559.0834	\$ 4,897,005	\$ 35,337,380	\$ 58,341,308
Additional Staff to Implement Safety Plans	128,000	4,347,961	230.0599	-	4,475,961	8,555,306
Barriers and Space Adaptations	1,532,796	83,102	1.6730	460,127	2,076,025	1,977,506
Enhanced Cleaning of Facilities (staff, equipment, Hand Hygiene	5,409,211	6,789,447	320.0927	2,675,259	14,873,916	25,237,930
Hand Hygiene	2,626,706	49,500	0.5000	248,969	2,925,175	4,447,083
Health and Safety Training	471,103	513,548	3.0078	-	984,651	913,046
HVAC/ventilation	3,853,101	76,557	3.0000	1,102,500	5,032,158	9,849,193
PPE	2,798,767	37,898	0.7500	94,000	2,930,665	4,043,528
SD Entered	386,562	840,785	-	285,500	1,512,847	2,308,043
SD Entered	336,310	41,150	-	-	377,460	656,540
SD Entered	117,872	-	-	30,650	148,522	353,134
Transportation	\$ 2,071,372	\$ 1,305,894	46.5262	\$ 13,000	\$ 3,390,266	\$ 7,006,049
Enhanced Cleaning of Buses (staff, equipment, supplies)	795,690	264,170	12.8920	13,000	1,072,860	2,276,587
Enhanced Transportation Services	968,958	944,138	32.4341	-	1,913,096	3,789,394
Technology for ridership tracking and route planning	268,891	23,713	1.0000	-	292,604	594,717
SD Entered	37,833	73,873	0.2000	-	111,706	345,351
SD Entered	-	-	-	-	-	-
Before & After School Child Care	\$ 127,250	\$ 82,828	2.0430	\$ 200,000	\$ 410,078	\$ 447,000
Enhanced Cleaning of Child Care spaces (staff,	10,000	27,500	1.0000	-	37,500	65,000
Facility Changes for Child Care	116,250	-	-	200,000	316,250	305,000
SD Entered	1,000	55,328	1.0430	-	56,328	77,000
SD Entered	-	-	-	-	-	-
Total:	\$ 27,815,563	\$ 59,436,719	1,746.0373	\$ 8,436,467	\$ 95,688,748	\$ 176,725,210
Percentage of Sept alloc. spent ▶					95%	87%
September Allocation total ▶					\$ 101,100,472	\$ 202,200,944
Funding Prioritised for Indigenous Students ▶					\$ 6,850,583	\$ 11,898,231
					7.2%	6.7%

**MINISTRY OF EDUCATION
DECISION BRIEFING NOTE**

Appendix B: Guidelines for the use of the Federal Return to School Fund

Learning resources and supports

- Implementation of online and remote learning options including internet access / Wifi hubs for Indigenous communities
- Hiring additional teachers and staff, including staff to support Indigenous students remaining in their communities and for those students transitioning back into the classroom over the school year
- Health and safety training for staff
- Mental health support for staff and students

Health and safety

- Increasing staff and covering salary costs for additional hours needed to meet health and safety guidelines in schools
- Installing plexiglass and other barriers, providing outdoor learning spaces, and adapting classrooms and school buses to minimize physical contact
- Increasing hand hygiene, including additional hand sanitizing stations, installing touchless faucets or additional supplies
- Improving air systems in schools, such as HVAC and ventilation improvements, portable air scrubbers and increased utility costs
- Purchasing additional cleaning supplies such as sprayers or fogger machines for frequent cleaning and disinfecting high-touch surfaces
- Purchasing additional masks, face shields or other personal protective equipment, as needed

Transportation

- Cover additional transportation costs to accommodate new schedules
- Student and route tracking and planning technology
- Alternate bus transportation strategies

Before- and after-school child care

- Opening up more space and covering the cleaning costs for before- and after-school care so that groups can be smaller, and to ensure students can remain within their learning groups
- Additional staff to support before- and after-school care during the pandemic

Page 009 of 182 to/à Page 010 of 182

Withheld pursuant to/removed as

s.13 ; s.16



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Métis Nation British Columbia (MNBC) represents nearly 90,000 self-identified Métis people in BC. To date, over 20,500 Métis Citizens are provincially registered with MNBC. The Métis National Council and the Provincial Government of British Columbia, as well as the Federal Government of Canada, recognize Métis Nation British Columbia as the Governing Nation for Métis in BC.

COVID-19 SCHOOL RAPID RESPONSE TEAMS - PROPOSAL

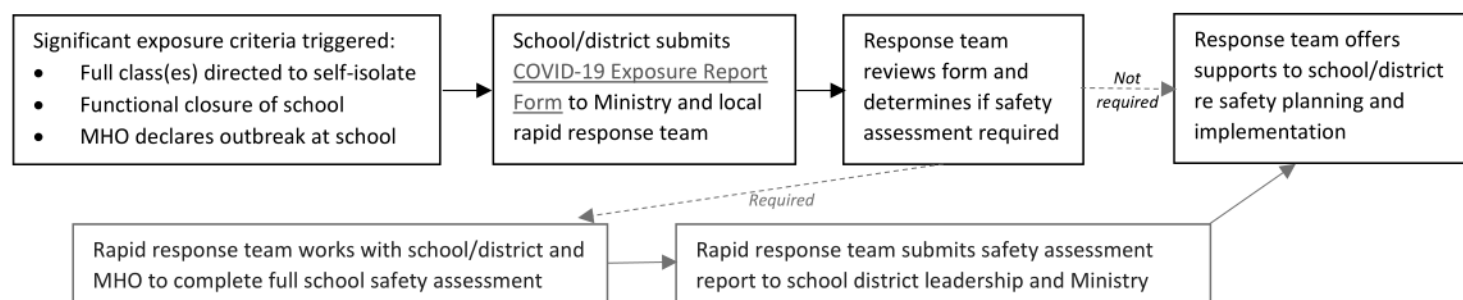
Project Details

- Establish regional K-12 rapid response teams to conduct assessments of significant school exposure events (e.g. outbreaks, closures) and support to schools and school districts regarding their COVID-19 safety plans.
- Response teams would be composed of school district and Federation of Independent School Associations (FISA) staff. Public health personnel train teams to complete COVID-19 school safety assessments.
- Each response team would support multiple school districts and independent schools.
- Response team functions would include:
 - Meeting with relevant school/district staff and health authority personnel to review timeline of events and actions taken to date in response to significant school exposure events.
 - Reviewing school/district COVID-19 safety plans, including related policy & procedure documentation.
 - Conducting physical or virtual site inspections of school premises.
 - Reviewing school/district and health authority communications, and local medical health officer findings and recommended measures, regarding specific exposure event(s).
 - Creating school safety assessment reports with recommendations, vetting the reports with the local Medical Health Officer and sharing reports with school district leadership and Ministry of Education.
 - Connecting schools/districts with resources and information to support implementation of safety plans and safety assessment report recommendations.
- Safety assessment report findings would be used to inform improvements to local school/district safety plans as well as provincial planning and communications in response to commonly identified themes.

Funding and Resources

- Holdback portion of 2nd phase federal funding for school districts and FISA to support rapid response teams.
- Ministries of Education and Health co-develop a provincial school assessment tool for the teams to use.

School Assessment Process



Prevention vs Intervention – Division of Responsibilities

Area	Lead	Activities/Resources
Prevention	EDUC	<ul style="list-style-type: none"> Provincial K-12 Health and Safety Guidelines COVID-19 School Safety Checklist Review of school district safety plans K-12 Health Check App Federal COVID-19 Funding for K-12
Intervention	HAs/PHO	<ul style="list-style-type: none"> School Exposure Notifications Case Management and Contact Tracing
	EDUC	<ul style="list-style-type: none"> School Exposure Report Forms (<i>significant event</i>)
	K-12 response teams	<ul style="list-style-type: none"> School Exposure Audits (<i>outbreaks/closures</i>)

COVID-19 EXPOSURE REPORT FORM

School districts and independent school authorities are required to complete and submit this form to the Ministry in any of the following circumstances:

- One or more classes have been directed by the local health authority to self-isolate;
- Self-isolation directives from the local health authority have resulted in functional closure of the school; or
- The local Medical Health Officer has declared an outbreak at the school.

PLEASE DO NOT INCLUDE ANY PERSONAL INFORMATION RE: CONFIRMED CASES.

School Name:	District/Authority:
Contact Name:	Contact Position:
Contact Phone:	Contact Email:

Number of cases (indicate students or staff, if known):	
Date(s) of exposure(s):	
Has your school/district reviewed this exposure(s) with your local medical health officer (MHO)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Summary and timeline of exposure details (<i>e.g. specific classes/activities connected to the exposure[s], notifications sent to families and staff, etc</i>):	
Has the MHO identified any factors that may have increased risk or contributed to transmission? (<i>if yes, describe below</i>):	<input type="checkbox"/> Yes <input type="checkbox"/> No
School/district findings re factors that may have increased risk and/or contributed to transmission:	
Has the MHO recommended measures to address identified issues? (<i>if yes, describe below</i>):	<input type="checkbox"/> Yes <input type="checkbox"/> No
Additional school/district measures to address identified issues:	
Implementation status of identified measures (<i>include dates</i>):	
Additional Comments:	

Email completed form, along with any school/district or health authority communications regarding this exposure(s) to the Ministry of Education (EDUC.COVID@GOV.BC.CA) and to your local COVID-19 rapid response team lead.

TABLE A
SUMMARY OF GRANTS TO DATE, 2020/21
Updated February 2021

School District	2020/21 Interim Operating Grant Block	Estimated Classroom Enhancement Fund Allocation	Learning Improvement Fund - Support Staff	Community- LINK	Annual Facility Grant (Total Oper. Portion)*	Pay Equity	Student Transportation Fund	Teachers' Labour Settlement	Early Career Mentorship Fund	Safe Return to School Grant	Federal Safe Return to Class Fund
5 Southeast Kootenay	62,461,689	2,984,294	236,579	373,586	286,997	457,171	361,459	1,510,285	120,000	493,581	2,111,629
6 Rocky Mountain	39,112,369	3,363,976	142,508	391,904	195,806	207,823	369,399	884,489	70,000	291,299	1,257,192
8 Kootenay Lake	54,689,259	5,419,681	200,282	631,599	279,588	300,996	419,602	1,338,788	105,000	437,667	1,856,158
10 Arrow Lakes	8,896,161	197,784	29,448	105,604	62,454	40,560	42,675	160,142	15,000	46,588	330,000
19 Revelstoke	12,029,721	557,629	43,344	98,017	65,368	101,498	49,847	314,296	25,000	85,608	384,892
20 Kootenay-Columbia	40,626,448	3,615,865	149,552	688,964	193,868	248,239	242,977	1,042,845	80,000	317,889	1,488,069
22 Vernon	84,320,697	6,312,603	309,422	645,902	356,510	85,865	361,094	2,328,158	180,000	640,018	3,245,226
23 Central Okanagan	220,363,694	18,251,428	808,330	1,252,296	785,351	1,238,323	600,000	6,145,818	485,000	1,747,628	8,750,295
27 Cariboo-Chilcotin	53,556,548	3,935,472	195,123	676,140	311,749	665,837	739,024	1,243,194	100,000	380,777	1,731,492
28 Quesnel	34,189,965	1,955,907	124,007	489,126	179,096	379,632	274,209	878,407	70,000	260,132	1,118,729
33 Chilliwack	134,900,985	9,447,514	490,428	722,132	456,531	864,624	329,456	3,575,689	290,000	1,073,102	5,104,766
34 Abbotsford	181,840,467	12,137,321	674,161	1,240,748	691,973	118,014	313,969	5,074,150	390,000	1,528,538	7,529,610
35 Langley	194,571,540	25,373,431	707,918	2,071,827	680,178	551,875	260,000	5,739,774	475,000	1,607,951	7,948,721
36 Surrey	690,149,421	43,652,212	2,547,102	4,017,294	2,362,029	6,861,224	72,999	19,190,731	1,535,000	5,200,662	28,249,989
37 Delta	148,460,285	8,049,220	534,594	584,208	614,944	2,171,545	41,933	4,478,979	355,000	1,155,892	6,033,044
38 Richmond	182,987,023	34,064,694	669,476	772,476	829,133	2,215,706	21,608	5,816,048	470,000	1,456,347	7,790,877
39 Vancouver	458,901,610	33,912,887	1,672,482	9,404,107	2,237,985	7,294,124	53,423	13,505,685	1,060,000	3,556,154	19,367,377
40 New Westminster	63,153,865	6,132,084	227,646	1,550,170	235,872	521,853	6,073	1,904,750	150,000	488,210	2,705,256
41 Burnaby	220,908,865	11,458,215	822,551	2,397,447	930,932	1,441,995	24,841	7,146,649	570,000	1,711,553	9,208,724
42 Maple Ridge-Pitt Meadows	143,348,247	13,177,001	519,539	569,146	517,500	1,874,965	185,990	4,173,875	335,000	1,084,402	5,578,093
43 Coquitlam	289,385,338	34,883,269	1,046,395	1,524,858	1,139,623	706,353	81,641	8,948,339	695,000	2,392,034	11,847,069
44 North Vancouver	140,130,676	17,190,387	503,723	1,132,336	626,273	2,966,047	40,566	4,109,123	330,000	1,116,823	5,901,158
45 West Vancouver	63,516,871	2,476,836	229,200	264,859	267,383	678,422	84,722	1,920,744	160,000	502,456	2,596,482
46 Sunshine Coast	39,355,946	3,126,592	142,594	509,458	196,588	510,381	380,465	934,351	75,000	286,313	1,207,284
47 Powell River	31,729,935	2,204,263	100,916	205,122	122,930	243,304	91,754	629,555	50,000	180,570	1,011,119
48 Sea to Sky	53,071,755	5,727,921	185,300	300,233	191,138	371,793	265,534	1,327,690	105,000	397,421	1,997,941
49 Central Coast	6,774,023	480,115	24,558	247,326	60,292	42,403	80,277	126,155	10,000	24,883	330,000
50 Haida Gwaii	10,350,374	745,728	37,630	111,611	110,390	139,874	149,851	169,037	15,000	51,093	330,000
51 Boundary	17,544,813	937,780	64,238	146,982	113,349	105,245	153,588	371,737	30,000	120,797	477,984
52 Prince Rupert	24,401,950	1,949,227	88,867	520,898	135,633	706,027	117,597	627,342	50,000	188,687	722,606
53 Okanagan Similkameen	28,940,142	2,129,639	104,695	233,418	125,847	233,703	209,099	690,988	55,000	203,601	905,021
54 Bulkley Valley	22,703,325	1,265,703	83,059	229,218	141,659	225,459	163,737	506,193	40,000	169,820	750,200
57 Prince George	136,854,380	9,175,708	498,079	2,157,419	667,217	2,271,692	687,663	3,726,145	300,000	1,069,663	4,954,678
58 Nicola-Similkameen	24,105,106	2,963,347	87,602	296,844	125,830	120,216	170,292	599,155	50,000	182,697	907,255
59 Peace River South	43,103,328	3,327,236	157,452	374,489	285,735	944,395	441,458	925,751	70,000	313,770	1,356,309
60 Peace River North	65,762,730	4,925,211	255,887	573,794	298,964	241,350	425,785	1,510,106	125,000	515,408	2,470,472
61 Greater Victoria	182,189,199	19,668,849	665,523	3,943,638	810,279	2,896,617	20,027	5,654,057	435,000	1,552,257	7,254,152
62 Sooke	107,833,359	14,963,697	399,366	763,767	336,814	931,052	358,365	3,007,718	235,000	872,605	4,357,466
63 Saanich	72,902,887	7,697,396	257,923	412,568	305,814	377,315	280,000	2,031,443	155,000	562,552	2,993,082
64 Gulf Islands	20,931,597	1,991,605	75,860	161,656	103,629	102,398	328,264	457,529	35,000	149,789	552,972
67 Okanagan Skaha	57,221,983	3,756,566	207,373	386,934	268,467	441,194	167,035	1,567,466	120,000	484,147	2,122,189
68 Nanaimo-Ladysmith	133,578,581	12,068,477	488,486	2,311,113	555,642	160,000	244,630	3,645,082	280,000	1,068,252	5,481,682
69 Qualicum	44,146,379	3,724,787	158,680	380,322	199,346	936,176	426,341	1,156,463	95,000	311,500	1,655,152
70 Pacific Rim	38,681,704	2,459,563	142,803	936,889	211,772	595,220	71,717	1,021,152	80,000	306,186	1,435,670
71 Comox Valley	90,046,128	9,659,796	308,915	609,052	350,428	451,831	421,375	2,210,956	170,000	615,365	3,595,422
72 Campbell River	56,493,225	3,803,030	206,242	539,881	263,128	75,322	316,860	1,440,451	115,000	462,607	2,033,406
73 Kamloops-Thompson	152,748,952	10,668,998	555,368	1,609,145	701,852	575,959	666,817	3,970,864	310,000	1,173,714	5,586,388
74 Gold Trail	19,703,530	676,800	71,632	388,173	139,657	376,093	366,932	339,516	30,000	123,253	426,624
75 Mission	62,534,834	6,125,124	225,361	404,511	249,513	725,901	188,900	1,690,967	140,000	484,741	2,461,469
78 Fraser-Cascade	21,002,009	1,874,440	76,192	358,207	107,268	229,516	184,576	503,351	40,000	157,714	633,922
79 Cowichan Valley	82,286,674	9,220,837	298,553	667,259	384,070	363,682	283,524	2,281,837	180,000	651,698	3,050,412
81 Fort Nelson	9,426,392	771,913	34,469	136,831	64,611	79,311	32,744	195,956	15,000	68,787	333,024
82 Coast Mountains	48,816,131	4,754,610	177,965	619,240	308,265	1,160,795	557,786	1,265,447	100,000	389,629	1,573,762
83 North Okanagan-Shuswap	70,702,413	6,162,240	263,129	329,608	342,430	641,286	561,925	1,767,813	135,000	590,823	2,384,438
84 Vancouver Island West	9,823,019	1,173,428	36,306	133,070	79,210	55,087	57,593	191,674	15,000	76,717	330,000
85 Vancouver Island North	18,676,019	1,459,458	67,768	322,035	148,378	115,216	118,179	346,474	25,000	131,051	494,034
87 Stikine	5,749,204	385,885	20,705	566,271	60,751	124,935	51,181	82,179	10,000	21,075	330,000
91 Nechako Lakes	51,427,764	2,778,972	183,117	515,767	289,429	1,096,373	503,247	1,127,851	85,000	308,176	1,624,855
92 Nisga'a	8,129,327	823,580	30,011	137,386	54,305	116,874	130,091	157,428	10,000	42,381	333,024
93 Conseil scolaire francophone	93,239,348	4,600,999	333,566	131,778	277,814	100,251	750,415	1,771,713	145,000	584,488	2,737,372
Provincial Total	5,485,490,219	468,779,230	20,000,000	54,276,659	23,495,587	50,876,937	15,403,131	151,460,550	12,000,000	42,470,000	216,836,234

