

**MINISTRY OF EDUCATION  
INFORMATION BRIEFING NOTE**

**DATE:** November 30, 2020

**CLIFF:** 242082

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

**SUBJECT:** K-12 Education Restart Steering Committee

**PURPOSE:** Direction on governance and next steps.

**BACKGROUND:**

- The K-12 Education Restart Steering Committee was established in June to consult with sector partners on the development of Ministry materials related to the 2020/21 school year and the COVID-19 pandemic response (see Attachment 1). Current membership includes representation from BCTF, CUPE, BCASBO, BCSSA, FISA BC, BCSTA, FNESC, FNSA, MNBC, BCPVPA, and BCCPAC. The Steering Committee was preceded by the Technical Working Group, in place since March 2020 to manage the immediate COVID-19 pandemic response.
- Over the summer, Steering Committee members helped develop the COVID-19 operational guidelines, the provincial K-12 health and safety guidelines, and the overall Ministry restart plan for Stage 2. The Steering Committee was supported by the Presidents' Group as well as four working groups: Education Programs, Resources and Professional Development, Health and Safety and Equity and Inclusion. The President's Group was comprised of the Presidents of each of the respective organizations and met every two weeks with the Minister.
- The Steering Committee and Working Groups completed their deliverables within the timeframe as outlined in the initial terms of reference; however, all members would like to meet for the rest of the 2020/21 school year to discuss on-going implementation issues, particularly related to health and safety.
- The first three months of the K-12 restart have been largely successful in terms of student and staff attendance, and overall transmission in schools is very low. However, the environment is continuously changing, and several issues have emerged to support a *renewal* of the current Steering Committee. This includes the rising number of school exposures in the Fraser Health and Vancouver Coastal Authorities and various labour relations concerns raised by the BCTF.

**DISCUSSION:**

- Since the beginning of the school year, the majority of the conversation at the Steering Committee has focused on operations and worker health and safety. <sup>s.13</sup>

s.13

- Since September, the BCTF has been vocal about the health and safety measures they believe are missing from the current guidelines, including mandatory masks for all students above age 12 and smaller class sizes. As a part of their on-going advocacy for members, in September the BCTF filed an application with the Labour Relations Board (LRB). Although the LRB ultimately concluded that the matter was beyond their scope, the Ministry was provided with a range of recommendations for consideration (Attachment 2). These include creating a “Coordinator” position to liaise with the Steering Committee; help resolve health and safety issues; work with school districts to update health and safety plans; and provide regular communication to school districts and independent schools about changes in health and safety guidelines.
- Since September, there have been over 1,000 school exposures, with 88% of them in the Fraser Health and Vancouver Coastal Health Authorities. On September 14, the Provincial Health Office announced 317 total cases in BC. The provincial total on November 30 was 2,354 cases over 3 days and 46 deaths. The rate of transmission in schools remains extremely low but public reaction and sentiment is heightened, and many parent organizations want additional health and safety measures in schools to respond to the increase in community transmission.
- Based on the current context and need to adapt, the COVID-19 team is recommending the following for consideration (see Attachment 3):
  - Maintain the Steering Committee, but shift the focus to support the successful implementation of the K-12 health and safety guidelines:
    - Roll Working Groups into Steering Committee;
    - Maintain partners but transition representatives to President or delegate;
    - Introduce ADM as Chair; Executive Director as “Coordinator”; and
    - Shift mandate to:
      - Suggesting revisions and reviewing changes to Operating Guidelines and Health & Safety Guidelines;
      - Bringing forward health & safety or workforce issues that are provincial in nature for Coordinator to action.

## CONCLUSION:

A new governance structure and mandate for the Steering Committee will allow the Ministry to better address the concerns being raised during the implementation of the K-12 Restart Plan, particularly those related to the health and safety guidelines.

## Attachments:

1. Initial K-12 Education Restart Steering Committee Terms of Reference
2. Letter from LRB Chair Jacquie de Aguayo
3. Draft Revised K-12 Education Steering Committee Terms of Reference

**MINISTRY OF EDUCATION  
INFORMATION BRIEFING NOTE**

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**Program ADM/Branch:** Cloe Nicholls, Executive Director

**Drafter:** Tammy Blair / Cloe Nicholls

**Date:** November 30, 2020

## TERMS OF REFERENCE

The Ministry of Education (the “Ministry”) has a five-stage approach for resuming in-class instruction in a measured way to align with [B.C.’s Restart Plan](#). Each stage will be guided by health and safety guidelines, measures, protocols and orders as well as the principles developed for continuity of learning during the pandemic. Regardless of what Stage is in place when the 2020/21 school year begins, the education sector needs to ensure an equitable, effective education system is in place that supports learning while also maintaining robust health and safety measures.

In preparation for the start of the 2020/21 school year, the Minister of Education will continue to meet regularly with the Presidents of all education sector partners and rightsholders throughout June, July and August 2020. To support this work, the Ministry will also be establishing a K-12 Education Restart Steering Committee (the “Steering Committee”).

### Guiding Principles

In addition to the guiding principles established for continuity of learning during the pandemic, the Steering Committee will also ensure that materials reviewed and produced take into account:

- The First People’s Principles of Learning and Indigenous perspectives;
- The geographic diversity of British Columbia and perspectives from remote, rural and urban school districts;
- Equity and inclusion for all students.

### Purpose and Scope

The Ministry will work with the Steering Committee to provide information to member organizations and to consult with them on the development of Ministry materials related to the 2020/21 school year.

The Steering Committee will provide advice and input on the following materials:

1. Emerging Practices & Considerations for K-12 Sector during Covid-19
  - a. Lessons learned from March to June 2020 (i.e. stages 4 and 3);
  - b. Considerations for September 2020; and
  - c. Identification of issues that need to be addressed and suggested mitigations.
2. Updated Operating Guidelines for Stages 1-5, in advance of the start of the 2020/21 school year (September 2020), with an emphasis on the expected implementation of Stages 1-3.
3. Teacher and Parent Resources.

As needed, the Steering Committee will be supported by ad hoc Working Groups, including leveraging pre-existing mechanisms, to discuss specific topics related to educational programs and health and safety. The Working Groups will be responsible for reviewing and providing input on materials as per the deliverables below. Each Working Group deliverable will then receive final review from the Steering Committee.

## TERMS OF REFERENCE

### **Educational Programs**

- Review and provide input on the updated Operating Guidelines for K-12 Education, with a specific focus on sections related to curriculum, assessment, and reporting.

### **Resources and Professional Development**

- Provide feedback and input on resources developed.
- Review learning resources for use online.
- Inform the development of plans to build educator capacity in delivering learning in flexible ways, including remote, online and face-to-face, including strategies to support teachers by creating a sustainable model.
- Review and provide feedback on trauma-informed practice resources for teachers and support staff.

### **Health & Safety**

- Provide feedback and input into the [Provincial COVID-19 Health & Safety Guidelines for K-12 Settings](#), and any adaptations required for Stages 1 & 2.
- Inform the development of best practice guidelines for events, assemblies, field trips, kindergarten entry, music programs, food/culinary programs, dual credit, work experience and PHE/outdoor programs.

### **Equity & Inclusion**

- Establish guiding principles on equity and inclusion to guide the work of the Steering Committee and Working Groups.
- Summarize feedback and lessons learned from Stages 3 and 4 related to equity and inclusion and the experiences of students with unique needs. This includes but is not limited to students with disabilities/diverse abilities, children and youth in care, English Language learners and Indigenous students.

The Steering Committee will also work closely with the ad hoc Working Group on education delivery costs established by the Ministry's Resource Management Division.

Steering Committee member organization participation in the Working Groups is voluntary, not mandatory. Membership in the Working Groups will be open to all Steering Committee members; however, the Ministry may also invite additional organizations to participate (e.g. parent advocacy groups, non-profits). The Ministry will Chair the Working Group meetings; however, the Chair may rotate depending on the nature of the topic being discussed.

### **Governance, Support, and Logistics**

The Minister will meet with the Presidents on a bi-weekly basis throughout the summer as follows: June 29, July 15, July 28 and August 11.

## TERMS OF REFERENCE

The Steering Committee will report directly to the Deputy Minister of Education through the Chair. Information and updates will be shared between the President's Group and Steering Committee, on an as-needed basis.