*Includes total operating portion only; see Table D for capital portion

TABLE B
CLASSROOM ENHANCEMENT FUND ALLOCATION, 2020/21 ESTIMATED
Updated December 2020

School District	FTE	Staffing Cost	Overhead Cost	Annual Remedies	Total 2020/21 Estimated Classroom Enhancement Fund Allocation
5 Southeast Kootenay	26.8	2,788,968	148,845	46,481	2,984,294
6 Rocky Mountain	33.1	3,170,506	193,470	0	3,363,976
8 Kootenay Lake	51.0	5,147,364	207,086	65,231	5,419,681
10 Arrow Lakes	1.6	142,583	55,201	0	197,784
19 Revelstoke	4.6	488,081	66,735	2,813	557,629
20 Kootenay-Columbia	30.4	3,281,928	332,137	1,800	3,615,865
22 Vernon	54.0	5,510,156	696,607	105,840	6,312,603
23 Central Okanagan	187.2	17,684,304	549,237	17,887	18,251,428
27 Cariboo-Chilcotin	31.1	3,341,289	568,263	25,920	3,935,472
28 Quesnel	17.1	1,741,462	214,445	0	1,955,907
33 Chilliwack	84.9	8,686,665	390,638	370,211	9,447,514
34 Abbotsford	114.1	10,947,413	434,835	755,073	12,137,321
35 Langley	251.6	23,212,051	906,082	1,255,298	25,373,431
36 Surrey	497.4	40,785,650	1,328,788	1,537,774	43,652,212
37 Delta	64.7	6,373,105	767,671	908,444	8,049,220
38 Richmond	300.3	29,092,042	4,841,324	131,328	34,064,694
39 Vancouver	277.5	28,893,118	4,037,077	982,692	33,912,887
40 New Westminster	53.5	5,645,804	373,060	113,220	6,132,084
41 Burnaby	102.7	8,936,405	2,428,607	93,203	11,458,215
42 Maple Ridge-Pitt Meadows	117.6	11,532,247	726,809	917,945	13,177,001
43 Coquitlam	271.5	30,666,881	2,194,412	2,021,976	34,883,269
44 North Vancouver	98.2	10,245,057	6,101,085	844,245	17,190,387
45 West Vancouver	23.1	2,287,582	183,530	5,724	2,476,836
46 Sunshine Coast	28.3	2,883,378	193,196	50,018	3,126,592
47 Powell River	18.4	1,763,914	120,435	319,914	2,204,263
48 Sea to Sky	54.0	5,395,569	332,352	0	5,727,921
49 Central Coast	4.6	426,436	53,679	0	480,115
50 Haida Gwaii	5.8	666,642	71,293	7,793	745,728
51 Boundary	8.2	875,377	25,098	37,305	937,780
52 Prince Rupert	15.5	1,521,568	193,366	234,293	1,949,227
53 Okanagan Similkameen	21.2	2,010,007	66,112	53,520	2,129,639
54 Bulkley Valley	11.4	1,129,184	81,660	54,859	1,265,703
57 Prince George	87.4	8,780,297	395,411	0	9,175,708
58 Nicola-Similkameen	26.7	2,661,460	301,887	0	2,963,347
59 Peace River South	28.0	2,874,732	293,013	159,491	3,327,236
60 Peace River North	42.8	4,163,222	365,296	396,693	4,925,211
61 Greater Victoria	191.4	17,366,524	702,459	1,599,866	19,668,849
62 Sooke	133.2	13,533,824	1,429,873	0	14,963,697
63 Saanich	60.7	6,021,288	848,635	827,473	7,697,396
64 Gulf Islands	16.3	1,540,873	324,480	126,252	1,991,605
67 Okanagan Skaha	29.0	3,110,377	212,891	433,298	3,756,566
68 Nanaimo-Ladysmith	104.7	10,413,172	1,402,180	253,125	12,068,477
69 Qualicum	32.2	3,276,118	400,019	48,650	3,724,787
70 Pacific Rim	20.7	2,056,898	119,835	282,830	2,459,563
71 Comox Valley	80.5	8,118,102	1,471,710	69,984	9,659,796
72 Campbell River	34.0	3,258,045	291,660	253,325	3,803,030
73 Kamloops-Thompson	96.9	10,172,910	463,687	32,401	10,668,998
74 Gold Trail	6.3	667,865	8,935	0	676,800
75 Mission	54.0	5,223,201	259,203	642,720	6,125,124
78 Fraser-Cascade	17.1	1,630,203	103,010	141,227	1,874,440
79 Cowichan Valley	75.7	7,557,256	877,071	786,510	9,220,837
81 Fort Nelson	6.5	588,385	176,508	7,020	771,913
82 Coast Mountains	43.5	4,341,644	307,493	105,473	4,754,610
83 North Okanagan-Shuswap	49.3	4,932,603	318,656	910,981	6,162,240
84 Vancouver Island West	8.5	862,264	212,074	99,090	1,173,428
85 Vancouver Island North	11.9	1,238,793	122,970	97,695	1,459,458
87 Stikine	3.1	379,600	6,285	0	385,885
91 Nechako Lakes	25.5	2,523,128	255,844	0	2,778,972
92 Nisga'a	6.0	712,928	110,652	0	823,580
93 Conseil scolaire francophone	41.9	4,224,513	335,128	41,358	4,600,999
Provincial Total	4,195.2	409,502,961	41,000,000	18,276,269	468,779,230

TABLE C
LEARNING IMPROVEMENT FUND - SUPPORT STAFF, 2020/21
Updated March 2020

School District	2020/21 Estimated Operating Grant Block	% of Total Operating Grants	2020/21 Learning Improvement Fund - Support Staff
5 Southeast Kootenay	65,368,013	1.2%	236,579
6 Rocky Mountain	39,375,790	0.7%	142,508
8 Kootenay Lake	55,338,954	1.0%	200,282
10 Arrow Lakes	8,136,713	0.1%	29,448
19 Revelstoke	11,976,323	0.2%	43,344
20 Kootenay-Columbia	41,322,133	0.7%	149,552
22 Vernon	85,494,939	1.5%	309,422
23 Central Okanagan	223,346,189	4.0%	808,330
27 Cariboo-Chilcotin	53,913,488	1.0%	195,123
28 Quesnel	34,263,909	0.6%	124,007
33 Chilliwack	135,507,986	2.5%	490,428
34 Abbotsford	186,274,576	3.4%	674,161
35 Langley	195,601,704	3.5%	707,918
36 Surrey	703,778,471	12.7%	2,547,102
37 Delta	147,711,397	2.7%	534,594
38 Richmond	184,980,058	3.3%	669,476
39 Vancouver	462,116,188	8.4%	1,672,482
40 New Westminster	62,899,871	1.1%	227,646
41 Burnaby	227,275,396	4.1%	822,551
42 Maple Ridge-Pitt Meadows	143,551,606	2.6%	519,539
43 Coquitlam	289,124,706	5.2%	1,046,395
44 North Vancouver	139,181,465	2.5%	503,723
45 West Vancouver	63,329,219	1.1%	229,200
46 Sunshine Coast	39,399,500	0.7%	142,594
47 Powell River	27,883,754	0.5%	100,916
48 Sea to Sky	51,199,447	0.9%	185,300
49 Central Coast	6,785,611	0.1%	24,558
50 Haida Gwaii	10,397,407	0.2%	37,630
51 Boundary	17,749,270	0.3%	64,238
52 Prince Rupert	24,554,566	0.4%	88,867
53 Okanagan Similkameen	28,927,920	0.5%	104,695
54 Bulkley Valley	22,949,722	0.4%	83,059
57 Prince George	137,622,120	2.5%	498,079
58 Nicola-Similkameen	24,204,968	0.4%	87,602
59 Peace River South	43,504,792	0.8%	157,452
60 Peace River North	70,703,113	1.3%	255,887
61 Greater Victoria	183,887,782	3.3%	665,523
62 Sooke	110,347,016	2.0%	399,366
63 Saanich	71,265,441	1.3%	257,923
64 Gulf Islands	20,960,426	0.4%	75,860
67 Okanagan Skaha	57,298,188	1.0%	207,373
68 Nanaimo-Ladysmith	134,971,362	2.4%	488,486
69 Qualicum	43,844,211	0.8%	158,680
70 Pacific Rim	39,457,227	0.7%	142,803
71 Comox Valley	85,354,848	1.5%	308,915
72 Campbell River	56,985,787	1.0%	206,242
73 Kamloops-Thompson	153,451,169	2.8%	555,368
74 Gold Trail	19,792,404	0.4%	71,632
75 Mission	62,268,460	1.1%	225,361
78 Fraser-Cascade	21,052,184	0.4%	76,192
79 Cowichan Valley	82,491,921	1.5%	298,553
81 Fort Nelson	9,524,066	0.2%	34,469
82 Coast Mountains	49,172,732	0.9%	177,965
83 North Okanagan-Shuswap	72,704,029	1.3%	263,129
84 Vancouver Island West	10,031,421	0.2%	36,306
85 Vancouver Island North	18,724,731	0.3%	67,768
87 Stikine	5,720,847	0.1%	20,705
91 Nechako Lakes	50,596,392	0.9%	183,117
92 Nisga'a	8,292,287	0.2%	30,011
93 Conseil scolaire francophone	92,166,150	1.7%	333,566
Provincial Total	5,526,112,365	100.0%	20,000,000

TABLE D
ANNUAL FACILITY GRANT, 2020/21
Updated March 2020

School District	Total Operating Portion	Capital Portion	Total 2020/21 Annual Facility Grant	Operating Portion			Total Allocation to Districts
				Gross	Withheld Capital Asset Mgmt System	Net	
5 Southeast Kootenay	286,997	1,123,775	1,410,772	286,997	21,376	265,621	1,389,396
6 Rocky Mountain	195,806	766,705	962,511	195,806	14,584	181,222	947,927
8 Kootenay Lake	279,588	1,094,762	1,374,350	279,588	20,824	258,764	1,353,526
10 Arrow Lakes	62,454	244,547	307,001	62,454	4,652	57,802	302,349
19 Revelstoke	65,368	255,957	321,325	65,368	4,869	60,499	316,456
20 Kootenay-Columbia	193,868	759,114	952,982	193,868	14,440	179,428	938,542
22 Vernon	356,510	1,395,963	1,752,473	356,510	26,554	329,956	1,725,919
23 Central Okanagan	785,351	3,075,143	3,860,494	785,351	58,495	726,856	3,801,999
27 Cariboo-Chilcotin	311,749	1,220,691	1,532,440	311,748	23,220	288,529	1,509,220
28 Quesnel	179,096	701,275	880,371	179,096	13,339	165,757	867,032
33 Chilliwack	456,531	1,787,608	2,244,139	456,531	34,003	422,528	2,210,136
34 Abbotsford	691,973	2,709,511	3,401,484	691,973	51,540	640,433	3,349,944
35 Langley	680,178	2,663,325	3,343,503	680,178	50,661	629,517	3,292,842
36 Surrey	2,362,029	9,248,830	11,610,859	2,362,033	175,929	2,186,100	11,434,930
37 Delta	614,944	2,407,894	3,022,838	614,944	45,802	569,142	2,977,036
38 Richmond	829,133	3,246,577	4,075,710	829,133	61,756	767,377	4,013,954
39 Vancouver	2,237,985	8,763,112	11,001,097	2,237,984	166,690	2,071,295	10,834,407
40 New Westminster	235,872	923,588	1,159,460	235,872	17,568	218,304	1,141,892
41 Burnaby	930,932	3,645,182	4,576,114	930,931	69,338	861,594	4,506,776
42 Maple Ridge-Pitt Meadows	517,500	2,026,336	2,543,836	517,500	38,544	478,956	2,505,292
43 Coquitlam	1,139,623	4,462,341	5,601,964	1,139,623	84,881	1,054,742	5,517,083
44 North Vancouver	626,273	2,452,254	3,078,527	626,273	46,646	579,627	3,031,881
45 West Vancouver	267,383	1,046,972	1,314,355	267,383	19,915	247,468	1,294,440
46 Sunshine Coast	196,588	769,766	966,354	196,588	14,642	181,946	951,712
47 Powell River	122,930	481,348	604,278	122,930	9,156	113,774	595,122
48 Sea to Sky	191,138	748,426	939,564	191,138	14,236	176,902	925,328
49 Central Coast	60,292	236,080	296,372	60,292	4,491	55,801	291,881
50 Haida Gwaii	110,390	432,248	542,638	110,390	8,222	102,168	534,416
51 Boundary	113,349	443,835	557,184	113,350	8,443	104,906	548,741
52 Prince Rupert	135,633	531,090	666,723	135,633	10,102	125,531	656,621
53 Okanagan Similkameen	125,847	492,769	618,616	125,847	9,373	116,474	609,243
54 Bulkley Valley	141,659	554,685	696,344	141,659	10,551	131,108	685,793
57 Prince George	667,217	2,612,576	3,279,793	667,217	49,696	617,521	3,230,097
58 Nicola-Similkameen	125,830	492,703	618,533	125,830	9,372	116,458	609,161
59 Peace River South	285,735	1,118,833	1,404,568	285,735	21,282	264,453	1,383,286
60 Peace River North	298,964	1,170,632	1,469,596	298,964	22,267	276,697	1,447,329
61 Greater Victoria	810,279	3,172,751	3,983,030	810,279	60,351	749,928	3,922,679
62 Sooke	336,814	1,318,839	1,655,653	336,814	25,087	311,727	1,630,566
63 Saanich	305,814	1,197,456	1,503,270	305,814	22,778	283,036	1,480,492
64 Gulf Islands	103,629	405,774	509,403	103,629	7,719	95,910	501,684
67 Okanagan Skaha	268,467	1,051,218	1,319,685	268,467	19,996	248,471	1,299,689
68 Nanaimo-Ladysmith	555,642	2,175,687	2,731,329	555,642	41,385	514,257	2,689,944
69 Qualicum	199,346	780,564	979,910	199,346	14,848	184,498	965,062
70 Pacific Rim	211,772	829,220	1,040,992	211,772	15,773	195,999	1,025,219
71 Comox Valley	350,428	1,372,146	1,722,574	350,428	26,101	324,327	1,696,473
72 Campbell River	263,128	1,030,310	1,293,438	263,128	19,598	243,530	1,273,840
73 Kamloops-Thompson	701,852	2,748,192	3,450,044	701,852	52,275	649,577	3,397,769
74 Gold Trail	139,657	546,845	686,502	139,657	10,402	129,255	676,100
75 Mission	249,513	976,998	1,226,511	249,512	18,584	230,929	1,207,927
78 Fraser-Cascade	107,268	420,020	527,288	107,268	7,990	99,278	519,298
79 Cowichan Valley	384,070	1,503,875	1,887,945	384,070	28,606	355,464	1,859,339
81 Fort Nelson	64,611	252,995	317,606	64,611	4,812	59,799	312,794
82 Coast Mountains	308,265	1,207,050	1,515,315	308,265	22,960	285,305	1,492,355
83 North Okanagan-Shuswap	342,430	1,340,831	1,683,261	342,430	25,505	316,925	1,657,756
84 Vancouver Island West	79,210	310,157	389,367	79,210	5,900	73,310	383,467
85 Vancouver Island North	148,378	580,991	729,369	148,377	11,051	137,327	718,318
87 Stikine	60,751	237,876	298,627	60,751	4,525	56,226	294,102
91 Nechako Lakes	289,429	1,133,296	1,422,725	289,429	21,557	267,872	1,401,168
92 Nisga'a	54,305	212,638	266,943	54,305	4,045	50,260	262,898
93 Conseil scolaire francophone	277,814	1,087,818	1,365,632	277,814	20,692	257,122	1,344,940
Provincial Total	23,495,587	92,000,000	115,495,587	23,495,587	1,750,000	21,745,588	113,745,588

February 2021

TABLE E
SAFE RETURN TO SCHOOL GRANT
Updated August 2020

School District	Reusable Masks/Face Shields	Improved Hand Hygiene	Computers & Assistive Technology	Cleaning Supplies	Cleaning Frequency	Total, Safe Return to School Grant
5 Southeast Kootenay	23,707	104,379	45,644	58,051	261,800	493,581
6 Rocky Mountain	13,913	62,210	24,543	34,599	156,034	291,299
8 Kootenay Lake	18,982	94,984	32,636	52,827	238,238	437,667
10 Arrow Lakes	2,032	10,343	2,519	5,752	25,942	46,588
19 Revelstoke	4,201	18,721	5,319	10,412	46,955	85,608
20 Kootenay-Columbia	16,261	68,477	23,313	38,084	171,754	317,889
22 Vernon	33,708	136,589	51,167	75,965	342,589	640,018
23 Central Okanagan	92,053	377,365	121,836	209,876	946,498	1,747,628
27 Cariboo-Chilcotin	19,330	80,412	34,625	44,722	201,688	380,777
28 Quesnel	12,655	54,643	25,390	30,390	137,054	260,132
33 Chilliwack	53,808	227,547	94,465	126,553	570,729	1,073,102
34 Abbotsford	76,203	332,838	99,567	185,112	834,818	1,528,538
35 Langley	84,274	348,175	108,576	193,641	873,285	1,607,951
36 Surrey	288,449	1,127,221	330,804	626,917	2,827,271	5,200,662
37 Delta	63,144	247,762	85,760	137,795	621,431	1,155,892
38 Richmond	80,506	322,601	64,682	179,418	809,140	1,456,347
39 Vancouver	195,598	776,055	206,405	431,612	1,946,484	3,556,154
40 New Westminster	26,241	107,344	25,686	59,701	269,238	488,210
41 Burnaby	96,641	375,410	89,120	208,788	941,594	1,711,553
42 Maple Ridge-Pitt Meadows	59,056	231,254	85,451	128,615	580,026	1,084,402
43 Coquitlam	120,896	529,541	118,904	294,510	1,328,183	2,392,034
44 North Vancouver	63,000	244,919	58,390	136,214	614,300	1,116,823
45 West Vancouver	28,428	112,279	17,688	62,445	281,616	502,456
46 Sunshine Coast	13,027	57,996	37,570	32,255	145,465	286,313
47 Powell River	8,718	36,334	24,177	20,208	91,133	180,570
48 Sea to Sky	20,083	86,078	27,489	47,873	215,898	397,421
49 Central Coast	1,223	5,179	2,611	2,880	12,990	24,883
50 Haida Gwaii	2,172	10,737	5,281	5,972	26,931	51,093
51 Boundary	5,406	25,739	10,778	14,315	64,559	120,797
52 Prince Rupert	8,226	38,581	23,655	21,457	96,768	188,687
53 Okanagan Similkameen	9,502	42,829	20,028	23,820	107,422	203,601
54 Bulkley Valley	8,032	36,650	12,831	20,383	91,924	169,820
57 Prince George	53,059	221,082	118,050	122,958	554,514	1,069,663
58 Nicola-Similkameen	8,342	38,568	17,601	21,450	96,736	182,697
59 Peace River South	15,126	66,356	28,951	36,905	166,432	313,770
60 Peace River North	24,494	111,447	37,956	61,982	279,529	515,408
61 Greater Victoria	79,177	336,453	105,620	187,122	843,885	1,552,257
62 Sooke	44,482	188,118	63,547	104,624	471,834	872,605
63 Saanich	28,301	120,714	43,729	67,136	302,772	562,652
64 Gulf Islands	6,352	33,552	7,071	18,660	84,154	149,789
67 Okanagan Skaha	22,786	105,357	33,153	58,596	264,255	484,147
68 Nanaimo-Ladysmith	56,493	228,670	82,365	127,178	573,546	1,068,252
69 Qualicum	16,437	66,580	24,460	37,029	166,994	311,500
70 Pacific Rim	15,091	65,176	26,198	36,248	163,473	306,186
71 Comox Valley	32,140	132,479	44,787	73,679	332,280	615,365
72 Campbell River	21,812	98,592	40,084	54,833	247,286	462,607
73 Kamloops-Thompson	58,792	251,432	93,017	139,837	630,636	1,173,714
74 Gold Trail	5,016	26,143	11,983	14,540	65,571	123,253
75 Mission	25,331	102,611	42,364	57,068	257,367	484,741
78 Fraser-Cascade	7,864	32,729	16,828	18,203	82,090	157,714
79 Cowichan Valley	32,762	138,270	56,961	76,900	346,805	651,698
81 Fort Nelson	2,882	14,750	5,955	8,204	36,996	68,787
82 Coast Mountains	17,481	81,846	39,499	45,519	205,284	389,629
83 North Okanagan-Shuswap	26,635	126,829	48,713	70,537	318,109	590,823
84 Vancouver Island West	2,475	16,603	6,763	9,234	41,642	76,717
85 Vancouver Island North	5,631	27,256	14,642	15,159	68,363	131,051
87 Stikine	777	4,598	1,610	2,557	11,533	21,075
91 Nechako Lakes	13,168	62,115	42,553	34,546	155,794	308,176
92 Nisga'a	1,673	8,631	5,628	4,800	21,649	42,381
93 Conseil scolaire francophone	25,946	131,854	23,003	73,332	330,713	584,848
Provincial Total	2,200,000	9,170,000	3,000,000	5,100,000	23,000,000	42,470,000

TABLE F
FEDERAL SAFE RETURN TO CLASS FUND
Updated February 2021

School District	Phase One Funding	Phase One Holdback Allocation	Phase Two Funding	Phase Two Exposure Allocation*	2020/21 Total Federal Safe Return to Class Fund
5 Southeast Kootenay	1,008,678	94,273	1,008,678		2,111,629
6 Rocky Mountain	601,533	54,126	601,533		1,257,192
8 Kootenay Lake	889,192	77,774	889,192		1,856,158
10 Arrow Lakes	150,000	30,000	150,000		330,000
19 Revelstoke	177,446	30,000	177,446		384,892
20 Kootenay-Columbia	709,962	68,145	709,962		1,488,069
22 Vernon	1,551,003	143,220	1,551,003		3,245,226
23 Central Okanagan	4,144,747	460,801	4,144,747		8,750,295
27 Cariboo-Chilcotin	828,022	75,448	828,022		1,731,492
28 Quesnel	534,478	49,773	534,478		1,118,729
33 Chilliwack	2,417,189	270,388	2,417,189		5,104,766
34 Abbotsford	3,559,978	409,654	3,559,978		7,529,610
35 Langley	3,762,926	422,869	3,762,926		7,948,721
36 Surrey	13,215,182	1,819,625	13,215,182		28,249,989
37 Delta	2,843,773	345,498	2,843,773		6,033,044
38 Richmond	3,687,311	416,255	3,687,311		7,790,877
39 Vancouver	9,177,259	1,012,859	9,177,259		19,367,377
40 New Westminster	1,274,223	156,810	1,274,223		2,705,256
41 Burnaby	4,359,287	490,150	4,359,287		9,208,724
42 Maple Ridge-Pitt Meadows	2,650,455	277,183	2,650,455		5,578,093
43 Coquitlam	5,610,148	626,773	5,610,148		11,847,069
44 North Vancouver	2,807,392	286,374	2,807,392		5,901,158
45 West Vancouver	1,224,288	147,906	1,224,288		2,596,482
46 Sunshine Coast	578,349	50,586	578,349		1,207,284
47 Powell River	483,652	43,815	483,652		1,011,119
48 Sea to Sky	946,973	103,995	946,973		1,997,941
49 Central Coast	150,000	30,000	150,000		330,000
50 Haida Gwaii	150,000	30,000	150,000		330,000
51 Boundary	223,992	30,000	223,992		477,984
52 Prince Rupert	345,440	31,726	345,440		722,606
53 Okanagan Similkameen	432,826	39,369	432,826		905,021
54 Bulkley Valley	357,210	35,780	357,210		750,200
57 Prince George	2,359,051	236,576	2,359,051		4,954,678
58 Nicola-Similkameen	433,896	39,463	433,896		907,255
59 Peace River South	646,118	64,073	646,118		1,356,309
60 Peace River North	1,169,717	131,038	1,169,717		2,470,472
61 Greater Victoria	3,474,375	305,402	3,474,375		7,254,152
62 Sooke	2,087,443	182,580	2,087,443		4,357,466
63 Saanich	1,433,835	125,412	1,433,835		2,993,082
64 Gulf Islands	260,730	31,512	260,730		552,972
67 Okanagan Skaha	1,009,391	103,407	1,009,391		2,122,189
68 Nanaimo-Ladysmith	2,615,858	249,966	2,615,858		5,481,682
69 Qualicum	792,176	70,800	792,176		1,655,152
70 Pacific Rim	681,963	71,744	681,963		1,435,670
71 Comox Valley	1,722,386	150,650	1,722,386		3,595,422
72 Campbell River	972,654	88,098	972,654		2,033,406
73 Kamloops-Thompson	2,674,709	236,970	2,674,709		5,586,388
74 Gold Trail	198,312	30,000	198,312		426,624
75 Mission	1,167,577	126,315	1,167,577		2,461,469
78 Fraser-Cascade	298,181	37,560	298,181		633,922
79 Cowichan Valley	1,461,299	127,814	1,461,299		3,050,412
81 Fort Nelson	150,000	33,024	150,000		333,024
82 Coast Mountains	748,840	76,082	748,840		1,573,762
83 North Okanagan-Shuswap	1,141,540	101,358	1,141,540		2,384,438
84 Vancouver Island West	150,000	30,000	150,000		330,000
85 Vancouver Island North	232,017	30,000	232,017		494,034
87 Stikine	150,000	30,000	150,000		330,000
91 Nechako Lakes	770,419	84,017	770,419		1,624,855
92 Nisga'a	150,000	33,024	150,000		333,024
93 Conseil scolaire francophone	1,295,071	147,230	1,295,071		2,737,372
Provincial Total	101,100,472	11,135,290	101,100,472	3,500,000	216,836,234

* To be determined based on incremental exposures as reported to the Ministry by February 15, 2021

**MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE**

DATE: December 21, 2020

CLIFF: 243040

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

SUBJECT: Delegation of Ministerial Authority under the *School Act*

PURPOSE: To formally designate Ministry of Education staff to act on behalf of the Minister of Education, specifically regarding the approval of a board of education's use of its restricted capital funds and the signing of Capital Project Funding Agreements.

BACKGROUND:

- Section 168 (1) (c) of the *School Act* provides that the Minister of Education may designate a member of the public service to act on their behalf.
- To assist operational efficiency, in September 2019, former-Minister Rob Fleming provided written notification to authorize the Assistant Deputy Minister, Resource Management Division, and the Executive Director, Capital Management Branch, Resource Management Division, to approve requests from boards regarding the use of their restricted capital funds and to sign Capital Project Funding Agreements (CPFA) on his behalf.
- Restricted capital funds are used by boards as a part of their approved cost share for major capital projects, approved under a Ministry of Education capital plan.
- Restricted capital funds may also be used by boards to fund lesser-valued capital projects, which are not eligible for funding under any of the Ministry's capital programs.
- The delegated authority to approve a board's use of restricted capital funds specifically relates to sections 100 (4) (b) and 156 (10) (b) of the *School Act*.
- Those sections provide the two ways in which boards of education may generate restricted capital funds, namely:
 - Proceeds from the disposal of a board-owned property; and
 - Cost-savings incurred from an approved capital plan project.
- A CPFA is a formal agreement between the Minister and a board of education that provides the terms and conditions for the undertaking of a capital project approved by Treasury Board.

DISCUSSION:

s.13; s.14

- A Minister's letter, to be held in EDUC administrative records system, has been drafted to replace the current authorization for the positions of Assistant Deputy Minister and Executive Director to act on behalf of the Minister in the two noted instances:
 - Under s. 100 (4) (b), to provide approval for a board of education's use of "money allocated to the minister", which the board has received in respect of the disposition of an asset that was the subject of a capital expenditure; and
 - Under s. 156 (10) (b), to provide approval for a board of education to expend "surplus capital funds" obtained in respect of a capital project.
- In both instances, a board may only use its restricted capital funds for capital projects.