The Steering Committee will meet weekly. Meetings will occur by conference call or Zoom. The meeting schedule will be as follows:

- June 19: Kick Off Meeting: confirm workplan and deliverables
- Weekly meetings as follows: June 24; July 2, 9, 16, 23 & 30; August 6, 13 & 20<sup>th</sup>.

Final versions of the Operating Guidelines, Teacher/Parent Resources and Emerging Practices & Considerations will be reviewed and finalized on or before the August 13th meeting.

The schedule for Working Group meetings will be set by the Chair based on discussion with Working Group members. Working Groups will meet as needed to complete the deliverables and meeting frequency may vary across the Working Groups. All Working Group materials must be reviewed and finalized in advance of the August 13th Steering Committee meeting.

The Steering Committee may also ask for or receive support from academics, researchers, public health officials and education sector experts. This may include the Public Health Officer, the BC Pediatric Society, the BC Psychological Association, pedagogical experts and members from the business community.

The Steering Committee may continue on an as-needed basis throughout the 2020/21 school year to continue to provide advice and support.

### **Membership**

Steering Committee membership will be comprised of the Executive Directors (or equivalents) from the organizations represented on the President's Calls:

- BC Teachers Federation (BCTF) (2 members)
- CUPE (2 members)
- BC Association of School Business Officials (BCASBO)
- BC School Superintendents' Association (BCSSA)
- Federation of Independent School Association in BC (FISA BC)
- BC School Trustees' Association (BCSTA)
- First Nations Education Steering Committee (FNESC)
- First Nations Schools' Association (FNSEA)
- Métis Nation BC (MNBC)
- BC Principals' and Vice Principals' Association (BCPVPA)
- BC Confederation of Parent Advisory Councils (BCCPAC)

## TERMS OF REFERENCE

### Ministry Representation:

- Cloe Nicholls, Executive Director, COVID-19 Internal Team, Ministry of Education (Chair)
- 1 Assistant Deputy Minister (will rotate depending on topic)
- Scott Beddall, Director, COVID-19 Internal Team, Ministry of Education
- Linda Beddouche, Director, Partner Relations, Ministry of Education

Delegates are permitted with prior notice.

### Responsibilities of the Chair include:

- Calling and chairing the meetings;
- Developing agendas as needed, summarizing meeting actions and communicating them to members;
- Communicating any revised direction issued by the Government; and
- Engaging external support or expertise, as needed.

### Confidentiality

Steering Committee members are required to maintain complete confidentiality on specific materials; these materials will be clearly identified as 'confidential'.

### Records Retention

All materials provided for or by any member of the Working Group are subject to the *Freedom of Information and Protection of Privacy Act* (FOIPPA).

**BRITISH COLUMBIA**  
**LABOUR RELATIONS BOARD**

November 10, 2020

Re: **British Columbia Teachers' Federation (BCTF) – and – British Columbia Public School Employers' Association (BCPSEA) – and – the British Columbia Ministry of Education (the Ministry)**

**Application under Section 88 of the *Labour Relations Code***

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I write further to an application filed by the BCTF under Section 88 of the *Labour Relations Code* (the "Code"). Section 88 provides as follows:

Action by Labour Relations Board

88 If a difference arises during the term of a collective agreement, and in the board's opinion delay has occurred in settling it or it is a source of industrial unrest between the parties, the board may, on application by either party to the difference, or on its own motion,

(a) inquire into the difference and make recommendations for settlement, and

(b) if the difference is arbitrable, order that it be immediately submitted to a specified stage or step in the grievance procedure under the collective agreement or, whether or not the difference is arbitrable, request the minister to appoint a special officer.

Consistent with the purposes of the Code, Section 88 contemplates that the Board can play a role in assisting to resolve differences, whether on its own motion or on request of a party in a collective bargaining relationship.

When considering how best to proceed on an application under Section 88, the Board will assess what role it can play having regard to the broad and purposive language in Sections 88(a) and (b).

Having now familiarized myself with the nature of the issues raised in the application before me, I have concluded that they involve the interpretation and application of education and health policy, and thus extend beyond the labour relations policy framework in Section 88 of the Code.

Despite this, and to their immense credit, the named parties in the application before me are committed to establishing a problem-solving framework for addressing challenges arising from the impacts of COVID-19 and reducing risks of transmission in the K-12 system.

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TELEPHONE: (604) 660-1300 FACSIMILE: (604) 660-1892  
EMAIL: registrar@lrb.bc.ca

I have been asked to make recommendations on how to best facilitate a process for providing clarity and for resolving issues expeditiously in this challenging and multi-stakeholder context.

The goal of these recommendations is to support existing collaborative processes, including multi-stakeholder bodies, as they continue to do the important work of guiding schools and school communities through the pandemic.

#### Multi-stakeholder collaboration

The Ministry of Education established a Steering Committee for the development of operational guidelines to assist school districts and independent schools to plan for school re-openings in September 2020.

The Steering Committee (the “SC”) is multi-stakeholder in scope and includes teachers, parents, Indigenous rightsholders, support staff, principals and vice-principals, school trustees, and the public health sector. One of the goals of the SC was to identify best practices and find solutions to potential issues.

I make the following recommendations with respect to the Ministry of Education:

1. The SC will meet to review and amend their terms of reference such that, prior to implementing changes in the Provincial COVID-19 Health and Safety Guidelines for K-12 Setting (the “Guidelines”), the SC will be provided with information on the nature of, and reasons for, the changes and stakeholders will be given the opportunity to provide their input;
2. In the event a change is made in response to an urgent circumstance, the SC will be provided with information as soon as is practicable thereafter and in a manner consistent with my recommendation 1., above;
3. The SC will meet on a regular basis to discuss real or perceived inconsistencies in the interpretation or application of Guidelines and refer any issues to a Ministry of Education coordinator (set out below); and
4. The Ministry of Education will designate an individual to coordinate input (the Coordinator) as follows:
  - a. The SC will refer issues identified in that forum to the Coordinator for consideration and action as determined appropriate by the Ministry of Education;
  - b. The Coordinator will provide regular communication with school districts on changed Guidelines or recommendations for best practices;

- c. The Coordinator will review school district plans for consistency with Guidelines and, where appropriate, may seek input from stakeholders, including but not limited to those on the SC; and
- d. The Coordinator will work with WorkSafe BC, the Ministry of Health, and Health Authorities to provide clarity and consistency in the application of the Guidelines as required.

#### K-12 Workplace Stakeholders

With respect to workplace parties, there are existing processes for addressing challenges, including health and safety committees, labour-management committees, collective agreement grievance-arbitration, and investigations conducted by WorkSafe BC.

These processes can and should be used to resolve issues. My recommendation, below, is not intended to replace them. In the unique context of this pandemic, the named workplace partners in the matter before me, the BCTF and BCPSEA, acknowledge that there exist challenges that may not easily fit into one of these existing processes or there is an expeditious need for a process for clarifying issues and identifying solutions for them.

In this context, I make the following recommendations:

1. Effective Monday, November 16<sup>th</sup>, 2020, the Labour Relations Board will make neutrals available, including Vice-Chairs, Mediators, and Special Investigating Officers, to troubleshoot issues on an expedited basis, including evenings or weekends where necessary;
2. This process is available, on request, to the BCTF and its locals, support staff unions, BCPSEA, and school boards (a “Party” or the “Parties”);
3. On the request of a Party, the Board will assign an available troubleshooter to assist the Parties to discuss and resolve issues arising between them that involve implementation of the Guidelines and related health and safety issues or other pressing COVID-19 related issues that arise;
4. The role of a troubleshooter is, using an informal and collaborative approach, to fact-find and to make non-binding recommendations. Those recommendations may include, but are not limited to, directing Parties to an existing process on an expedited basis where possible;
5. The Board will track the nature of the disputes referred through the troubleshooter process and provide interim reports to the Parties. The Board may, in its discretion, make recommendations to address recurring issues coming before the troubleshooters or to establish an independent troubleshooter mechanism;

6. The Parties shall each be responsible for reviewing and identifying the issues before being referred to the troubleshooter; and

7. The Board will review the troubleshooter process with the Parties after three months and make any further recommendations as may be reasonably necessary.