CONCLUSION:

Attached for signature is a letter that formally delegates statutory authority to the Assistant Deputy Minister, Resource Management Division, and Executive Director, Capital Management Branch, Resource Management Division, to act on behalf of the Minister of Education.

Attachment(s)

1. Sections of the *School Act*
2. Letter of Delegation of Minister's Authority

Program ADM/Branch: Reg Bawa/Capital Management Branch

Program Contact (for content): John Woycheshin, Regional Director

Drafter: John Woycheshin, Regional Director, Capital Programs Unit

Date: December 21, 2020

**MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE**

Enclosure 1: Sections of the *School Act*

Definitions and interpretation

1 (1) In this Act:

"capital plan expenditure" means a capital expenditure with respect to a project that is included in a board's capital plan bylaw, and includes a capital expenditure that was a capital plan expense under this Act, as it read immediately before this definition was enacted, and was included in a capital plan;

"capital plan project" means a project that is budgeted for as a capital plan expenditure;

"capital project" means an undertaking that requires capital expenditures to be incurred.

Disposition of proceeds on alienation 100 (1) In this section:

"board's contribution" means the percentage of the capital expenditure that was a local capital expenditure or was not paid for by the minister under a former Act;

"capital expenditure" does not include an annual facility expenditure;

"minister's contribution" means the percentage of the capital expenditure that was not a board's contribution.

- (2) Subject to subsection (3), if a board receives money in respect of the disposition of any asset that was the subject of a capital expenditure, the money must be allocated between the board and the minister according to the board's contribution and the minister's contribution to the capital expenditure.
- (3) The minister may allocate the money between the minister and the board if
 - (a) the minister is not able to determine the board's contribution or the minister's contribution to the capital expenditure, or
 - (b) in the opinion of the minister, the allocation under subsection (2) is not appropriate in the circumstances.
- (4) Money allocated to the minister must be used by the board only
 - (a) for capital projects, and
 - (b) with the minister's approval.
- (5) Money allocated to the board must be used by the board only for capital projects.

Accounting practices

156 (10) A surplus in respect of a capital plan may be spent only

- (a) on capital expenditures, and
- (b) with the minister's approval.

Jurisdiction of minister

168 (1) The minister, subject to this Act and the regulations,

- (a) may designate a member of the public service to act on behalf of the minister.



December 21, 2020

Ref: 243040

Reg Bawa
Assistant Deputy Minister
Resource Management Division

Re: Delegation of Ministerial Authority under the *School Act*

This letter provides the delegation of various ministerial approval authorities to designated members of the Ministry of Education, as is permitted under s. 168 (1) (c) of the *School Act*.

Firstly, in accordance with s. 168 (1) (c), I hereby delegate to the positions of Assistant Deputy Minister, Resource Management Division, and Executive Director, Capital Management Branch, Resource Management Division, the power to act on behalf of the Minister of Education under s. 100 (4) (b) of the *School Act*.

The Assistant Deputy Minister and Executive Director may therefore approve a board of education's use of money allocated to the Minister, which the board has received in respect of the disposition of an asset that was the subject of a capital expenditure. Section 100 (4) (a) of the *School Act* provides that such money allocated to the Minister must be used by the board only for capital projects.

Secondly, in accordance with s 168 (1) (c), I further delegate to the positions of Assistant Deputy Minister, Resource Management Division, and Executive Director, Capital Management Branch, Resource Management Division, the power to act on behalf of the Minister of Education under s. 156 (10) (b) of the *School Act*.

The Assistant Deputy Minister and Executive Director may therefore approve a board of education's expenditure of surplus capital funds obtained in respect of a capital project. Section 156 (10) (a) of the *School Act* provides that such funds may only be spent by the board on capital expenditures as may be required for a capital project.

Thirdly, in accordance with s. 168 (1) (c), I also delegate to the positions of Assistant Deputy Minister, Resource Management Division, and Executive Director, Capital Management Branch, Resource Management Division, the power to approve Capital Project Funding Agreements with boards of education on behalf of the Minister of Education.

.../2

**Ministry of
Education**

Office of the Minister

Mailing Address:
PO Box 9045 Stn Prov Govt
Victoria BC V8W 9E2

Location:
Parliament Buildings
Victoria

These delegations will continue until expressly replaced by the Minister of Education, in writing.

Sincerely,

A handwritten signature in dark ink, appearing to read "J. Whiteside", written in a cursive style.

Jennifer Whiteside
Minister of Education

pc: Scott MacDonald, Deputy Minister
Keith Godin, Assistant Deputy Minister, Governance and Analytics Division
Francois Bertrand, A/Executive Director, Capital Management Branch

**MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE**

DATE: January 15, 2021
CLIFF: 243582

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

SUBJECT: CYSN Framework Implementation Meeting

PURPOSE: Meeting with MCFD regarding the Children and Youth with Special Needs (CYSN) framework cabinet submission on February 2, 2021

BACKGROUND:

- The Minister of Children and Family Development's Mandate letter, MCFD is directed to *"Improve support for families of children with special needs, ensuring that the new Child and Youth with Special Needs (CYSN) framework is designed to serve the needs of a broad range of families."*
- Both the Ministries of Children and Family Development (MCFD) and Education (EDUC) currently use a medical model that focuses on specific diagnoses related to service delivery.
- There are approximately 78,000 children and youth with disabilities or diverse abilities (special needs) in BC and more than 30,000 children/youth accesses one or more MCFD CYSN programs
- **11.8%** of BC's student population was identified as having disabilities/diverse abilities in 2019/2020, up 5.2% from 2018/2019.

DISCUSSION:

- s.12; s.13

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Page 026 of 182

Withheld pursuant to/removed as

s.12 ; s.13

Page 027 of 182 to/à Page 035 of 182

Withheld pursuant to/removed as

s.12 ; s.13 ; s.17

**MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE**

DATE: February 8, 2021
CLIFF: 244190

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

SUBJECT: Meeting Regarding Standardization and Regulation of Education Assistants

PURPOSE: Provide information for meeting with CUPE on February 9, 1:00 pm

BACKGROUND:

- Educational Assistants (EAs) are paraprofessional support staff who work under the guidance of the classroom teacher to support a range of teaching and non-teaching tasks (as outlined in Section 18 of the School Act).
- There were 13,404 EAs or 11,359.5 FTE EAs in BC public schools at Q1 2020/21.
- EA work is organized predominantly in part-time assignments (85%) at 0.7 FTE or more.
- The EA workforce is predominantly female (91%) and the median age is mid 40's.
- The EA average salary was \$42,560 in 2019/20, with the lowest salary being \$27,110 (North Okanagan - Shuswap) and the highest being \$55,589 (Cariboo Chilcotin).
- The EA workforce has grown by nearly 42% since the start of the 2015/16 school year – resulting in pressure on recruitment and retention.
- The demand for EAs is driven by student enrolment, policy shifts and attrition. EAs are unique as their demand is particularly impacted by the number of students with diverse needs and changes in classroom composition language in teacher collective agreements.
- BC doesn't have provincial credentialing requirements, standards or regulation for the EA profession.
- The lack of provincial credentialing requirements provides school districts flexibility to meet workforce demand - but raises issues about the consistency and quality of the EA workforce across school districts.
- The supply source (candidate pool) for Early Childhood Educators (ECEs) and EA's overlaps.
- The EA workforce is unionized - with 69 collective agreements for support staff across the province.
- The BC Public School Employers Association (BCPSEA) and the K-12 Presidents' Council and Support Staff Unions provide local unions with a Provincial Framework Agreement which outlines high-level guidelines (i.e. term, percentage of wage increases based on the negotiating mandate, funding to support local bargaining).
- The current Provincial Framework took effect in July 2019 and will expire in June 2022.

DISCUSSION:

- In January 2021, CUPE provided the Ministry with a Position Paper regarding standardizing credentialing of EAs (see Appendix 1).

- In this paper, CUPE advocates for:
 - Provincially mandated standards for EAs – with all new hires to meet these new standards by 2025.
 - Training to be offered by public post-secondary institutions through a standardized program leading to EA credentials.
 - Grandfathering current EAs and offering them the opportunity to participate in additional education, only if desired.
- CUPE is not supportive of the creation of a regulatory body as they would find it disruptive.
- CUPE’s position paper articulates other considerations pertaining to EAs, including:
 - Compensation – advocating for an increase.
 - Linkages between EAs and ECEs – requesting to leverage EAs to support before and after school care (to increase EAs’ working hours) and establishing pathways between EA and ECE credentialing programs to eventually enable laddering between the two programs.
- In 2019, the Ministry drafted a research paper on EAs and the potential implications of regulation for this profession (see Appendix 2).
- This work was initiated following several calls to actions from partners, such as the Education Assistants Committee (established under the 2014 Provincial Framework Agreement), the BC Coalition of Parent Advisory Councils (BCCPAC), the BC School Trustees Association (BCSTA), and the Education Assistants Standards of Practice Working Group (chaired by Cindy Dalglish).
- More recently, AEST contacted the Ministry to request a discussion about the linkages between ECEs and EAs, and how ECEs can currently transition to an EA role. The purpose of this meeting was to inform the development of Government’s ECE retention strategy.
- The table in Appendix 3 outlines key considerations regarding the implementation of standards of practice and summarizes the positions of the Education Assistants Standards of Practice Working Group and CUPE.

CONCLUSION:

- s.13

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Attachment(s) [Provide a list of the attachments here]

1. Appendix 1 – CUPE Position Paper on Standardizing Credentialing of Education Assistants (attached)
2. Appendix 2 – Ministry Research Paper on EAs (attached)
3. Appendix 3 – Summary of Key Considerations

Program ADM/Branch: Keith Godin/ Sector Policy & Performance Branch

Program Contact (for content): Shelaina Postings

Drafter: Linda Beddouche

Date: February 5, 2021

1375, boul. St. Laurent Blvd., Ottawa, ON K1G 0Z7

Tel./Tél. : (613) 237-1590 Fax/Téléc. : (613) 237-5508 Toll free/Sans frais : (844) 237-1590

cupemail@cupe.ca/courriel@scfp.ca – cupe.ca/scfp.ca

January 26, 2021

Position Paper Regarding Standardizing Credentialing of Education Assistants

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Page 039 of 182 to/à Page 041 of 182

Withheld pursuant to/removed as

Copyright

Page 042 of 182 to/à Page 079 of 182

Withheld pursuant to/removed as

s.13 ; s.17

**MINISTRY OF EDUCATION
DECISION BRIEFING NOTE**

DATE: February 9, 2021
CLIFF: 242854

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

SUBJECT: School District No. 57 (Prince George)

PURPOSE: To seek direction on options to address ongoing governance issues in the Prince George School District

BACKGROUND:

- The Ministry of Education has recently become aware of governance and performance issues in the Prince George School District.
- The Superintendent and the Director of Instruction s.22
s.22

a core responsibility for Boards of Education under the School Act.
- The Board consists of 7 trustees; trustees are elected for a term of 4 years. The next general school election is scheduled for October 2022.
- s.22

DISCUSSION:

s.13; s.17; s.22

Page 081 of 182

Withheld pursuant to/removed as

s.13 ; s.17 ; s.22

s.13

OPTION 2 – APPOINT SPECIAL ADVISOR AS WELL AS DIRECTLY APPOINT AN INDIGENOUS EXPERT AS A SPECIAL ADVISORY COMMITTEE

- Allows the Minister to appoint an individual with expertise in Indigenous education and an individual with expertise in school district administration / workplace issues to review the conduct and affairs of the Board.

s.13

- The appointment of a Special Advisory Committee will result in greater remuneration costs to the Ministry than a Special Advisor appointment.
- To date, a Special Advisory Committee has not been appointed to address similar governance issues in school districts.

s.13

s.13; s.22

FINANCIAL IMPLICATIONS:

s.13

INFORMATION TECHNOLOGY AND PRIVACY IMPLICATIONS:

There are no information technology or privacy implications associated with the option set out in this briefing note.

RECOMMENDATION:

Option: 2



Approved / Not Approved
Honourable Jennifer Whiteside

February 11, 2021

Date Signed

Attachment (s):

1. Attachment 1 Special Advisors for consideration
2. Attachment 2 Ministerial Order – *for signature*

Program ADM/Branch: Keith Godin, ADM, Governance and Analytics (GAD)

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

Drafter: Sarah Loveday, Senior Legislative Analyst

Date: December 11, 2020

Attachment 1: Special Advisors for consideration

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Catherine McGregor, Associate Professor and Associate Dean, Graduate Programs and Research, University of Victoria

Dr. McGregor has been a successful SSHRC grant holder, completing projects in partnership with Dr. Darlene Clover (women in politics in India and Canada, 2008-2009) as well as a project that traced the impacts of community based work on pre-service teachers in training (2008-2012). She has also been funded by the Ministry of Education to complete research on quality teaching and learning initiatives in BC (2013; 2014) and to trace the impact of the Aboriginal Enhancement Schools Network (AESN) on Aboriginal and non-Aboriginal learners and teachers (2014). Other recent research has involved exploring the impact of LGBTQQ policy measures on hetero-normative learning environments and school cultures.

Areas of Focus:

- Social justice leadership, including democratic, distributed, and teacher leadership
- Civic and social justice learning, including situated- and/or place-based learning
- Women and gender in leadership
- Educational leaders as allies and advocates, particularly in marginalized or stigmatized communities
- Policy and politics in education, particularly socially just policy enactment
- Qualitative design in educational research, including narrative and discourse analysis, arts-based, participatory, feminist, critical, and post-structuralist approaches to research

[Information from

<https://www.uvic.ca/education/psychology/people/faculty/mcgregorcatherine-.php>]

Kory Wilson, Executive Director of Indigenous Initiatives and Partnerships at BCIT.

As well as a lawyer, Kwakwaka'wakw, writer, speaker and educator, Ms. Wilson has designed and taught many innovative programs and courses such as Langara College's Haida Gwaii Field School and Aboriginal Studies program and SFU's Good Governance, Moving Beyond the Indian Act course, among many others. She was instrumental in the creation of six open-sourced BC Campus Indigenization Guides and recently created and launched the BCIT Indigenous Vision. Kory Wilson, a sought-after advocate for Reconciliation, assists BCIT in Indigenous awareness training, cultural activities, policy reviews, hiring and student support. Ms. Wilson serves on more than 10 non-profit boards and as a founding member of UBC's President's Advisory Committee, has been involved in two UBC Indigenous Strategic Plans. [information from BCIT <https://www.bcit.ca/indigenous-services/contact-indigenous-services/>]

PROVINCE OF BRITISH COLUMBIA

Ministerial Order No.

ORDER OF THE MINISTER OF EDUCATION

I, Jennifer Whiteside, Minister of Education, make the order set out in the attached Schedule.

February 11, 2021

Date



Jennifer Whiteside
Minister of Education

(This part is for administrative purposes only and is not part of the Order.)

Authority under which Order is made:

Act and section: School Act, R.S.B.C. 1996, c. 412, s. 171.1

SCHEDULE

- 1** Catherine McGregor of Cobble Hill, BC and Kory Wilson of Vancouver, BC are appointed as a special advisory committee to the Board of Education for School District No. 57 (Prince George) (the “Board”).
- 2** The term of the appointment ends on June 1, 2021.
- 3** The special advisory committee will:
 - (a) inspect and evaluate the Board’s governance practices, including the following:
 - i. capacity;
 - ii. roles and responsibilities;
 - iii. culture and practices, including approach to conflicts of interest;
 - iv. the Board’s ability to assess and respond to systemic racism in school communities and to establish and maintain safe, welcoming and inclusive school communities for all students, including Indigenous students;
 - v. relationships with district management;
 - vi. relationships with education partners and local Indigenous communities;
 - vii. compliance with legal requirements;
 - viii. adherence of the Board’s trustees to the Board’s Policy “Trustee Code of Ethics”;
 - ix. accountability and evaluation mechanisms, including for senior Board staff; and
 - (b) assist the Board in:
 - i. establishing best practices for culturally-appropriate and racially-sensitive Board governance;

- ii. developing and amending, as appropriate, Board policies, practices and planning documents that will assess and respond to systemic racism in District No. 57 school communities;
 - iii. recruiting, hiring and evaluating senior Board staff;
 - iv. understanding and carrying out effective board governance practices to improve outcomes for all students in District No. 57;
 - v. any other matter arising from the evaluation described in subsection 3 (a) as required by the Minister.
- 4** The special advisory committee must submit reports to the Minister in respect of progress made in carrying out the duties set out in section 3 as follows:
- (a) at least every two months, and
 - (b) a final report on or before June 1, 2021.
- 5** Remuneration for the special advisory committee will be paid by the Ministry of Education.

**MINISTRY OF EDUCATION
DECISION BRIEFING NOTE**

DATE: January 15, 2021
CLIFF: 243425

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

SUBJECT: Public Release of 2020/21 Class Size and Composition Datasets

PURPOSE: For approval of public release of class-size and composition information

BACKGROUND:

- The finalized class size and composition data sets are used to produce the Ministry of Education's annual Class Size and Composition Data Summary, which provides data on class size and composition in the BC school system.

DISCUSSION:

BC public school system highlights in 2020/21 report:

- The average class size in 2020/21 for all students was 21.3, a decrease of 0.8% as compared to 2019/20

Grade	Average class size	Change from last year
Kindergarten	17.4	↓3.3% (was 18.0)
Grades 1-3	19.2	↓1.5% (was 19.5)
Grades 4-7	23.2	↓0.4% (was 23.3)
Grades 8-12	21.4	↓4.5% (was 22.4)

School Districts with the highest average class size, 2020/2021

School District	All Grades		Kindergarten		Grades 1-3		Grades 4-7		Grades 8-12	
	Avg	Change*	Avg	Change	Avg	Change	Avg	Change	Avg	Change
45-West Vancouver	24.7	↓0.2	18.0	↓0.4	20.7	↓0.7	26.1	↑1.2	25.0	↓0.3
59-Peace River South	23.8	↑0.8	18.5	↑0.1	19.0	↑0.7	22.4	↑0.2	24.5	↑0.9
43-Coquitlam	23.4	↑1.0	18.0	↑0.5	19.9	↑0.6	24.7	↑0.4	24.2	↑0.9
34-Abbotsford	23.3	↑1.1	18.7	↑0.2	20.6	↑0.5	26.7	↑0.6	23.6	↑1.2
39-Vancouver	22.9	↓0.3	17.5	↑0.6	19.8	↑0.4	25.0	↑0.3	23.1	↓0.4
60-Peace River North	22.9	↓0.7	17.9	↑0.9	19.0	↑1.4	24.0	↑0.6	23.2	↓1.6

* Change from last year

School Districts with the lowest average class size, 2020/2021

School District	All Grades		Kindergarten		Grades 1-3		Grades 4-7		Grades 8-12	
	Avg	Change	Avg	Change	Avg	Change	Avg	Change	Avg	Change
10-Arrow Lakes	13.8	↓1.4	14.2	↓0.1	15.4	↓0.6	16.0	↑1.5	13.7	↓1.6
92-Nisga'a	13.4	↑0.2	14.7	↓6.1	14.4	↑1.3	14.0	↑2.8	13.3	↑0.3
50-Haida Gwaii	13.0	↑1.1	12.9	↑0.3	15.3	↑1.7	17.2	↑1.2	12.5	↑0.9
49-Central Coast	11.2	↓2.5	14.6	↓1.6	13.0	↓5.6	13.7	↓6.3	10.5	↑0.8
87-Stikine	10.3	↓1.4	9.4	↓2.7	9.4	↓2.0	10.3	↓1.5	10.9	↓1.0

- Fewer than 1% of classes have more than 30 students.
- Many classes with more than 30 students are in Fine Arts such as band and theatre and these are largely in secondary schools.
- This year, 81.6% of classes have at least one student with an Individual Education Plan (IEP).
- This year, 49% of classes have at least one English Language Learner (ELL).

Provincial Number of Classes of 30 or more students by Subject Area, 2020/21

Subject Name	Percent of Classes > 30 students.
Applied Skills	2.9%
English Language Arts	4.4%
Fine Arts	39.1%
Full Grade	1.5%
Health and Career Ed	0.8%
Information and Communications Tech	1.7%
Languages	4.4%
Mathematics	7.1%
Other	13.5%
Physical Education	10.6%
Sciences	6.9%
Social Studies	6.2%
Special Education	1.0%

- The provincial approach to disseminate results will be conducted via the following two media:
 - Updated Class size visualizations on the Ministry's Student Success website (public): <http://www.bced.gov.bc.ca/reporting/systemperformance/>
 - Full release of Class size datasets as open data on government's Data BC Catalogue (public – academic and research – interest groups): <https://catalogue.data.gov.bc.ca/dataset/bc-schools-class-size> ,

**MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE**

<https://catalogue.data.gov.bc.ca/dataset/class-size-by-composition> ,
<https://catalogue.data.gov.bc.ca/dataset/class-size-by-grade>

CONCLUSION:

- Class sizes show a slight and consistent decrease since 2017.

OPTIONS:

1. Release the data
 - Pros:
 - i. Pro-active public disclosure of information
 - ii. Positive messaging around smaller class sizes
 - Cons:
 - i. Potential criticism regarding contents

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FINANCIAL IMPLICATIONS:

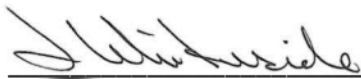
N/A

INFORMATION TECHNOLOGY AND PRIVACY IMPLICATIONS:

N/A – standard data release, incremental update of files already released

RECOMMENDATION:

Option: 1



Approved / Not Approved
Honourable Jennifer Whiteside
Minister of Education

February 11, 2021

Date Signed

Attachment(s)

1. 2020-21 Class Size.xls
2. 2020-21 Class Size Composition.xls

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

Program Contact (for content): Roger Hazleden, Dir Data Infrastructure & Operations

Drafter: Lorraine Abastilla

Date: December 23, 2020

**MINISTRY OF EDUCATION
DECISION BRIEFING NOTE**

Appendix 1. Breakdown of Additional Information

District	Number of schools	Average Class size K		Average Class size 1-3		Average Class size 4-7		Average Class size 8-12	
	2020/2021	2019/20	2020/21	2019/20	2020/21	2019/20	2020/21	2019/20	2020/21
Province of BC - Public Schools	1,400	18.0	17.4	19.5	19.2	23.3	23.2	22.4	21.4
005 - Southeast Kootenay	17	17.4	16.1	20.6	19.4	21.5	20.9	19	19.3
006 - Rocky Mountain	14	18.3	18.1	20.1	19.3	25.5	25.3	23.1	22.2
008 - Kootenay Lake	21	17.9	17.7	20	19.1	23.6	21.6	20.2	20.2
010 - Arrow Lakes	5	14.1	14.2	14.8	15.4	17.5	16	12.1	13.7
019 - Revelstoke	4	15.7	18.3	18.7	18.7	21.7	21.5	14.2	15.4
020 - Kootenay-Columbia	10	18.7	17.8	20.5	19.3	23.9	23	22.9	21.6
022 - Vernon	19	18.5	16.8	20.3	19.2	24.1	22.8	20.6	22.9
023 - Central Okanagan	44	18.9	18.7	20.6	20.4	24.1	24.5	21.5	21.4
027 - Cariboo-Chilcotin	21	17.1	18.1	17.7	19.1	21.5	21.8	21.2	20.8
028 - Quesnel	14	17.8	17.3	19.1	17.6	23.2	20.9	22.9	20.2
033 - Chilliwack	27	17.7	16.9	19.2	18.9	23.2	25	24.8	24
034 - Abbotsford	45	18.9	18.7	21.1	20.6	27.3	26.7	24.8	23.6
035 - Langley	43	18.1	17	20.8	19.3	26.2	25.1	23.9	22.1
036 - Surrey	129	18.3	17.8	20.2	19.9	25	23.7	22.8	20.5
037 - Delta	31	18	16.9	20.6	18.8	25.5	24.2	25	23.1
038 - Richmond	47	15.9	18.4	13.2	20.4	15.4	24.8	22.2	21.9
039 - Vancouver	106	18.1	17.5	20.2	19.8	25.3	25	22.7	23.1
040 - New Westminster	12	17.7	17.4	20.2	18.8	25.9	23.8	23.2	22.4
041 - Burnaby	49	17.6	14.1	20	16	25.8	22.3	23.1	21.1
042 - Maple Ridge-Pitt Meadows	30	18.6	18.4	20.4	19.9	24.2	23.6	23.7	23.1
043 - Coquitlam	69	18.5	18	20.5	19.9	25.1	24.7	25.1	24.2
044 - North Vancouver	31	18.3	17.6	20.8	20.1	24.8	24.5	23.9	23.5
045 - West Vancouver	17	17.6	18	20	20.7	27.3	26.1	24.7	25
046 - Sunshine Coast	12	17.7	17.2	19.6	18.8	21.7	21.1	19.3	20.6
047 - Powell River	7	18.6	14.8	21.2	17.7	24.7	21.2	18.9	17.5
048 - Sea to Sky	14	19.1	18.8	21	20.6	25.7	25.9	23.3	21.5
049 - Central Coast	5	13	14.6	7.4	13	7.4	13.7	11.3	10.5
050 - Haida Gwaii	6	13.2	12.9	17	15.3	18.4	17.2	13.4	12.5
051 - Boundary	10	18.5	17	17.5	17.9	21.2	20.8	15.8	18.4
052 - Prince Rupert	8	15.5	14.9	15.5	16.6	20.4	19.5	19.4	20
053 - Okanagan Similkameen	8	17.8	17	18.2	18.9	22.5	23	18	18
054 - Bulkley Valley	7	18.5	16.4	19.7	19.7	24.2	24.2	22.6	23.1
057 - Prince George	40	18.1	18.6	20	20.3	25.6	26.3	21.3	21.1
058 - Nicola-Similkameen	9	16.5	13.4	18.5	17	22.2	22.2	19.9	18
059 - Peace River South	18	18.6	18.5	19.7	19	22.6	22.4	25.4	24.5
060 - Peace River North	22	18.8	17.9	20.4	19	24.6	24	21.6	23.2
061 - Greater Victoria	44	17.9	17.3	19.7	19.2	23.3	22.1	21.4	20.5
062 - Sooke	25	18.7	18.3	20.9	18.1	25.6	22.2	23.7	12.5
063 - Saanich	14	18.1	17.8	20	18.4	22.8	20	23.8	19.2
064 - Gulf Islands	10	15.8	14.2	17.6	16.8	18.8	19.2	18.3	19.3
067 - Okanagan Shuswap	17	17.6	17.5	20	19.5	25.1	25.4	22.7	22.9
068 - Nanaimo-Ladysmith	35	19.1	17.6	20.8	19.5	24	23.2	21.7	19.7
069 - Qualicum	10	18.2	17.8	20.2	19.4	24.3	22.9	22.1	21.6
070 - Alberni	11	16.9	16	20.3	17.2	24.1	19.8	20.1	20.4
071 - Comox Valley	20	16.1	17.2	17.3	18.4	19.8	21.3	22.1	21.3
072 - Campbell River	17	18.5	16.3	20.4	18.3	22.4	21.8	23.4	22.4
073 - Kamloops-Thompson	44	18.3	17.4	19.9	18.9	23.7	22.8	23.1	21.3
074 - Gold Trail	9	17.5	16.3	18.7	16.6	20.7	19.5	20.1	16.3
075 - Mission	16	18.3	17.3	19.9	18.2	22.9	23.3	20.5	19.1
078 - Fraser-Cascade	8	19.3	18.2	16	20	17.6	21.6	15.9	17.1
079 - Cowichan Valley	22	17.4	16.1	19.6	17.8	22.2	20.7	22.8	21.4
081 - Fort Nelson	5	18.6	17	20.5	20.9	23.9	23.9	20.5	20.5
082 - Coast Mountains	17	17.5	15.6	19.5	17.5	20.8	19.7	18.5	17
083 - North Okanagan-Shuswap	24	18.6	18.1	20.2	19.7	24.3	22.5	22.6	22.3
084 - Vancouver Island West	5	14.6	11.1	13.5	12	13.3	14.7	14.5	15.3
085 - Vancouver Island North	9	14.2	13.2	17.5	16.7	21.6	20	19	18.4
087 - Stikine	4	6.7	9.4	7.4	9.4	8.8	10.3	9.9	10.9
091 - Nechako Lakes	15	17	15.1	18.9	15.3	22.4	19.7	17.8	16.9
092 - Nisga'a	4	8.6	14.7	15.7	14.4	16.8	14	13.6	13.3
093 - Conseil scolaire francophone	44	16.5	16.3	18.4	17.5	19.4	19	14.8	14.6

**MINISTRY OF EDUCATION
DECISION BRIEFING NOTE**

Appendix 2. Alternate Breakdown of Information – 2020/2021

District	Number of schools	% of Classes with > 30 Students	% of Classes with 1+ IEP	% of Classes with 1+ ELL
Province of BC - Public Schools	1,400	1.6%	82%	49%
005 - Southeast Kootenay	17	0.1%	87%	14%
006 - Rocky Mountain	14	0.0%	87%	13%
008 - Kootenay Lake	21	0.0%	80%	11%
010 - Arrow Lakes	5	0.0%	88%	17%
019 - Revelstoke	4	0.0%	89%	31%
020 - Kootenay-Columbia	10	0.3%	87%	19%
022 - Vernon	19	0.0%	82%	23%
023 - Central Okanagan	44	0.6%	83%	33%
027 - Cariboo-Chilcotin	21	0.3%	76%	40%
028 - Quesnel	14	0.4%	89%	11%
033 - Chilliwack	27	0.2%	86%	52%
034 - Abbotsford	45	0.2%	76%	59%
035 - Langley	43	1.1%	84%	46%
036 - Surrey	129	2.1%	82%	76%
037 - Delta	31	1.6%	84%	55%
038 - Richmond	47	0.4%	71%	83%
039 - Vancouver	106	0.8%	81%	51%
040 - New Westminster	12	2.9%	77%	82%
041 - Burnaby	49	0.5%	76%	68%
042 - Maple Ridge-Pitt Meadows	30	0.6%	91%	45%
043 - Coquitlam	69	0.8%	81%	68%
044 - North Vancouver	31	2.9%	84%	47%
045 - West Vancouver	17	0.5%	76%	48%
046 - Sunshine Coast	12	0.5%	96%	32%
047 - Powell River	7	0.3%	86%	9%
048 - Sea to Sky	14	0.0%	82%	50%
049 - Central Coast	5	0.0%	75%	30%
050 - Haida Gwaii	6	1.6%	79%	36%
051 - Boundary	10	0.0%	85%	0%
052 - Prince Rupert	8	0.4%	89%	45%
053 - Okanagan Similkameen	8	0.0%	91%	30%
054 - Bulkley Valley	7	4.5%	87%	4%
057 - Prince George	40	0.1%	79%	42%
058 - Nicola-Similkameen	9	0.6%	87%	4%
059 - Peace River South	18	1.5%	86%	39%
060 - Peace River North	22	2.1%	83%	57%
061 - Greater Victoria	44	0.0%	81%	65%
062 - Sooke	25	0.3%	79%	46%
063 - Saanich	14	1.3%	88%	66%
064 - Gulf Islands	10	0.0%	81%	9%
067 - Okanagan Skaha	17	0.0%	83%	19%
068 - Nanaimo-Ladysmith	35	0.0%	74%	58%
069 - Qualicum	10	0.2%	88%	30%
070 - Alberni	11	0.7%	83%	31%
071 - Comox Valley	20	0.4%	81%	13%
072 - Campbell River	17	5.1%	82%	17%
073 - Kamloops-Thompson	44	0.1%	87%	20%
074 - Gold Trail	9	0.9%	71%	0%
075 - Mission	16	0.2%	79%	38%
078 - Fraser-Cascade	8	1.0%	87%	47%
079 - Cowichan Valley	22	0.2%	87%	31%
081 - Fort Nelson	5	0.0%	83%	39%
082 - Coast Mountains	17	0.4%	85%	30%
083 - North Okanagan-Shuswap	24	0.9%	89%	15%
084 - Vancouver Island West	5	0.0%	92%	13%
085 - Vancouver Island North	9	1.6%	91%	65%
087 - Stikine	4	0.0%	69%	0%
091 - Nechako Lakes	15	0.0%	83%	0%
092 - Nisga'a	4	0.0%	80%	56%
093 - Conseil scolaire francophone	44	0.0%	74%	75%

**MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE**

DATE: February 9, 2021
CLIFF: 244331

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

SUBJECT: COVID-19 WorkSafe BC Claims

PURPOSE: Information on COVID-19 WorkSafe claims submitted to date in the K-12 sector, as well as applicability of “presumptive” policy.