In closing, I wish to recognize the high degree of collaboration shown by the named parties in the application before me. All of us are impacted by this pandemic, including the stress, anxiety, and uncertainty it brings. I am grateful to BCPSEA, the BCTF, and the Ministry for their ideas and their commitment to working cooperatively.

Yours truly,

LABOUR RELATIONS BOARD

A handwritten signature in black ink, appearing to be 'Jacquie de Aguayo', written over a horizontal line.

Jacquie de Aguayo  
Chair

## TERMS OF REFERENCE

The Ministry of Education (the “Ministry”) has a five-stage approach to manage the risk of Covid-19 transmission while ensuring the delivery of K-12 education during the pandemic. The 2020/21 school year is guided by the [K-12 Education Restart Plan](#) and the health and safety guidelines, measures, and protocols developed to ensure the safe delivery of education during the pandemic.

Since March 2020, the health and safety and operational guidance issued by the Ministry and the Ministry of Health has been informed by collaborative input and feedback from K-12 sector stakeholders and rightsholders. In preparation for the 2020/21 school year, the Ministry established the K-12 Education Restart Steering Committee (the “Steering Committee”); four Working Groups and regular President’s calls.

The Steering Committee successfully completed all of the deliverables in its original Terms of Reference prior to the beginning of the 2020/21 school year, including developing the [COVID-19 Operational Guidelines for School Districts and Independent School Authorities](#) (the “Operating Guidelines”), the [Provincial COVID-19 Health and Safety Guidelines for K-12](#) (the “Ministry Health and Safety Guidelines”) and the [COVID-19 Protocols for School and District Administrators](#) (the “Protocols”). (Together these documents will be referred to as the “K-12 health and safety guidelines”).

In order to support the health and safety of staff and students throughout the school year, the Ministry is revising the scope of the Steering Committee and creating a Coordinator position to help resolve emerging issues.

### Guiding Principles

The work of the Steering Committee will continue to be guided by the [foundational principles of the K-12 Restart](#) and maximizing in-class instruction for all students within the health and safety guidelines.

The Steering Committee will also ensure that materials take into account the First People’s Principles of Learning and Indigenous perspectives; the geographic diversity of British Columbia and perspectives from remote, rural and urban school districts; and equity and inclusion for all students.

### Purpose and Scope

The renewed purpose of the Steering Committee is to support the successful implementation of the K-12 health and safety guidelines, including making on-going adjustments as new science and evidence emerge. As a part of a commitment to continuous improvement, the Ministry will consult with the Steering Committee on any updates or changes contemplated for the Operating Guidelines, the Ministry Health and Safety Guidelines and/or the Protocols. The Steering Committee will align with the recommendations from the Labour Relations Board’s November 10, 2020 letter regarding section 88 application.

The Steering Committee will:

1. Review and discuss real or perceived inconsistencies in the interpretation or application of the Operating Guidelines, Ministry Health and Safety Guidelines and/or Protocols and refer any

## TERMS OF REFERENCE

issues to the Ministry's Coordinator. Members of the Steering Committee will provide documentation explaining the issue, attempts to resolve, and any outstanding issues.

2. Review and provide input into proposed Ministry changes to the Operating Guidelines, Ministry Health and Safety Guidelines and/or Protocols. This review will take into account information shared by the Ministry on the nature of and reasons for the changes. In the event a change is made in response to an urgent circumstance, the Steering Committee will be provided with information as soon as is practicable thereafter.
3. Review communications materials related to COVID-19 and communications of any updates to the Operating Guidelines, the Ministry Health & Safety Guidelines, the Protocols, the [COVID-19 Public Health Guidance for K-12 School Settings](#) (the "BCCDC Guidelines") and the [Education \(K-12\) Protocols for Returning to Operation](#) (the "WorksafeBC Guidelines").
4. Serve as the K-12 sector forum for advice and input into other COVID-19 health and safety guidelines made by external organizations, including:
  - a. Review any changes proposed by the BC Centre for Disease Control to the BCCDC Guidelines and share feedback through the Coordinator;
  - b. Review any changes proposed by Worksafe BC to the WorksafeBC Guidelines and share feedback through the Coordinator.

### Governance, Support, and Logistics

The Steering Committee will report directly to the Deputy Minister of Education through the Chair on a regular basis and will provide monthly updates to the Minister of Education during scheduled meetings.

The Steering Committee will meet weekly. Meetings will occur by conference call or Zoom. The meeting schedule will be as follows:

- Kick Off Meeting: confirm Terms of Reference, processes, and logistics.
- Weekly meetings: specific dates to be confirmed, but with intent to establish a regular and predictable time and day of the week.

The Steering Committee may also ask for or receive support from academics, researchers, public health officials and other experts. This may include but is not limited to the BC Pediatric Society, the BC Psychological Association, pedagogical experts, mental health experts and members from the business community.

The Minister will meet with the Steering Committee on a regular basis through to March 2021. This timeline may be extended at the discretion of the Ministry in consultation with the Steering Committee.

The Steering Committee Chair and/or Coordinator will have a standing agenda item on each Standing Committee meeting with the Minister to provide information, answer questions and provide an update on Coordinator activities.

## TERMS OF REFERENCE

### Membership

#### Ministry of Education:

- **Chair:** Keith Godin, Assistant Deputy Minister, Governance & Analytics
- **Coordinator:** Cloe Nicholls, Executive Director, COVID-19 Internal Team
- **Support:**
  - Scott Beddall, Director, COVID-19 Internal Team
  - Meghan Reusing, Secretariat

**Steering Committee membership** will be comprised of the President and/or one other senior representative from the following organizations:

- BC Association of School Business Officials (BCASBO) (2)
- BC Confederation of Parent Advisory Councils (BCCPAC) (2)
- BC Principals' and Vice Principals' Association (BCPVPA) (2)
- BC Public School Employers' Association (BCPSEA) (1)
- BC School Superintendents' Association (BCSSA) (2)
- BC School Trustees' Association (BCSTA) (2)
- BC Teachers Federation (BCTF) (2)
- Canadian Union of Public Employees – BC (CUPE-BC) (2)
- Federation of Independent School Association in BC (FISA) (2)
- First Nations Education Steering Committee (FNESC) (2)
- First Nations Schools' Association (FNSA) (2)
- Métis Nation BC (MNBC) (2)
- Ministry of Health (1)
- Provincial Health Officer (1)
- Worksafe BC (1)

Delegates are permitted with prior notice.

Responsibilities of the Chair include:

- Calling and chairing the meetings;
- Developing agendas, summarizing meeting actions and communicating them to members;
- Communicating any revised direction issued by the Government; and
- Engaging external support or expertise, as needed.
- Through the Secretariat, tracking incoming documentation from members, maintaining a record of issues identified and discussed, and related action items related to the items above and organizing these for the Coordinator to assign to the appropriate Ministry and/or organization.

Responsibilities of the Coordinator include:

## TERMS OF REFERENCE

- Working with relevant Ministries and organizations to assess requests related to interpretation of or proposed changes to the Operating Guidelines, Ministry Health and Safety Guidelines and/or Protocol;
- Reporting back to Steering Committee the outcome of the requests;
- Providing regular communication to school districts and independent school authorities on approved changes to the Operating Guidelines, Ministry Health and Safety Guidelines and/or Protocols and recommendations for best practices;
- Reviewing school district plans for consistency with Guidelines and, where appropriate, seeking input from stakeholders, including but not limited to those on the Steering Committee; and
- Working with WorkSafe BC, the Ministry of Health, and Health Authorities to provide clarity and consistency in the application of the Guidelines as required.

### **Confidentiality**

Steering Committee members are required to maintain complete confidentiality on specific materials; these materials will be clearly identified as 'confidential'.

### **Records Retention**

All materials provided for or by any member of the Steering Committee are subject to the *Freedom of Information and Protection of Privacy Act* (FOIPPA).