BACKGROUND:

- The K-12 sector has 85,768 employees currently working (Appendix 1).
- All K-12 staff are covered by WorkSafe BC and have the right to refuse unsafe work as well as to be compensated if they acquire a work-related injury or disease.
- WorkSafe BC has made several policy shifts to adapt to the COVID-19 context. One of these pertains to the definition of an “occupational disease” and the list of occupational diseases in Schedule 1 of the *Workers Compensation Act*.
- WorkSafe BC lists a disease in Schedule 1 when it is satisfied by expert medical and scientific advice that there is a substantially greater incidence of the particular disease in a particular employment than there is in the general population.
- In the summer of 2020, Worksafe BC added an additional “occupational disease” criteria to cover the risk of COVID-19 transmission during the pandemic (see Appendix 2).
- Under s.137(2) of the *Workers Compensation Act*, if a worker is employed in one of the sectors or environments described in Schedule 1, it is presumed that they acquired the disease at work unless proven otherwise.
- In the COVID-19 context, education is one of the sectors considered to have a higher “risk of exposure to a source of infection significantly greater than that of the public at large” and therefore when claims are made from K-12 staff, the lens of presumption is applied.
- As of February 5th, 200 claims have been submitted by staff in the K-12 sector, with 93 of those accepted by WorksafeBC (See Appendix 3).
- There have been media stories about the number of teachers who have filed WorkSafe BC claims. ^{s.13}

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DISCUSSION:

- As of February 5th, COVID-19 WorkSafe BC claims are overwhelmingly in the Health sector (61%). While the Education sector is second at 5.3%, it is closely followed by retail (4.3%); self-insured employees (3.7%); business/professional (3.7%); and agriculture (3.5%)

- Public school districts have the third highest claims submitted to date (189), but significantly below long-term care and acute care (each about 900). Public schools have similar claim submissions to community health support, residential services and supermarkets.
- The highest number of school-based claims submitted are by cleaning staff¹, then elementary school teachers, then teaching assistants, then secondary school teachers.
- The number of claims to date represents an extremely small amount of K-12 staff:

Employee Type	Total	COVID Claims submitted	COVID Claims allowed
Teachers	44,708	81 (0.2% of staff)	65 (80% approval rate)
Custodians	3,661	67 (1.8% of staff)	57 (85% approval rate)
Education Assistants	13,404	44 (0.3% of staff)	17 (39% approval rate)

Note: data not available for other employee types as WorkSafeBC only reports claims >5

- Each WorkSafe BC claim is adjudicated on its own merits. If the conditions that govern presumption exist, then it is presumed that the infection is due to the nature of the work.
- While it is not an “automatic” acceptance of a claim from a K-12 employee, they do benefit from presumption that they acquired COVID in the work environment. This presumption can be rebutted if there is evidence to indicate that the infection was due to non-work factors (e.g. contact tracing evidence; worker was not at work during acquisition period).
- It is important to note that K-12 staff must also test positive for COVID-19 to be eligible for a claim. WorksafeBC has not approved claims for staff who have been asked to self-isolate or take a COVID-19 test but who have not tested positive.
- Actions taken to date to provide clarity on this issue include conversations between Ministry staff and the WorksafeBC representative on the K-12 Steering Committee. Worksafe BC is also confirmed to attend a future meeting of the Ministry’s Sector Leadership Committee to present on this issue to Superintendents, School Trustees and School Business Officials.

CONCLUSION:

WorkSafe BC has updated their approach to claims in the COVID-19 context. Despite the K-12 sector now having a “presumption” around COVID-19 acquisition, actual claims to date represent an extremely small percentage of overall staff.

Attachments:

1. K-12 Sector Employment Data
2. WorkSafe BC COVID-19 Criteria
3. WorkSafe BC COVID-19 Claims by Sector

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

Program Contact (for content): Cloe Nicholls

Drafter: Cloe Nicholls

Date: February 10, 2021

¹ Cleaning staff fall under “light duty cleaners”, who may also be found in other industries such as hospitality, therefore this number may include custodial staff outside of the K-12 sector.

**MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE**

Appendix 1: K-12 Sector Employment Data

Table 1: Headcounts for each category (all active staff, including TTOC/casual staff)

Category	Headcount
Teachers (incl. TTOC)	44,708
Administrators	3,123
Education Assistants	13,404
Other Unionized Support Staff	22,665
Non-Unionized Support Staff	1,868

Table 2: Teacher headcount by grade level (*Note: some teachers work in multiple schools*)

Grade Level	Headcount
All Grade Levels	15,616
Elementary Level	19,520
Secondary Level	12,433

Table 3: Union support staff (*Note: some staff work as casual staff in addition to their contract position.*)

Position Group	Headcount
EA	13,404
Casual	7,737
School Administration, Support	6,764
Custodian	3,561
Education Support	2,393
Maintenance and Trades	1,900
Bus Driver	889
Transportation (all except Bus Drivers)	162

Appendix 2

20	Infection that is	Where
	(1) caused by communicable viral pathogens, and	(a) there is a risk of exposure to a source or sources of infection significantly greater than that to the public at large,
	(2) the subject of one or more of the following:	(b) the risk of exposure occurs during the applicable notice or emergency under column 1, and
	(a) notice given under section 52 (2) of the <i>Public Health Act</i> ;	(c) the risk of exposure occurs within the geographical area of the applicable notice or emergency under column 1.
	(b) a state of emergency declared under section 9 (1) of the <i>Emergency Program Act</i> ;	
	(c) a state of local emergency declared under section 12 (1) of the <i>Emergency Program Act</i> ;	
	(d) an emergency declared under section 173 of the <i>Vancouver Charter</i> .	

**MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE**

Appendix 3: COVID-19 Claims by Sector – As of Feb 5, 2021

	Allowed	Disallowed	No Adjudication Required	Pending	Rejected	Suspended	Total	%
Total	2,135	987	78	305	9	228	3,742	100%
Service - Health Care & Social Services	1,604	417	25	156	2	82	2,286	61.0%
Service - Education	93	56	3	40	2	6	200	5.3%
Trade - Retail	28	68	14	20		30	160	4.3%
Self-insured employers	52	38	4	15	1	28	138	3.7%
Service – Other subsectors (incl. business/profess.)	64	43	5	13	1	11	137	3.7%
Agriculture	108	16		3		4	131	3.5%
Service - Accommodation, Food & Leisure	47	29	1	4		18	99	2.6%
Public Administration	38	37	4	7	1	3	90	2.4%
Transportation & Related Services	19	25	3	11		7	65	1.7%
Construction	27	21	3	3	1	9	64	1.7%
Manufacturing - Food & Beverage	31	7		4		1	43	1.1%
Manufacturing - Wood & Paper	7	4	2	2		5	20	0.5%
Manufacturing - Metal & Non- Metallic Mineral		6	3	9		1	19	0.5%
Trade - Wholesale	8		1		1	2	12	0.3%
Oil & Gas or Mineral Resources	3	1		1			5	0.1%
Manufacturing - Other Products	2	2					4	0.1%
Manufacturing - Petroleum, Coal, Rubber, Plastic & Chemical Products	1			2			3	0.08%
Unknown	3	217	10	15		21	266	7%

<https://www.worksafebc.com/en/about-us/covid-19-updates/claims/covid-19-claims-by-industry-sector>

**MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE**

DATE: February 3, 2021
CLIFF: 244138

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

SUBJECT: Announcement of public school operating grants – 2021/22

PURPOSE: Background on the announcement of updated public school operating Grants and Classroom Enhancement Fund.

BACKGROUND:

- By March 15, 2021, EDUC must announce (by legislation) the operating grant rates for the 2021/22 school year (SY) and publish the preliminary operating grant funding tables, calculated using enrolment estimates provided by school districts.
- The preliminary grants are used by school districts to develop their budgets, staffing and operational plans for the following school year and are required to submit balanced budgets to the Ministry by June 30, 2021.
- In the March 2020 operating grant announcement, \$55.2M for the years 1 and 2 of the Support Staff collective agreement was added to the operating block and allocated through the operating grant rates.
- After the ratification of the BC Teachers' Federation (BCTF) agreement in May 2020, \$151.3M was allocated to school districts through a special purpose grant to cover the cost of year 1 and 2 of the agreement.
- This year, EDUC will have approximately \$250M of labour settlement funding that should be allocated through the operating grant; approximately \$228M to cover 3 years of the BCTF settlement and \$23 million for year 3 Support Staff settlement.
- EDUC also needs to announce preliminary Classroom Enhancement Fund (CEF) funding for next school year; Last year EDUC announced a preliminary amount of 90% of the current CEF staffing funding, full overhead funding, and no remedy funding until October when actual remedies are known.

DISCUSSION:

- There are three key decisions that staff will seek prior to the March 15 operating grant announcement:
 1. Do we add labour settlement funding to the operating block or remain as a special purpose grant?
 2. If yes to 1, how to allocate labour settlement funding across the operating grant rates?
 3. Do we continue approach to announce 90% of the Classroom Enhancement Fund staffing component.

CONCLUSION:

The announcement of operating grants for SY 2021/22 is required, by legislation, by March 15, 2021, to enable school districts to budget for that year.

Staff are working closely with Treasury Board Staff to ensure they understand the importance of announcing operating grants by March 15 despite the late government budget announcement this year

EDUC is seeking input from Treasury Board Staff on the approach to labour settlement funding for SY 2021/22 so that more detailed proposals may be presented.

Program ADM/Branch: Reg Bawa / Resource Management Division

Program Contact (for content): Jonathan Foweraker, Funding and Financial Accountability Branch

Drafter: Jonathan Foweraker

Date: February 3, 2021

**MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE**

DATE: February 10, 2021
CLIFF: 244366

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

SUBJECT: First Nations funding from Federal COVID-19 transfer

PURPOSE: To outline how the Federal COVID-19 funding being provided to the First Nations Education Steering Committee will be used and what the oversight and reporting requirements are.

BACKGROUND:

- In February 2021, Government announced the allocation of \$121.1M of Federal COVID-19 funding. \$8.2M of this funding is to be provided to the First Nations Education Steering Committee (FNESC) to implement their proposal to assist First Nations in BC as they make every effort possible to promote continued learning opportunities and address extraordinary COVID-related student needs, while protecting the health, safety, and well-being of their citizens during the pandemic (Appendix A).
- To implement this transfer of funds the Ministry of Education (EDUC) will develop and sign a “Transfer Under Agreement” (TUA) with FNESC which will contain appropriate reporting and oversight metrics to comply with government policies regarding the transfer of funds to non-government entities.
- Ministry staff will be meeting with FNESC staff in the next few weeks to discuss the oversight and reporting that will be detailed in the TUA.

DISCUSSION:

- The Ministry has a longstanding working relationship with FNESC as evidenced through our BC Tripartite Education Agreement (BCTEA).
- Through BCTEA, FNESC and the Ministry work together to monitor joint transportation plan funding and reporting to School Districts and First Nations in the amount of approximately \$5.2M (2019/20) and \$3.8M for 2020/21. The working relationships and governance structures provide the foundation for a strong and coordinated approach.
- FNESC has partnered with the Ministry on previous projects and has always met the reporting requirements.
- The TUA will specify three key areas:
 - The use of the funding.
 - Timing of payments.
 - Reporting.

Funding Use

- FNEC's proposal fits within the guidelines specified in the Federal 'Term Sheet' which includes *"Support the needs of students and staff, including equipment for adapted learning environments, to meet public health and safety measures."* Specific measures are;
 - Space / adaptations to facilities to accommodate students who need a place for learning while addressing social distancing requirements
 - Additional hand washing sites / safety equipment
 - Signage for health and safety requirements
 - Plexiglass barriers to make facilities used to accommodate students safe
 - Additional cleaning supplies and sanitizers
 - Personal protective equipment for staff and students
 - Teaching / tutoring / supervisory staff for students while they are learning in the community
 - Supplies, especially of "high touch" materials, such as art supplies, learning materials, etc.
 - Transportation for staff and students, technology equipment, connectivity, etc.
- Given the increased risks of exposure to COVID-19 by First Nations members, and the increasing numbers of First Nations who are self-isolating to protect their members, the proposal and the proposed uses for the funding meet the Federal requirements.

Funding Flow

- The Ministry proposes flowing the funding in two phases:
 - \$1.0M on signing of the agreement
 - \$7.2M after the first reporting deadline is met (March 15, 2021)
- The Ministry will also stipulate that any funding that is not allocated to First Nations by April 30, 2021 must be returned to the Ministry so it can be allocated to public school districts.
- Any funding that has not been spent by June 30, 2021 will be recovered from FNEC by the Ministry.

Reporting and Oversight

- The Ministry suggests the following reporting and oversight requirements.

Date	Reporting Requirement	Impact
March 15	<ul style="list-style-type: none"> • Funding allocations by First Nation the number of First Nations students supported, both on and off reserve. • A provincial level summary of the planned expenditures for the Funding using the same format as has been required of public school districts. 	<ul style="list-style-type: none"> • If this requirement is not met then the remaining \$7.2M of Federal funding will not flow to FNEC
April 30	<ul style="list-style-type: none"> • Confirmation by FNEC to the ADM, Resource Management Division, that all of the \$8.2M of Federal Funding has been disbursed to First Nations in accordance with the March 15 reporting. • A summary of the engagement between each First Nation and their local public school district to ensure alignment of supports and that there is no overlap or duplication. 	<ul style="list-style-type: none"> • If this requirement is not met then the funding that has not been disbursed to First Nations will be recovered from FNEC by EDUC and allocated to public school districts

**MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE**

July 31	<ul style="list-style-type: none"> • Reporting of actual funding expenditures by First Nation with an indication of the number of First Nations students supported, both on and off reserve. • A provincial level summary of the actual expenditures for the Funding using the same format as has been required of public school districts 	<ul style="list-style-type: none"> • Funding that is reported as unspent will be recovered by EDUC and may need to be returned to the Federal government.
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- These requirements ensure that there is sufficient planning and reporting on the use of the funding, and that this broadly aligns with the requirements of public school districts.
- In addition, FNEC will be asked to update the Funding Equity Committee at regular intervals on the allocation mechanism and how the funding has been allocated and spent.
- In addition FNEC will need to report on how First Nations have engaged with school districts on the spending plans and supports provided for First Nations students, and how these supports align with supports that school districts have in place to ensure that there is no overlap or duplication.

CONCLUSION:

EDUC believes that these reporting and oversight requirements match, or exceed, those required of public school districts and are in general alignment with Government requirements for funding provided under a TUA to a non-government entity.