# **K-12 RESTART UPDATE**

December 2020

Ministry of Education

## WHERE HAVE WE BEEN?

### **Steering Committee Evolution**

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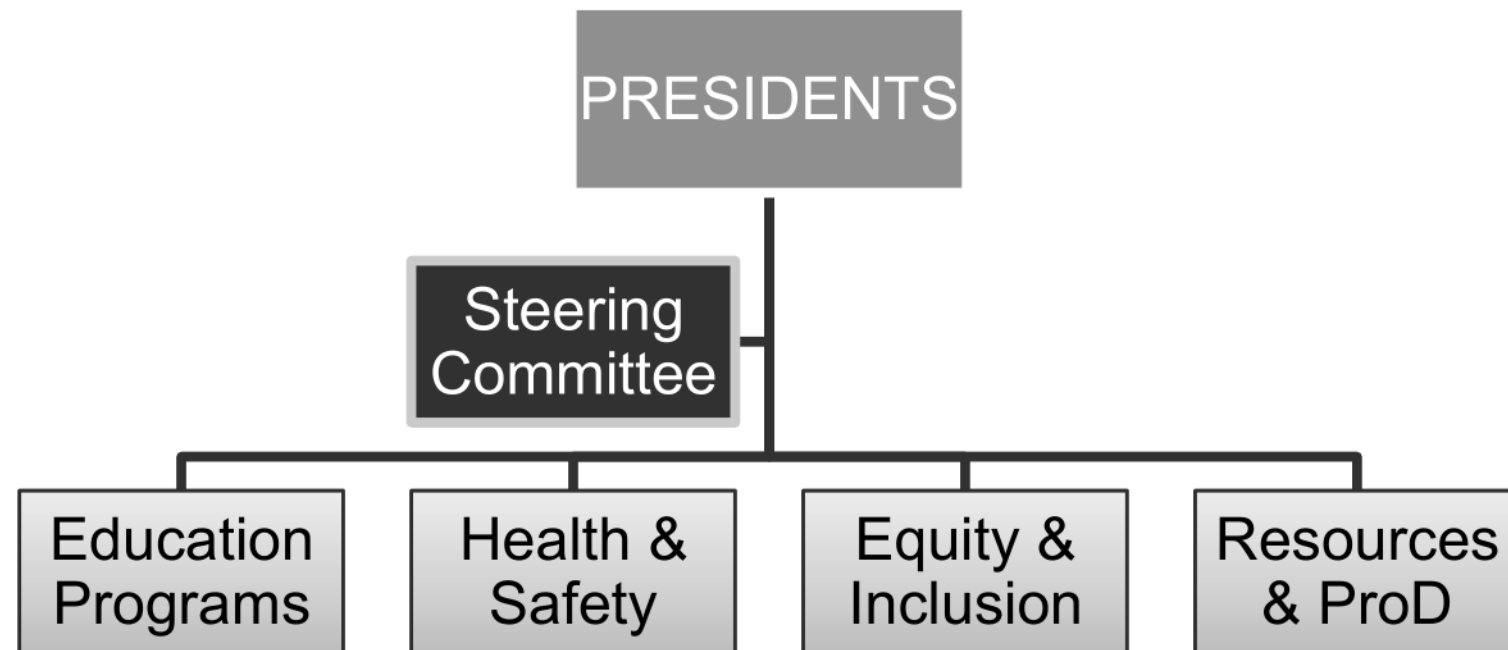
#### **Technical Working Group**

- March – June
- Focus on operational issues

#### **K-12 Education Restart Steering Committee**

- June – Present
- Focus on input and advice into September Restart – Operational Guidelines, Health & Safety Guidelines
- Current membership includes BCTF, CUPE, BCASBO, BCSSA, FISA BC, BCSTA, FNEESC, FNSA, MNBC, BCPVPA, and BCCPAC.
- Supported by Presidents' Group and four working groups: Education Programs, Resources and Professional Development, Health and Safety and Equity and Inclusion.

## CURRENT STRUCTURE





## Steering Committee Deliverables

Advice and input on :

- Lessons learned from March to June;
- Considerations for September 2020; and
- Identification of issues that need to be addressed and suggested mitigations

- Updated Operating Guidelines

- Teacher and Parent Resources

## Steering Committee Outcomes

Advice on September restart:

- School district transition programs
- Enhanced funding for health and safety measures
- Mask usage

- Operational Guidelines to support all 5 stages of K-12 Framework
- Sector-specific Health & Safety Guidelines
- Expectations by Stage summary

- New website
- Q & As

## Working Group Deliverables & Outcomes

### **Educational Programs**

- Developed Operating Guidelines related to curriculum, assessment & reporting.

### **Resources and Professional Development**

- Developed training for delivering learning in flexible ways, including remote/online and trauma-informed practice resources for teachers and support staff.

### **Health & Safety**

- Developed Provincial COVID-19 Health & Safety Guidelines for K-12 Settings.
- Created best practice guidelines for assemblies, field trips, music programs, food/culinary programs, dual credit, work experience and PHE/outdoor programs.

### **Equity & Inclusion**

- Established guiding principles on equity and inclusion.

## OPPORTUNITY CONTEXT

### **Feedback from Steering Committee Members**

- Value in continuing to meet but focus of group should shift
- Interest in discussing operational implications of Stage 2 and any shifts or policies being contemplated by government (e.g. move to Stage 3, extended holiday break, mask requirements)
- Employee groups want discussion on workplace health and safety

### **Labour Relations Board “Coordinator”**

- Recommended in November 10<sup>th</sup> LRB letter
- Proposed role to refer issues from Steering Committee to Ministry or appropriate partners for follow up (BCCDC, BCPSEA, HLTH, Worksafe)
- Regular communication with school districts on health & safety changes as well as reviewing of health and safety plans

### **BCCDC Communications Strategy**

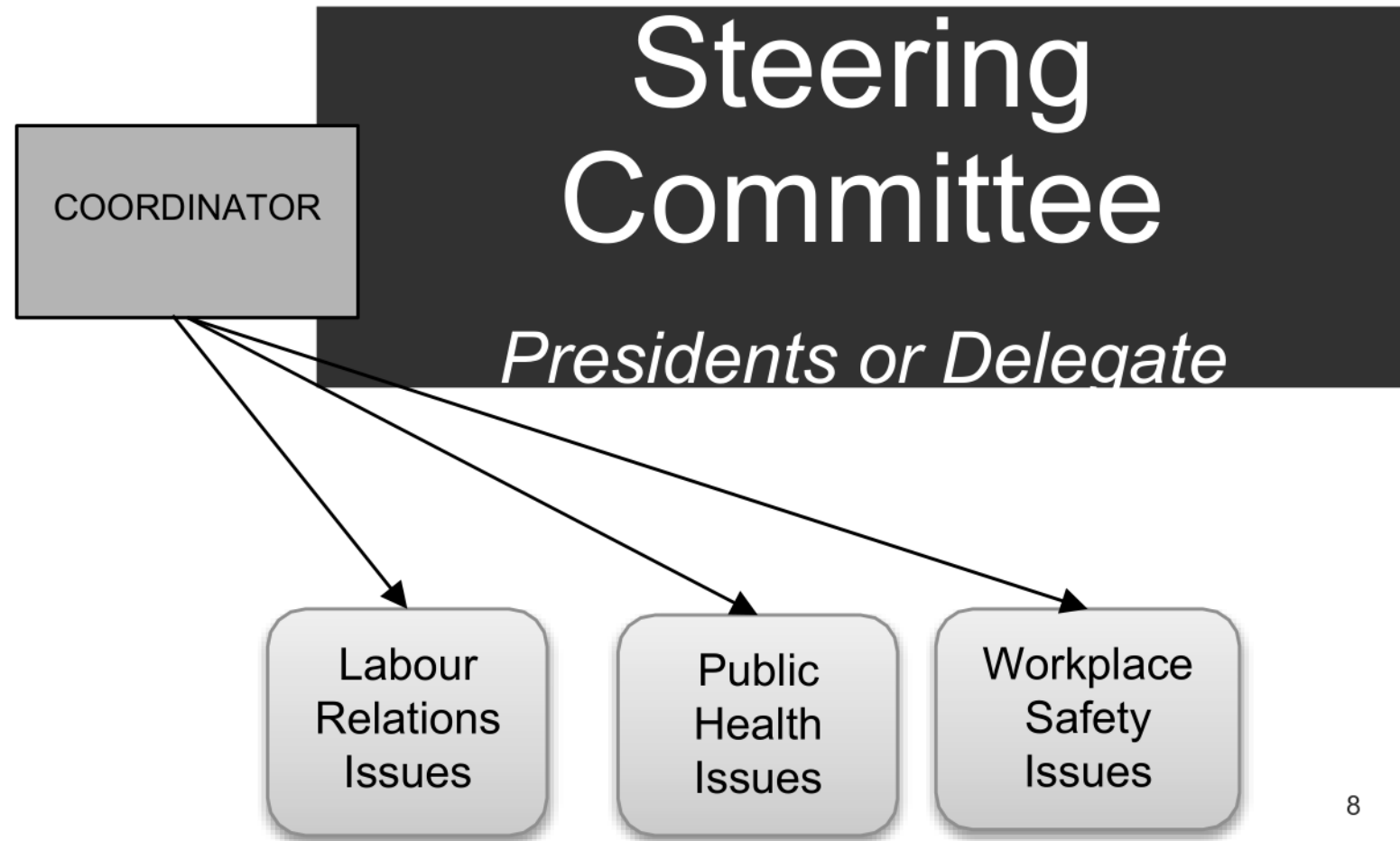
- Hired PR firm to develop K-12 specific communications strategy and make governance and communications enhancements.

# **K-12 RESTART COMMITTEE**

*Proposed Shifts*

1. Roll Working Groups into Steering Committee
2. Maintain partners but transition representation to President or delegate
3. Introduce ADM as Chair; Executive Director as “Coordinator”
4. Shift Mandate to:
  - Suggest revisions and review changes to Operating Guidelines and Health & Safety Guidelines
    - Adopt a monthly change cycle to assist with review
  - Bring forward health & safety or workforce issues that are provincial in nature for Coordinator to action
  - Feedback and input on any contemplated shift across stages or other government decisions.

## PROPOSED STRUCTURE



## **DIRECTION REQUIRED**

### 1) Refresh Steering Committee structure:

- Update/amend Terms of Reference
- Establish Coordinator Position and ADM Chair
- Renew representation at President level or delegate
- Continue to meet weekly

### 2) Begin outreach to sector partners and rightsholders

### 3) Soft launch of renewed Steering Committee week of Dec 8th

**MINISTRY OF EDUCATION  
INFORMATION BRIEFING NOTE**

**DATE:** November 20, 2020

**CLIFF:** 241588

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

**SUBJECT:** Ministry Contribution to MyEducation BC

**PURPOSE:** To provide information on allocation of funding to the MyEducation BC Service

**BACKGROUND:**

- Costs for the operation of the student information service have been shared between the Ministry and participating School Districts and Independent Schools since the inception of the service in 2006. The proportion of costs funded by the Ministry and the Districts/Schools has fluctuated over the period of service. There has been no increase in the per student fee of \$10.00 to Schools and Districts since 2006. Districts and schools sign an MOU agreeing to the payment of this fee.
- MyEd BC is one of the digital services provided to the sector by the Ministry. Beginning in school year 2020/21 fees for digital services are being recovered through a digital services recovery fee (DSR), set at \$40.00/student. Current services include MyEducation BC and the Next Generation Network, with additional services being included next year.

**DISCUSSION:**

- For some years the contribution of the Ministry to the operation of MyED BC has been about 45% (including Ministry staff resources), with the remaining 55% coming from the districts and schools. <sup>s.17</sup>

<sup>s.17</sup>

The overall budget has remained the same, and the MyED BC service continues to add additional enhancements requested by school districts.

**CONCLUSION:**

The reduction in the Ministry contribution towards the operation of MyEd BC has not had an impact on the service. A robust governance structure for the allocation of the Digital Service Recovery is required to ensure that those funds are invested in services that are of direct benefit to schools and districts.

Attachment(s):

1. Addendum to CSI MOU for Implementation Completion

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

**Program Contact (for content):** Jennifer Wray

**Drafter:** Eleanor Liddy

**Date:** November 20, 2020

# **British Columbia**

## **Common Systems Initiative**

### **Addendum to the Memorandum of Understanding for School and School District Implementation Completion**

This AGREEMENT is made and is in effect as of <today's date>.

BETWEEN:

MINISTRY OF EDUCATION

(hereinafter known as "Ministry")

And

<School Board or Independent School Authority>  
(hereinafter known as "School Authority")

Whereas:

1. the School Authority and the Ministry have entered into a BC Common Systems Initiative Memorandum of Understanding, School and School District Implementation for participation in the Common System Initiative for the shared implementation of a common student information system;
2. the School Authority declares that implementation has been completed and that all schools listed in Appendix 2 are in production;
3. the School Authority undertakes to provide on-going support for schools in production; and,
4. the School Authority declares that for all schools listed in Appendix 2, legacy student record system(s) have been decommissioned and BCeSIS is the sole production student record system;

this addendum to the School and District Implementation Memorandum of Understanding is to specify the terms for the initiation of cost recovery and the allocation of applicable implementation grants for BCeSIS.

**Terms and Conditions:**

By signing this Addendum to the Memorandum of Understanding, the School Authority agrees to the following terms and conditions.

*The School Authority agrees to:*

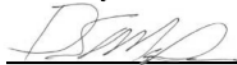
1. Pay a subscription fee for BCeSIS usage, as specified in Appendix 1. The fee will be paid by a recovery from operating grants to the School Authority, starting on the implementation completion date for each school as shown in Appendix 2.
2. Pay a fee for each school where a conversion tool is used. The fee will be paid by a recovery from operating grants to the School Authority, and will be assessed at the end of the month containing the implementation completion date for each school as shown in Appendix 2.
3. Commit the human and financial resources needed to maintain the local infrastructure and expertise required to use BCeSIS effectively.

*The Ministry agrees to:*

1. Subject to approval of the CSI Project Business and Financial Plan, pay a one-time implementation grant, as specified in Appendix 1. The grant will be paid by regular disbursement to the School Authority, and will be calculated at the end of the month containing the implementation completion date for each school as shown in Appendix 2.
2. Subject to approval of the CSI Project Business and Financial Plan, pay a one-time early implementation grant, as specified in Appendix 1. The size of the grant is on a sliding scale based on the number of students registered in BCeSIS at the time a school goes into production. The grant will be paid by regular disbursement to the School Authority, and will be calculated at the end of the month containing the implementation completion date for each school shown in Appendix 2.
3. Provide access to BCeSIS reports that show the enrolment details used to calculate fees and grants.
4. Recover fees for BCeSIS usage and conversion tool usage in the manner described above.

By signing this Addendum, the parties agree that the terms shall be added to their Memorandum of Understanding for School and District Implementation of a common student information system

**Ministry of Education**



Scott MacDonald, Executive Director  
Ministry of Education

Fax: 250-356-0277

Date: December 4, 2020

**School Board or School Authority**

\_\_\_\_\_  
Secretary Treasurer or Superintendent

Date: \_\_\_\_\_

## Appendix 1

### BCeSIS Fee and Grant Summary

	Provincially-funded Students	Non-funded Students
<b>BCeSIS Fee</b>	\$1/student/month for K-9 students  \$1.25/student/course for Grade 10-12 students	\$2/student/month for K-9 students  \$2.50/student/course for Grade 10-12 students
<b>Implementation Grants</b>	\$10/student for school authorities that sign a Memorandum of Understanding prior to December 31, 2005.	No grant
<b>Early Implementation Grant</b>	0-100,000 \$8/new PEN 100,001-200,000 \$4/new PEN 200,001-300,000 \$2/new PEN 300,001-400,000 \$1/new PEN	0-100,000 \$8/new PEN 100,001-200,000 \$4/new PEN 200,001-300,000 \$2/new PEN 300,001-400,000 \$1/new PEN

### BCeSIS Student Funding Types

Student Type \ School Type	Band School	All Other School Types
• <b>Out of Province</b>	Non-funded	Non-funded
• <b>Out of Country</b>	Non-funded	Non-funded
• <b>Aboriginal</b>	Non-Funded	Funded
• <b>All Other Student Types</b>	Funded	Funded

Appendix 2

School Board or School Authority \_\_\_\_\_

Example:	Admin	Track	Declaration Date	Conversion Tool Used (TurboSchool, Windsor, SASI or n/a)
Richardson Elem Jr. Sec	x		24-Jan-06	TurboSchool
Richardson Elementary		x	24-Jan-06	n/a
Richardson Middle		x	24-Jan-06	n/a
Richardson Senior		x	24-Jan-06	n/a
Ambrose Elementary	n/a	n/a	10-Jan-06	n/a


**MINISTRY OF EDUCATION  
DECISION BRIEFING NOTE**

**DATE:** November 23, 2020  
**CLIFF:** 241671

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

**SUBJECT:** Options for allocation of Digital Services Recovery Savings

**PURPOSE:** Approval to reallocate School District Digital Services Recovery Savings (DSR) on additional services

**BACKGROUND:**

- Beginning in school year 2020/21 fees for digital services are being recovered through a digital services recovery fee (DSR), set at \$40.00/student. Current services are MyEducation BC and the Next Generation Network, with additional services being onboarded next year.
- s.17
- 
- The forecasted costs of the NGN services for this fiscal were estimated to be \$39.5M and are shared between the Ministry (\$22.8M) and school districts recovery (\$16.7M).
- The historical over recovery within the NGN recovery for the past few years have been around \$4 million, and this money has been “returned” to districts in March.