Appendix A: Proposal from the First Nations Education Steering Committee to the BC Ministry of Education for COVID-Related Supports for First Nations in BC

Program ADM/Branch: Reg Bawa / Resource Management Division
 Program Contact (for content): Jonathan Foweraker, Funding and Financial Accountability Branch
 Drafter: Jonathan Foweraker
 Date: February 10, 2021

Appendix A

Proposal from the First Nations Education Steering Committee to the BC Ministry of Education for COVID-Related Supports for First Nations in BC

Proposal Background

The BC First Nations Education Steering Committee (FNESC) is pleased to submit this proposal to the BC Ministry of Education requesting funding to assist First Nations in BC in responding to COVID-related education needs, recognizing that First Nations, as rights holders and a distinct level of government, are undertaking a range of actions to protect their communities and attend to the urgent needs of their students.

FNESC appreciates that, building on the Province's \$45.6 million investment to support a safe restart for BC's schools, the federal government provided \$242.4 million in one-time funding for the public education system in the 2020-21 school year. We are aware that the Ministry of Education initially allocated \$101.1 million of that funding to school districts and \$8.0 million to independent schools, and the Ministry reserved \$12.1 million for emerging COVID-19 related issues between September and December 2020.

As the pandemic-related educational needs of First Nation students have yet to be fully met following the Ministry's initial allocation, and recognizing that growing cases of COVID-19 in this province are expanding First Nations' unique educational needs substantially, we are now requesting a portion of the \$12.1 million holdback from the federal COVID-19 funding – consistent with previous communications between the Ministry of Education and FNESC representatives.

We understand that our proposal should align with the guidelines of the federal government for this funding – i.e. that the funding must:

- help the education sector adapt to the COVID-19 environment, including by taking measures to reduce the spread of COVID-19 among students and staff; and
- support the needs of students and staff, including equipment for adapted learning environments, to meet public health and safety measures.

Our proposed use of the requested funding, as outlined below, is entirely consistent with those requirements, recognizing that First Nations themselves are a key component of the education sector. Many First Nations are currently implementing pro-active, comprehensive measures to protect the health and well-being of their students and other citizens – including efforts to reduce the spread of COVID-19 by implementing alternative education delivery options – although they are not receiving

MINISTRY OF EDUCATION INFORMATION BRIEFING NOTE

adequate financial assistance for their efforts. Other First Nations are struggling to find feasible and effective options for their students while facing critical resource constraints and far too limited funding.

Accordingly, all First Nations in BC have significant financial needs related to their efforts to effectively address the COVID-19 situation and its impact on their students. In particular, given the rising numbers of cases, an increasing number of First Nations now taking emergency precautions and placing restrictions on their citizens travelling in and out of their communities. Increasing the complexity and complications of effectively responding to COVID-related educational challenges is the fluid landscape resulting from the pandemic itself; circumstances evolve daily, as new exposures and transmissions mean First Nations must adapt to changing health risks and evolving responses from students, families, and other citizens. As such, First Nations continue to explore and implement a range of learning options in response to student and family needs and perspectives during these exceptionally difficult times.

Outlining First Nations' COVID-Related Educational Needs

In order to keep all of their citizens safe and secure, many First Nations are providing direct, community-based supports and educational services to many or all of their students this school year as they strive to provide a reasonable alternative to students attending in-person classes outside of their communities, attempting to prevent the spread of COVID-19 to their vulnerable citizens. Other First Nations, unfortunately, are unable to take alternative approaches, given a lack of sufficient funding. This is a particularly acute issue for First Nations given the tragic history of First Nations in regard to past pandemics.

In providing education programs and services themselves, First Nations are incurring significant costs related to, among other things, hiring teachers and tutors to support learning, setting up and cleaning spaces for students to receive supervision and instruction, providing personal protective equipment for students and staff who will be working in proximity, purchasing safety materials and equipment that might include plexiglass barriers and added hand-washing stations, and accessing technology and learning resources. First Nations also are focusing considerable attention on addressing the serious mental-health needs of their students during these difficult and stressful times, which is a concern regardless of where students are now attending school.

The costs of delivering services locally are now being directly borne by First Nations; the costs are additional to those school districts might be incurring, and they are being paid primarily by First Nations themselves with limited or no financial contributions from their neighbouring districts – even though the students would normally be attending public schools.

In order to support an evidence-based proposal for the resources needed to offset this financial burden, data gathered through a survey of all First Nations in BC has been used to estimate First Nations' actual funding needs. As shown below, the survey information has been analyzed to show the percentage of survey respondents who identified specific funding priorities as an area of need for their First Nation, as well as the average amount of funding respondents indicated is required to address each area of need.

	% of respondents identified this as an area of need	Average needed funding amount identified by respondents	Total Estimated Need
203 First Nations in BC			
Space / adaptations to facilities to accommodate students who need a place for learning while addressing social distancing requirements	46%	\$ 15,000	\$ 1,400,700
Additional hand washing sites / safety equipment	44%	\$ 800	\$ 71,456
Signage for health and safety requirements	48%	\$ 450	\$ 43,848
Plexiglass barriers to make facilities used to accommodate students safe	33%	\$ 1,300	\$ 87,087
Additional cleaning supplies and sanitizers	58%	\$ 1,500	\$ 176,610
Personal protective equipment for staff and students	58%	\$ 1,400	\$ 164,836
Teaching / tutoring / supervisory staff for students while they are learning in the community	61%	\$ 44,000	\$ 5,448,520
Supplies, especially of "high touch" materials, such as art supplies, learning materials, etc.	60%	\$ 2,100	\$ 255,780
Other: transportation for staff and students, technology equipment, connectivity, etc.	47%	\$ 6,000	\$ 572,460
		Total Needed	\$ 8,221,297
That is approximately 3% of \$242 million			

Proposed Use of the Funding

- FNEC will use the funding accessed through this proposal to provide grants to all First Nations in BC that they can use to provide continued supports to their students.
- The funding will be distributed using an equitable funding formula, reflecting direction from the First Nations Leadership Council that all COVID-related educational resources should be shared fairly amongst all First Nations, reflecting the universal need for financial assistance.
- First Nations will be required to use the funding provided through this proposal to address COVID-related issues and priorities, including:
 - the provision of instruction, supervision, and learning supports for students who would normally attend public schools (including, where appropriate and possible, individualized supports for students with disabilities and diverse abilities);

**MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE**

- the provision of much-needed mental health supports for students;
 - the purchase of safety equipment and materials, as well as high touch supplies needed for students;
 - space and transportation alterations to promote access while accommodating safe distancing practices;
 - the purchase and distribution of technology equipment for community-based and, if relevant, home-based learning options; and
 - other directly related activities.
- FNEC will implement thorough accountability practices in allocating the resources accessed through this proposal, requiring First Nations to submit clear letters of intent that describe intended uses of the funding in order to access their grants, and requiring signed contribution agreements that will outline the obligations of all funding recipients.

FNEC respectfully requests \$8,221,297 (i.e. approximately 3% of the \$242 million initially provided), as calculated above, to address these greatly needed supports, to assist First Nations in BC as they make every effort possible to promote continued learning opportunities and address extraordinary COVID-related student needs, while protecting the health, safety, and well-being of their citizens during the pandemic.

**MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE**

DATE: February 16, 2021
CLIFF: 243894

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

SUBJECT: Education Assistants

PURPOSE: Provide information in advance of advocate meeting regarding standardization and regulation of education assistants.

BACKGROUND:

- Educational Assistants (EAs) are paraprofessional support staff who work under the guidance of the classroom teacher to support a range of teaching and non-teaching tasks (as outlined in Section 18 of the School Act).
- There were 13,404 EAs or 11,359.5 FTE EAs in BC public schools at Q1 2020/21.
- EA work is organized predominantly in part-time assignments (85%) at 0.7 FTE or more.
- The EA workforce is predominantly female (91%) and the median age is mid 40's.
- The EA average salary was \$42,560 in 2019/20, with the lowest salary being \$27,110 (North Okanagan - Shuswap) and the highest being \$55,589 (Cariboo Chilcotin).
- The EA workforce has grown by nearly 42% since the start of the 2015/16 school year – resulting in pressure on recruitment and retention.
- The demand for EAs is driven by student enrolment, policy shifts and attrition. EAs are unique as their demand is particularly impacted by the number of students with diverse needs and changes in classroom composition language in teacher collective agreements.
- BC doesn't have provincial credentialing requirements, standards or regulation for the EA profession.
- The lack of provincial credentialing requirements provides school districts flexibility to meet workforce demand - but raises issues about the consistency and quality of the EA workforce across school districts.
- The supply source (candidate pool) for Early Childhood Educators (ECEs) and EA's overlaps.
- The EA workforce is unionized - with 69 collective agreements for support staff across the province.
- The BC Public School Employers Association (BCPSEA) and the K-12 Presidents' Council and Support Staff Unions provide local unions with a Provincial Framework Agreement which outlines high-level guidelines (i.e. term, percentage of wage increases based on the negotiating mandate, funding to support local bargaining).
- The current Provincial Framework took effect in July 2019 and will expire in June 2022.

DISCUSSION:

- Cindy Dalglish is the Chair of the Education Assistants Standards of Practice Working Group (EASPWG), which was established in fall 2020 (<http://eastandardsbc.ca>).

- Ms. Dalglish is also an instructor with a private institution that provides EA certificates and a member of the Surrey Parent Advisory Committee.
- EASPDWG's purpose is to advocate for the implementation of provincially mandated standards of practice for EAs.
- Ms. Dalglish has been advocating for standards of practice for EAs for years. She met with Minister Fleming in February 2019 to present a report authored by herself and Tracy Humphreys, founder and chair of BCEdAccess, and has since been in regular contact with Ministry staff.
- In 2019, the Ministry drafted a research paper on EAs and the potential implications of regulation for this profession (see Appendix).
- This work was initiated following several calls to actions from partners, such as the Education Assistants Committee (established under the 2014 Provincial Framework Agreement), the BC Coalition of Parent Advisory Councils (BCCPAC), the B.C. School Trustees Association (BCSTA), as well as Ms. Dalglish.
- In January 2021, CUPE provided the Ministry with a Position Paper regarding standardizing credentialing of EAs (see Appendix).
- More recently, AEST contacted the Ministry to request a discussion about the linkages between ECEs and EAs, and how ECEs can currently transition to an EA role. (A meeting between MCFC and EDUC staff is scheduled on February 3).
- The table in Attachment 2 outlines key considerations regarding the implementation of standards of practice and summarizes the positions of the Education Assistants Standards of Practice Working Group and CUPE.

CONCLUSION:

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Program ADM/Branch: Keith Godin/ Sector Policy & Performance Branch

Program Contact (for content): Shelaina Postings

Drafter: Linda Beddouche

Date: January 31, 2021

Page 110 of 182 to/à Page 148 of 182

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**MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE**

DATE: February 16, 2021
CLIFF: 244506

PREPARED FOR: Honourable John Horgan, Premier – **FOR INFORMATION**

SUBJECT: Capital Funding Program by Fiscal Year in Chilliwack SD33

PURPOSE: Premier Meeting with Chilliwack Mayor and Council

BACKGROUND:

- Breakdown of capital investment by program provided to School District 33 – Chilliwack fiscal 2018/19 through 2020/21.

DISCUSSION:

- Fiscal 2018/19 provided approval for 8 capital investments with a total provincial investment of \$57.7M (Appendix 1)
- Fiscal 2019/20 provided approval for 9 capital investments with a total provincial investment of \$32.0M (Appendix 2)
- Fiscal 2020/21 provided approval for 7 capital investments with a total provincial investment of \$29.2M (Appendix 3)
- Appendix 4 details SD33 2021/22 Capital Plan request priorities.

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CONCLUSION:

Chilliwack has received 24 capital investments over three fiscal years with a total provincial investment of \$118.9M.

Attachments

1. SD No. 33 Chilliwack – Capital Investment by Program Fiscal 2018/19
2. SD No. 33 Chilliwack – Capital Investment by Program Fiscal 2019/20
3. SD No. 33 Chilliwack – Capital Investment by Program Fiscal 2020/21
4. SD No. 33 Chilliwack – 2020/21 Capital Plan Request Summary

Program ADM/Branch: Reg Bawa / Capital Management Branch

Program Contact (for content): Francois Bertrand, Acting Executive Director

Drafter: Rob Drew, Regional Director

Date: February 16, 2021

Appendix 1

SD No.33 Chilliwack - Capital Investment by Program Fiscal 2018/19

Facility	Description	Program	Max Potential Project Budget
District Wide	AFG Capital Funding	Annual Facilities Grant	\$ 1,787,608.00
Sardis Elementary	Envelope remediation	Building Envelope Program	\$ 775,000.00
District Wide	1 Bus: #4330/04/84 - Type D (80+RE).	Buses	\$ 168,597.00
Unsworth Elementary	Upgrade existing end of life natural draft, gas fired boilers with high efficiency, gas fired boilers. Upgrade existing heating water pumps with new variable speed pumps. Connect all new equipment to the existing building automation systems.	Carbon Neutral Capital Program	\$ 312,000.00
Stitos Elementary-Middle School Pronounced: Steetoss	New K-8, 80K/850 E/M school with NLC in South Chilliwack	Expansion	\$ 53,601,552.00
Ad Rundle Middle	Standard Playground Equipment	Playground Equipment Program	\$ 90,000.00
Cultus Lake Elementary	Replace existing classroom unit ventilators with new low noise units.	School Enhancement Program	\$ 520,000.00
Evans Elementary	Replace old roof top units with heat pumps unit with gas fired back up. Provide additional DDC system points.	School Enhancement Program	\$ 475,200.00
SD33 (Chilliwack) Total Projects Budget 2018/19			\$ 57,729,957.00

Appendix 2

SD No.33 Chilliwack - Capital Investment by Program Fiscal 2019/20

Facility	Description	Program	Max Potential Project Budget
District Wide	AFG Capital Funding	Annual Facilities Grant	\$ 1,787,608.00
Vedder Middle	Envelope remediation	Building Envelope Program	\$ 443,000.00
Vedder Elementary	Envelope remediation	Building Envelope Program	\$ 364,000.00
District Wide	3 x D (80+RE)	Buses	\$ 525,934.38
Vedder Elementary	Addition of 10 classrooms (40K/200E) to the existing school	Expansion	\$ 12,337,586.00
Imagine High Arts & Technology School	600 Capacity, Gr 8-12 Art & Tech Academy (Gym Expansion and Renovation to previous UFV property)	Expansion	\$ 15,418,329.00
Unsworth Elementary	New-Standard Playground Equipment	Playground Equipment Program	\$ 90,000.00
Sardis Secondary	Health and Safety Upgrades-Dust Collector Upgrades	School Enhancement Program	\$ 637,000.00
McCammon Elementary	Building Enclosure Upgrades-Roof Upgrades/Replacement	School Enhancement Program	\$ 400,000.00
SD33 (Chilliwack) Total Projects Budget 2019/20			\$ 32,003,457.38

Appendix 3

SD No.33 Chilliwack - Capital Investment by Program Fiscal 2020/21

Facility	Description	Program	Max Potential Project Budget
District Wide	AFG Capital Funding	Annual Facilities Grant	\$ 1,787,608.00
District Wide	10 x D(80+RE) with 0 wheelchair spaces , 1 x A2 UNDER6350KG (1-24)	Buses	\$ 1,878,006.00
G.W. Graham Secondary	Addition to increase capacity 950 to 1400	Expansion	\$ 23,895,475.00
Robertson Elementary	New - Universally Accessible Playground Equipment	Playground Equipment Program	\$ 125,000.00
Integrated Arts & Technology Secondary	Building Enclosure Upgrades - Roof replacement	School Enhancement Program	\$ 881,664.00
Integrated Arts & Technology Secondary	Mechanical Upgrades - HVAC upgrades	School Enhancement Program	\$ 333,505.00
Integrated Arts & Technology Secondary	Electrical Upgrades - Electrical System upgrades	School Enhancement Program	\$ 284,831.00
SD33 (Chilliwack) Total Projects Budget 2020/21			\$ 29,186,089.00