**DISCUSSION:**

- Unforeseen events (COVID-19, Interregnum) and resource constraints have limited enhancements and project activities on the NGN service. Actual costs for the year are projected to be \$35.3M. \$2M of this moved from the MyEducation BC Operation to cover costs of other Ministry priorities. \$2.2M of the over recovery remains unallocated.
- s.17

- A new DSR Governance Framework will be implemented to oversee the strategic investments for future years. For this fiscal year, approval to reallocate DSR savings is required.

**OPTIONS:**

**Option 1** Approval to spend \$1.5 million on additional services outside the original scope of the digital service fee, and return any remaining over recovery balance (currently forecasted as \$0.7M) to school districts in Feb. 2021.

**Pros:**

- Priority digital services will be funded that will directly benefit districts
- Federal holdback funds can be fully allocated to school districts.
- Return of balance of unused funds will demonstrate transparency to SD, and can be used to support other district priorities.

**Cons:**

- School Districts have not approved these additional digital services as part of the DSR. Chairs of the SDTAC and SMC Executive will need to be consulted.

**FINANCIAL IMPLICATIONS:**

Financial modelling is underway to determine the up to date forecasted savings within NGN and the amount which should be returned to SDs in December. The DSR is based on enrolment and therefore may fluctuate once 20/21 enrolment data is finalized.

**RECOMMENDATION:**

Option:   1  



Approved / Not Approved  
Scott MacDonald  
Deputy Minister

December 4, 2020

\_\_\_\_\_  
Date Signed

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

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

**Drafter:** Jennifer Wray

**Date:** November 23, 2020

**MINISTRY OF EDUCATION  
INFORMATION BRIEFING NOTE**

**DATE:** December 11, 2020

**CLIFF:** 242746

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

**SUBJECT:** Meeting with Honourable Harry Bains and the Surrey Teachers' Association

**PURPOSE:** Teacher workforce considerations in Surrey school district (SD36) in light of COVID-19

**BACKGROUND:**

- The Surrey Teachers' Association (STA) requested a meeting with Minister Bains to seek his expertise regarding labour matters and safety of workers in schools during the pandemic.

**DISCUSSION:**

**SD36 Workforce Overview Summary**

	Student Population	Teacher Workforce	Comment
2020/2021	75,606 students enrolled	<ul style="list-style-type: none"> <li>• 4966 headcount</li> <li>• 4560 FTE</li> </ul>	Largest school district
2015/16 to 2020/21	Growth 6.7%	Growth 17.8%	Student to teacher ratio decreased from 18.3 to 16.6
Recruitment and Retention		At December 10, 2020, there was 1 job posting - teacher for the deaf and hard of hearing. There is an ongoing call for TTOCs.	

**Teacher Absenteeism since September 2020**

	Sept.	Oct.	Nov.	Dec.
SD36	6%	7.7%	8.3%	9.4%
Province	5.7%	7.5%	8%	8.5%

**Restart Plan**

- SD36 developed a robust restart plan (outlining the health and safety protocols implemented at the local level) through consultation with local teacher and support staff unions, Indigenous partners and local First Nations, and the district parent advisory council.
- The plan was reviewed by the Ministry of Education (the Ministry) – who worked closely with public health and the education sector, including the BC Teachers' Federation, to develop guidelines to ensure the safety of students, staff and communities.

**Remote Teaching and Learning Options**

- In response to the pandemic, SD36 provided a blended learning transition program with the goal of easing students back into full-time, in-class instruction.
- This program is scheduled to end in January 2021.
- In addition, the Surrey Academy for Innovation and Learning (SAIL) offers distributed learning to students in grades 8 to 12.

### **Labour Relations and Health & Safety Issues**

- There is legislation and regulatory bodies that support safe and effective working conditions including, but not limited to WorkSafe BC and the Labour Relations Board - including the new Trouble Shooter process.
- On November 18, 2020, the STA passed four motions related to COVID-19 that align with requests from the BC Teachers' Federation:
  1. Mandate masks for all staff and students
  2. Move to stage 3 of the restart plan to reduce class density
  3. Reopen online learning programs for students not attending school
  4. Provide accommodations for immunocompromised
- s.17

### **COVID-19 Exposures in SD36**

- Fraser Health Authority (FHA) indicated there have been a high number of school exposures across SD36, which aligns with the prevalence of COVID-19 within the broader community.
- Most COVID-19 cases in SD36 have been linked to community (often household) transmission and have not resulted in further transmission within the school – demonstrating the effectiveness of health and safety protocols in schools.
- There have only been two school outbreaks (Cambridge Elementary School and Newton Elementary School) in SD36 to date. In both situations, FHA worked closely with the school district administration to review the situation, issue communications, and complete site inspections to assess health and safety protocols and potential risks for COVID-19 at school.

### **CONCLUSION:**

- The Ministry is working closely with education partners, including the BC Teachers' Federation to ensure student and staff safety in schools.
- The Labour Relations Board is making available neutral troubleshooters to resolve labour relations issues that involve the implementation of the COVID-19 guidelines and related health and safety issues.

### **Attachment**

1. 242746 IBN MHW Appendix 1 - Troubleshooter Referral

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**Program ADM/Branch:** Keith Godin/Sector Policy and Performance

**Program Contact (for content):** Scott Beddall and Linda Beddouche

**Drafter:** Lina Branter

**Date:** December 10, 2020



# Request for a K-12 Troubleshooter

## Read the Troubleshooter Fact Sheet before completing this form.

To request a troubleshooter, complete the following form and email it to [lrb.troubleshooter@lrb.bc.ca](mailto:lrb.troubleshooter@lrb.bc.ca), copying the person or organization who will be responding to the matter. The Labour Relations Board's business hours are Monday – Friday, 8:00 AM to 4:00 PM. The Labour Relations Board is closed on weekends and all statutory holidays. Requests received outside of business hours will be responded to the following business day.

If you request a troubleshooter outside of business hours and the matter is **urgent** (i.e. the matter must be addressed before the next business day):

1. Send the form by email to [lrb.troubleshooter@lrb.bc.ca](mailto:lrb.troubleshooter@lrb.bc.ca), copying the person or organization who will be responding to the matter
2. Call the Labour Relations Board's emergency contact number (604) 644-3033

Requestor Details		
Name	Organization Name	Role in Organization
Gavin Slade-Kerr	Surrey Teachers Association	Health and Safety/Grievance Officer
Primary phone	Alternative Phone	Email
604-635-3365		

**Note:** There may be delays in addressing the issue if Respondent Contact information is not provided.

Respondent Details		
Name	Organization Name	Role in Organization
Primary phone	Alternative Phone	Email

**Note:** There is a limit of 1,000 characters in each of the following sections. The information you provide should be brief and clear.

Issue



**Steps Taken by Requester to Address/Resolve Issue**

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**Desired Outcome**

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**Additional Information**

--

Attach any documents you think will help the Troubleshooter to your email when submitting the form.

**MINISTRY OF EDUCATION  
INFORMATION BRIEFING NOTE**

**DATE:** December 14, 2020

**CLIFF:** 242825

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

**SUBJECT:** BC Teachers' Federation (BCTF) and COVID-19

**PURPOSE:** Meeting on December 17, 2020 with BCTF Executive to discuss recommendations about the K-12 Education Restart Plan.

**BACKGROUND:**

- On June 19, 2020, the Ministry of Education (the Ministry) convened the K-12 Education Restart Steering Committee (the Steering Committee), with representation from the BCTF and ten other provincial education partner organizations. The purpose of the Steering Committee was to inform the development of COVID-19 operational guidelines and support school district planning for the 2020/21 school year.
- In July 2020, the Ministry of Education convened four supporting Working Groups: Educational Programs, Resources and Professional Development, Health and Safety, and Equity and Inclusion. The BCTF appointed seven to eight classroom teachers to each Working Group.
- Between June and August 2020, the Minister of Education met every two weeks with the Presidents of the Steering Committee organizations, including BCTF President Teri Mooring.
- The BCTF was extremely engaged in the Steering Committee process and provided a significant amount of feedback on the Restart Plan. The majority of the feedback was incorporated; however, there were certain requests that were not implemented, including reducing class size and implementing mandatory masks in classrooms. See Attachment 1 for an overview of BCTF requests and Ministry responses.
- On September 17, 2020, the BCTF filed an application with the BC Labour Relations Board, seeking the Board's assistance in addressing several outstanding BCTF requests, including additional remote learning options and reduced classroom density/size.
- On November 10, 2020, the BC Labour Relations Board ruled on the BCTF application and made several recommendations including that the Ministry continue to consult with the Steering Committee and designate a Ministry "Coordinator" to follow up on issues and support school districts in implementing the guidelines.

**DISCUSSION:**

- The Steering Committee has met 36 times since June. In addition to co-developing the Ministry's COVID-19 guidance documents, the Steering Committee discussed priority issues like provincial and federal funding, the Foundation Skills Assessment and transition programs. Representatives from the Office of the Provincial Health Officer and the BC Centre for Disease Control (BCCDC) have been regularly invited to meetings to present updates, answer questions, and solicit committee feedback on draft BCCDC guidance and resources.

- Significant portions of BCTF feedback were incorporated into the K-12 Restart Plan including the creation of the Equity and Inclusion Working Group; requirement for Boards of Education to consult with unions on their restart plans; provision of two days of health and safety orientation for staff; and the requirement for additional Ministry approval of learning group/cohort variations approved by local Medical Health Officers.
- The Working Groups met frequently during the summer to inform provincial guidance on curriculum and assessment, new resources and professional development for teachers and guiding principles on equity and inclusion. The Health and Safety Working Group met 11 times to review, discuss and provide feedback on BCCDC public health guidance for schools and updates to the Ministry's Provincial COVID-19 Health and Safety Guidelines for K-12.
- BCTF feedback incorporated into the Health and Safety Guidelines included strengthening mask requirements for staff and middle/secondary students on buses and in common areas, ensuring cleaning of frequently touched surfaces during school hours, and adding guidance related to trauma-informed practice, itinerant staff/specialists, shared office settings, adult education, field trips, kindergarten entry, school libraries, and nine specific curricular areas.
- At BCTF's request, the Ministry also coordinated with WorkSafeBC to issue communications to the sector clarifying that school districts are required to follow the Ministry Health and Safety Guidelines over and above BCCDC public health guidance for K-12.
- The majority of the BCTF's remaining concerns (e.g. learning groups, mask guidance, COVID-19 symptoms and health checks) relate to public health decisions made independently by the Provincial Health Office (PHO) and BCCDC and supported by evidence and research.
- Some concerns also pertain to local interpretations of the overall provincial guidance (e.g. MERV-13 filters; transition programs). Under the current governance structure, the Ministry outlines expectations and provides funding; Boards of Education have the autonomy to establish how education is delivered within those parameters.
- Similarly, issues like staff accommodations or ability to work remotely can be addressed at the local level with Boards of Education through existing collective agreement mechanisms.
- While the Ministry has supported the BCTF to connect with the PHO to communicate their concerns directly, the Ministry has no authority over PHO and BCCDC decisions. The PHO believes current safety protocols in schools are working; the majority of COVID-19 cases involving K-12 staff and students have been linked to community/household transmission.

s.13

## **CONCLUSION:**

The BCTF has been an engaged partner throughout the Restart Plan and the guiding documents developed by the Ministry reflect their significant feedback and contributions. Although the majority of outstanding BCTF concerns pertain to public health decisions or advice that are outside of the jurisdiction of the Ministry, staff remain committed to consultation and collaboration to work towards mutually beneficial solutions.

## **Attachment 1: BCTF Requests and Ministry Responses**

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

**MINISTRY OF EDUCATION  
INFORMATION BRIEFING NOTE**

**Program Contact (for content):** Scott Beddall

**Drafter:** Scott Beddall

**Date:** December 14, 2020

## ATTACHMENT 1 - BCTF REQUESTS/MINISTRY RESPONSES

STEERING COMMITTEE/WORKING GROUP STRUCTURES & PROCESSES		
<u>BCTF Request/Issue</u>	<u>Response</u>	<u>Additional Details/Rationale</u>
Increase length of Steering Committee meetings	Addressed: <ul style="list-style-type: none"><li>Meeting duration increased from 60 to 90 minutes from July 2, 2020 onwards.</li></ul>	
Increase frequency of meetings in lead up to Sept 2020 restart	Addressed: <ul style="list-style-type: none"><li>Meeting frequency increased from 1x/week to 2x/week from mid August to mid-September 2020.</li><li>Committee met daily during week of Aug 10-14, 2020 to complete intensive review process of Ministry COVID-19 operational guidelines.</li></ul>	
Create Equity & Inclusion Working Group	Addressed: <ul style="list-style-type: none"><li>Working group created.</li></ul>	
Allow BCTF to appoint more than two representatives to each working group	Addressed: <ul style="list-style-type: none"><li>BCTF appointed 7 to 8 representatives to each working group.</li></ul>	s.13
Provide compensation to BCTF representatives on Working Groups	Not addressed: <ul style="list-style-type: none"><li>No working group members received compensation for their participation.</li><li>Meetings scheduled during the summer and after school hours in the fall to minimize impact on members who were classroom teachers.</li></ul>	
K-12 RESTART PLAN		
<u>BCTF Request/Issue</u>	<u>Response</u>	<u>Additional Details/Rationale</u>
Require Boards of Education to consult with unions on their restart plans	Addressed: <ul style="list-style-type: none"><li>Ministry operational guidelines and district plan template instructions updated to include this requirement.</li></ul>	
Delay start of school year to allow for health and safety orientation for K-12 staff	Addressed: <ul style="list-style-type: none"><li>Minister authorized Boards of Education to delay start of classes and use first two days of school year for health and safety staff orientations.</li></ul>	

## ATTACHMENT 1 - BCTF REQUESTS/MINISTRY RESPONSES

Create remote learning options, esp. for students who are immune-compromised or who have immune-compromised family members, that allows the student to remain connected to their school with access to full range of supports and services.	<p>Addressed:</p> <ul style="list-style-type: none"> <li>School districts were given operational and funding flexibility, with expectation to provide remote learning support to students that have indicated they are not ready to return to in-class instruction or are absent for extended periods of time during the school year.</li> <li>Immune-compromised children who cannot come to school for medical reasons have access to the existing Homebound program in each school district.</li> <li>Families with medical documentation that states school attendance is a risk either for the child or a family member can be accommodated within existing programs (either Homebound or direct supports), while remaining connected to their local school.</li> </ul>	s.13
<b>HEALTH &amp; SAFETY MEASURES</b>		
<b><u>BCTF Request/Issue</u></b>	<b><u>Response</u></b>	<b><u>Additional Details/Rationale</u></b>
Reduce classroom density to allow for physical distancing.	<p>Partially addressed:</p> <ul style="list-style-type: none"> <li>In line with other public health measures, Stage 2 plans include about 1/3 of secondary schools operating with reduced school and classroom density in order to incorporate learning groups, student course choice, and hybrid learning.</li> <li>Stages 3 and 4 have reduced density targets to recognize the increased risk of transmission during an outbreak. If required, schools or school districts can move to Stage 3 or 4 based on public health direction.</li> </ul>	s.13
Provide dedicated funding for improvements to school ventilation and HVAC systems to ensure worksites meet or exceed COVID-19 requirements.	<p>Addressed:</p> <ul style="list-style-type: none"> <li>All school districts confirmed in Stage 2 plans that they have assessed their ventilation systems and the Ministry has instructed all districts to be compliant with ASHRAE taskforce standards.</li> <li>Federal funding allocated to districts to improve air systems and ventilation in schools including HVAC filters and enhancements, additional classroom duct work, air scrubbers and other air quality enhancements, and increased utilities costs due to increased airflow.</li> </ul>	