Appendix 4

Ministry of Education Capital Plan 2020/21 Request Summary

School District Number	33
School District Name	Chilliwack
Board Approved Long-Range Facilities Plan Date:	May 15, 2017

SD #	33
Row Labels	Total or Estimated Project Cost
Addition	\$106,000,000
SEP	\$1,918,918
CNCP	\$3,542,497
BEP	\$0
New School	\$73,500,000
Site Acquisition	\$32,500,000
Grand Total	\$217,461,415

*PEP and BUS not included

Program Name	Project Priority	Facility or Project Name	Project Description or Type	Total/Estimated Project Cost
Addition	1	Cheam Elementary	Addition + 300	\$17,500,000
Addition	2	Sardis Secondary	Addition + 400 & Gymnasium	\$23,500,000
Addition	3	Vedder Middle	Addition + 300	\$20,000,000
Addition	4	Sardis Elementary	Addition + 250	\$15,000,000
Addition	5	Watson Elementary	Addition + 250	\$15,000,000
Addition	6	Cultus Lake Elementary	Addition + 250	\$15,000,000
New School	1	New East Side Elementary (Rosedale)	New 500 capacity Elementary	\$20,000,000
New School	2	New South Side Elementary	New 500 capacity Elementary	\$20,000,000
New School	3	New Promontory Middle	New 800 capacity Middle	\$33,500,000
Site Acquisition	1	New East Side Elementary	8 acre site for new elementary school	\$7,500,000
Site Acquisition	2	New South Side Elementary	5 acre site for new elementary school	\$10,000,000
Site Acquisition	3	New Promontory Middle	10 acre site for new middle school	\$15,000,000
BEP	1	ABC Elementary		\$0
BEP	2	ABC Elementary	Vedder Middle (COA \$36,309 for Design phase funding.	\$0
BEP	3	East Chilliwack Elementary	Waiting for Design phase	\$0

**MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE**

DATE: February 22, 2021
CLIFF: 244517

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

SUBJECT: Meeting with Lheidli T'enneh Nation and McLeod Lake Indian Band

PURPOSE: To provide the Minister with background information in preparation for the meeting with the Chiefs of the Lheidli T'enneh Nation and McLeod Lake Indian Band scheduled for February 24, 2021, 2:30-3:00 p.m.

BACKGROUND:

- On January 12, 2021, the Minister met with Dayi Clayton Pountney, Lheidli T'enneh Nation, and Chief Harley Chingee, McLeod Lake Indian Band, to discuss a proposal to add two Indigenous trustees to the Board of School District No. 57 (Prince George).

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DISCUSSION:

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Page 156 of 182 to/à Page 157 of 182

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**MINISTRY OF EDUCATION
DECISION BRIEFING NOTE**

DATE: February 17, 2021
CLIFF: 225541

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

SUBJECT: Special Education (Data Reporting on Inclusive Education)

PURPOSE: Performance reporting in the Ministry of Education's 12 special education categories

BACKGROUND:

- "Students with special needs" are identified in 12 special education categories.
- Only 5 of the 12 special education categories are included in publicly available performance reports (Foundation Skills Assessments, Six Year Completion and Graduation Rates etc.). All 12 categories are included in most internal reports and data sets.
- The 5 categories included in the publicly available performance reports are clustered together and are referred to as the "performance-oriented reporting groups".

Highlighted categories are Included in Publicly available Performance Reports:
A Physically Dependent
B Deafblind
C Moderate to Profound Intellectual Disability
D Physical Disability or Chronic Health Impairment
E Visual Impairment
F Deaf or Hard of Hearing
G Autism Spectrum Disorder
H Intensive Behaviour Interventions / Serious Mental Illness
K Mild Intellectual Disability
Q Learning Disability
R Moderate Behaviour Support / Mental Illness
P Gifted

DISCUSSION:

- Inclusive education practices allow each learner to reach their potential and acquire the knowledge, skills and abilities needed to contribute to a healthy society and a prosperous and sustainable economy.
- All students have the right to equitable access to education, including being provided with the supports needed access the provincial curriculum and achieve equitable outcomes. The Ministry has a responsibility to monitor and report out on the educational achievements of all students.
- Historically, only students in five of the "Special Needs" categories were included on performance reports as it was believed they were the subset more likely to graduate with a

Dogwood. However, Ministry data shows that students in all 12 “Special Needs” categories are earning Dogwood Certificates (Appendix 1).

- When comparing public school graduation rates of all 12 categories over a seventeen year average, students from the non-reported categories D (physical impairment) and G (Autism Spectrum) have better graduation rates (at 47 and 43 percent, respectively) than those in the reported category of H (Intensive Behavior) which has an average graduation rate of 37 percent (Appendix 2).
- Concerns with the current reporting practices include confusion among school districts and the public on which groups of students are included in specific reports; a lack of alignment with inclusive education by excluding specific student groups and reinforcement of an inaccurate perception that students with some disabilities/diverse abilities are not expected to graduate.
- The Ministry of Education commonly receives concerns from stakeholders, BC Council of Administrators of Inclusive Support in Education (BC CAISE), parents, advocacy groups, regarding the omission of groups of students in reporting practices. In 2017, BC CAISE issued a letter that fully endorsed the reporting of all students (Appendix 4).
- Provincial level public school completion rates will decrease slightly if all students are included in performance reports (Appendix 3). Some school districts show an increase in graduation rates while the majority (43) show a decrease

OPTIONS:

Option 1: Include all 12 categories of designated students in the “Students with Special Needs” subpopulation in all Ministry reports

Pros

- Reports will include all students and reflect a philosophy of inclusion in the 21st Century
- Reports will align with the Ministry’s policy position- all students can learn and succeed
- Consistency and clarity on student included in data sets/sub-populations
- Responsive to the recommendations of BC CAISE, stakeholders, parents and advocacy groups

Cons

- The Ministry will need to alter the way reports are created
- The Ministry’s reporting results will vary from previously reported performance reports
- Completion rate will go down as a result of the change

Option 2:^{s.13}

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FINANCIAL IMPLICATIONS:

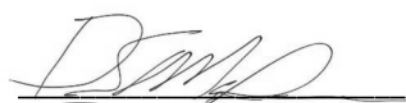
There are no financial implications associated with reporting on all students.

INFORMATION TECHNOLOGY AND PRIVACY IMPLICATIONS:

Reports generated from Governance and Analytics will require field and system updates to include all 12 categories. Staff hours will need to be dedicated to making this change within EAO systems as updated reports are run and new reports developed, but no external resources will be required for these IT changes.

RECOMMENDATION:

Option: 1



Approved/Not Approved

D. Scott MacDonald

Deputy Minister, Ministry of Education

February 23, 2021

Date Signed

Attachments:

- Appendix 1: Dogwood Diploma Achievement Across all Categories
- Appendix 2: First-Time Grade 12 Graduation Rate, Average 17 Years (2000/01 to 2016/17)
- Appendix 3: BC Public School Completion Rate (2018/19) and FSA results, (2019/20)
- Appendix 4: Letter of Endorsement from BC CASE

Program ADM/Branch: Jennifer McCrea/Learning Division - Keith Godin/Education Analytics

Program Contact (for content): Patricia Kovacs / Roger Hazleden

Drafter: Jennifer Halbert / Steven Higgs

Date: October 20, 2020

Appendix 1: Dogwood Diploma Achievement Across all Categories

Number of Graduation Certificates (Dogwood and Adult-Dogwood) - BC Public Schools						
	Inclusive Education Category	2014/15	2015/16	2016/17	2017/18	2018/19
A	Physically Dependent	4	6	3	2	0
B	Deafblind	1	0	1	1	2
C	Moderate to Profound Intellectual Disability	4	2	2	5	5
D	Physical Disability or Chronic Health Impairment	261	264	339	351	342
E	Visual Impairment	16	14	27	22	19
F	Deaf or Hard of Hearing	61	63	54	44	59
G	Autism Spectrum Disorder	271	300	310	400	394
H	Intensive Behaviour Interventions/Serious Mental Illness	501	510	575	557	601
K	Mild Intellectual Disability	43	47	67	87	105
P	Gifted	731	592	588	545	560
Q	Learning Disability	1938	1984	2007	1975	1962
R	Moderate Behaviour Support/Mental Illness	324	320	341	364	373
	Total	4155	4102	4314	4353	4422

Appendix 2: First-Time Grade 12 Graduation Rate – Public School Average 17 Years (2000/01 to 2018/19)

Reported Category	17 year avg first-time graduation rate	Non-Reported Category	17 year avg first-time graduation rate
E Visual Impairment	67.0%	*A Physically Dependent	8.9%
F Deaf or Hard of Hearing	67.6%	*B Deafblind	14.6%
H Intensive Behaviour Interventions/ Serious Mental Illness	36.6%	*C Moderate to Profound Intellectual Disability	00.8%
Q Learning Disability	72.5%	D Physical Disability or Chronic Health Impairment	46.6%
R Moderate Behaviour Support/ Mental Illness	47.7%	G Autism Spectrum Disorder	43.4%
		K Mild Intellectual Disability	18.3%
		P Gifted	96.5%

Note: * Less than 100 Graduates

Appendix 3: BC Public School Completion Rate (2018/19) and FSA results, (2019/20)

Reporting	Student Group	6 year completion rate 2018/19	Gr 4 FSA results 2019/20 (% Meeting or Exceeding)		Gr 7 FSA results 2019/20 (% Meeting or Exceeding)	
			Reading	Numeracy	Reading	Numeracy
Updated Practice	All Designated Categories A-R	71%	64%	55%	57%	44%
	Difference	-1%	6%	7%	8%	10%
Legacy Practice	5 Designated Categories E, F, H, Q, R	72%	58%	48%	49%	34%

Appendix 4: Letter of Endorsement from BC CASE



September 27, 2017

B.C. Council of Administrators of Special Education

Attention: Jennifer McCrea, Assistant Deputy Minister, Learning Division,

As a professional organization dedicated to improving the educational success of all children, British Columbia Council of Administrators of Special Education (BCCASE) is proud to work in partnership with the Ministry of Education. Working in partnership helps to advance the BC school system by improving the outcomes for students with diverse abilities (special needs) while enhancing education success for all learners.

Our recent collaboration with the Ministry of Education to provide direction and support the development of the draft Inclusive Education Strategic Plan was the beginning of a renewed relationship with the Learning Division.

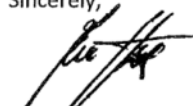
Further meetings with you and Keith Godin, ADM of Governance and Analytics, to discuss the non-representation of specific categories of students on public facing performance reports, led to many additional conversations within our organization and school districts. Our organization agrees that reporting on select categories of students as does not present an accurate picture of BC students.

BC CASE endorses the proposed change to report on all 12 categories of students with diverse abilities (special needs) in the Province. Data on all 12 categories of students will better situate educators to provide learning and opportunities to enable students to achieve the goals of their educational programs.

As administrators of inclusive education across the Province, we have a strong interest in understanding how all students, including those with diverse abilities, are progressing on their educational journeys.

Thank you for the opportunity to work together.

Sincerely,



Ben Eaton
President BCCASE

**MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE**

DATE: February 25, 2021
CLIFF: 224751

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

SUBJECT: Indigenous education programs (Nisaika Kum'Tuks and Tsawalk) in School District 68 (Nanaimo-Ladysmith)

PURPOSE: To provide an overview of the issues

BACKGROUND:

- There are two Indigenous education programs (Nisaika Kum'Tuks and Tsawalk) that Vancouver Island West (SD 84) has operated since 2014, within the Nanaimo-Ladysmith School District (SD 68).
- The two programs were created in collaboration by the Nanaimo Aboriginal Centre, the Mid-Island Metis Nation, the Boys and Girls Club of Central Vancouver Island and SD 84.
- As of 2020/21 school year, the Nisaika Kum'tuks program serves 34 students and the Tsawalk Learning Centre serves 57 students.
- It is unusual for a board to operate an educational program in another school district. The *School Act* contemplates that if a board decides to acquire or hold land in another district, that it would seek consent from that other district's board. SD84 did not seek approval, nor did SD68 condone the arrangement.
- The Ministry has worked with the two boards since 2016, to attempt to mediate an agreement between the two boards about the governance of the two programs.
- In August 2018, the Minister appointed Piet Langstraat as special advisor to SD 68, for a term expiring on February 28, 2019.
- Mr. Langstraat was appointed as special advisor to both SD 68 and SD 84 to June 30, 2019.
- On February 11, 2019, the Minister appointed Mr. Langstraat as a special advisor to both SD68 and SD84 to assist them in completing a Memorandum of Agreement (MOA). The aim of the MOA was to have SD68 assume the operation of the Nisaika Kum'tuks and Tsawalk educational programs from SD 84 in a manner that ensures continuity of the educational programs and a seamless transition for students.

s.13

- To address this outstanding issue, the Minister of Education issued a letter on February 10, 2020, requiring the Board Chair of SD 84 to complete a process to allow the transition of the educational programs from SD 84 to SD 68.
- On May 28, 2020, both school districts signed a Memorandum of Understanding (MOU) which confirms:
 - responsibility for the programs will transfer from SD 84 to SD 68 effective June 30, 2021

- community partners, staff, parents, and students will be fully consulted on any changes to future programming
- reasonable efforts will be made to ensure the current program staff may remain with the program
- SD 84 will provide notice of termination of any contracts related to programs by June 30, 2021, including employment, consulting, services, and leases
- SD 84 will provide SD 68 any information related to contracts that can't be terminated by June 30, 2021
- SD 84 and SD 68 will engage a transition consultant for 1 year.

- s.13; s.17

- **DISCUSSION:** ^{s.13}
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The Mid-Island Metis Nation issued a press release on February 22, 2021. The News Release states:

"The British Columbia (BC) Ministry of Education and the Nanaimo-Lady Smith School District 68 are closing two urban Indigenous Learning Centres, the Nisaika Kum'tuks Learning Centre which has 33 elementary school Learners, and the Tsawalk Learning Centre which has 60 secondary school Learners, but had 99 Learners last year before the cuts began. The closures will be effective June 30, 2021. Neither the Ministry of Education nor School District 68 have revealed why they are closing the Learnings Centres, nor why enrollment was cut by 40% at Tsawalk Learning Centre this school year. The Ministry of Education advised the Indigenous Partners it expects to meet with them this week to discuss their Independent School application to prevent the forced assimilation of their Indigenous Learners back into the public education system that has failed them."

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CONCLUSION:
s.13

**MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE**

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Attachment(s):

s.13

Attachment 4 - News Release from MIMN

Program ADM/Branch: Keith Godin/Governance and Analytics

Program Contact (for content): Dave Duerksen/Marnie Mayhew

Drafter: Dave Duerksen

Date: February 23, 2021

Page 168 of 182 to/à Page 175 of 182

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Page 176 of 182 to/à Page 178 of 182

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s.16

Page 179 of 182 to/à Page 180 of 182

Withheld pursuant to/removed as

s.13



For Immediate Release

Contact: Joy Bremner, President, Mid-Island Metis Nation
2595 McCullough Road
Nanaimo (Snuneymuxw), BC, V9S 4M9
Phone: 250-585-7441
Email: office.mimn@shaw.ca
Date: February 22, 2021

CLOSURE OF TWO URBAN INDIGENOUS LEARNING CENTRES IN NANAIMO, BRITISH COLUMBIA

*Despite Commitments to the
Truth and Reconciliation Commission's Calls to Action and the
United Nations Declaration on the Rights of Indigenous Peoples*

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Page 182 of 182

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