## ATTACHMENT 1 - BCTF REQUESTS/MINISTRY RESPONSES

<p>Require adults and students (10 years and older) to wear face masks when physical distancing is not possible, including in the classroom, as long as there is not a medical condition that prevents usage.</p>	<p>Partially Addressed:</p> <ul style="list-style-type: none"> <li>• Prior to September restart, Ministry health and safety guidelines were updated to require all K-12 staff and all students in middle and secondary schools (age 11/12+) to wear masks in high traffic areas such as school buses and common areas (e.g. hallways), and anytime they are outside of their learning group whenever physical distancing cannot be maintained.</li> <li>• Any child that wants to wear a mask can do so, and children and staff who are unable to wear a mask due to medical conditions are exempt from the requirement.</li> <li>• All student and adults were supplied with two re-usable masks and have access to disposable masks.</li> <li>• Replacement of initial re-usable mask supply is occurring as needed.</li> </ul>	<p>s.13</p>
<p>Require schools and worksites to provide physical barriers for safety, where physical distancing is not possible.</p>	<p>Addressed:</p> <ul style="list-style-type: none"> <li>• Ministry health and safety guidelines were updated to require school districts to consider installation of barriers, as part of their hierarchy of safety measures.</li> <li>• Federal funding provided to school districts could be used to adapt learning spaces including the use of plexiglass and other physical barriers.</li> <li>• Based on Stage 2 plans, many school districts have implemented barriers where needed.</li> </ul>	
<p>Provide additional funding to ensure custodial cleaning of high touch surface areas are completed twice during the day, in addition to regular cleanings.</p>	<p>Partially addressed:</p> <ul style="list-style-type: none"> <li>• Ministry health and safety guidelines were updated to require cleaning of high touch surface areas twice in 24 hours, including at least once during school hours, in alignment with PHO/BCCDC guidance.</li> <li>• \$45.6 million provincial K-12 restart funding and additional federal funding to school districts used for additional cleaning, custodial staff, equipment and supplies.</li> </ul>	

## ATTACHMENT 1 - BCTF REQUESTS/MINISTRY RESPONSES

Provide accommodations for teachers who are immunocompromised or have chronic health conditions.	<p>Addressed:</p> <ul style="list-style-type: none"> <li>Teachers with medical documentation are able to access their existing local process and be assessed on a case-by-case basis.</li> <li>As each case is unique, accommodations are also unique and based on individual teacher circumstances.</li> <li>Accommodation processes for teachers already exist under collective agreements and labour law and policy.</li> </ul>	
Require Ministry of Education approval of school district learning group/cohort variations	<p>Addressed:</p> <ul style="list-style-type: none"> <li>Ministry health and safety guidelines were updated to require districts to get approval for learning group variations from their local medical health officer, and then submit a request for approval to the Ministry.</li> <li>As part of the Ministry approval process, districts were required to provide a rationale for the variation and details on their consultation process with unions and parents.</li> </ul>	
Update Ministry health and safety guidelines to provide guidance on trauma-informed practice, itinerant staff, shared office settings, adult education, dual credit, extended day classes, kindergarten entry, school libraries and specific curricular areas.	<p>Addressed:</p> <ul style="list-style-type: none"> <li>Ministry health and safety guidelines were updated prior to school start to address all of the requested topics, including nine curricular areas: <ul style="list-style-type: none"> <li>Arts Education; Food/Culinary Programs; Textiles Programs; Music Education; Physical and Health Education/Outdoor Programs; Stem Programs; Science Labs; Technology Education (shop classes, trades in training); Theatre, Film &amp; Dance Programs</li> </ul> </li> </ul>	
Ensure schools and districts prioritize Ministry health and safety guidelines over and above BCCDC guidance for K-12.	<p>Addressed:</p> <ul style="list-style-type: none"> <li>Ministry issued a communication to the sector confirming that where there is a variation in guidance between the Ministry guidelines and the BCCDC guidance for K-12, schools and districts should follow the Ministry guidelines.</li> <li>Ministry also coordinated with WorkSafeBC to update WorkSafe's guidance for K-12 to reflect the prioritization of the Ministry guidelines.</li> </ul>	

## ATTACHMENT 1 - BCTF REQUESTS/MINISTRY RESPONSES

Clarify direction for students and staff with COVID-19 symptoms	<p>Not addressed:</p> <ul style="list-style-type: none"> <li>• PHO/BCCDC guidance on COVID-19 symptoms does not fall under the authority of the Ministry of Education.</li> <li>• The Ministry has conveyed Steering Committee requests for changes to PHO/BCCDC guidance on this topic, in order to help reduce confusion in the K-12 sector.</li> </ul>	s.13
Reduced requirements for school administrators to ensure that parents are not bringing children to school with COVID-19 symptoms.	<p>Addressed:</p> <ul style="list-style-type: none"> <li>• While BCTF took issue with PHO/BCCDC September 2020 updates to their public health guidance for K-12, which softened expectations for school district administrators to communicate health check responsibilities to parents (changing language from “must” to “should”), the Ministry health and safety guidelines have maintained clear requirements for school administrators on this topic.</li> </ul>	
Provide faster notifications regarding school exposures, and directly involve teachers in contact tracing activities related to confirmed cases of COVID-19 among K-12 staff and students.	<p>Partially addressed:</p> <ul style="list-style-type: none"> <li>• School exposure notifications and contact tracing activities fall under the authority of regional health authorities, not the Ministry of Education.</li> <li>• The Ministry has conveyed Steering Committee feedback on this topic to the Ministry of Health and school medical health officers from the five regional health authorities.</li> </ul>	

**MINISTRY OF EDUCATION  
DECISION BRIEFING NOTE**

**DATE:** November 24, 2020

**CLIFF:** 241812

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

**SUBJECT:** Recalculated Operating Grants for 2020/21

**PURPOSE:** Operating grants have been recalculated based on actual Sept 2020 enrolment; updated allocations are available to provide to districts

**BACKGROUND (see also attachment):**

- In March 2020, boards of education were provided with an estimate of their operating grants for 2020/21 based on boards' enrolment estimates.
- Operating grant allocations are recalculated following enrolment counts that occur in September, February and May.
- The operating grant block to be allocated to boards for 2020/21 was previously announced as \$5.533 billion, an increase of \$134 million from the previous year, a combination of funding for salary increases and for estimated enrolment increases.

**DISCUSSION:**

- Actual total provincial school-age and adult Sept 2020 enrolment is 3,758 FTEs less than what districts collectively estimated in March 2020. Overall enrolment decline was less as there was a 1,730 increase in homeschooled students.
- This differs from recent history, as fall enrolment is typically between 1,000 and 3,000 FTE more than districts have estimated in March and therefore districts have come to expect more funding to be announced in December, compared to March, rather than less.
- Some parents are choosing alternate methods of delivery for their children's education: Distributed Learning (DL) enrolment is nearly 7,400 FTE more than school districts estimated, while in-person learning is more than 11,000 FTE less than estimated.
- DL and home schooling are funded at lower rates (\$6,100 per FTE and \$250 per child, respectively) compared to in-person learning (\$7,560).
- As a result of fewer students enrolling than anticipated, and more students funded at lower rates, basic enrolment-based funding for school age and adult students is \$38.4 million less than estimated in March.
- Apart from Level 2 special needs, enrolment in all Unique Student Needs categories is less than estimated, resulting in this supplemental funding totals being \$5.0 million less than the spring estimate.
- These decreases are offset through increases of \$5.3 million to the Supplement for Enrolment Decline, \$8.3 million to Funding Protection, \$1.0 million to the Salary Differential supplement and \$0.1 million to Geographic Factors for a total of \$14.6 million more than the March 2020 estimates for these supplements.
- This grant recalculation also includes updated Summer Learning based on actual enrolment as at July 2020. Summer Learning is a compressed program offered using contract teachers and generally does not form part of a school districts operational costs for the normal school year.

- As a result of COVID-19 and the K-12 restart stage in July and August enrolment in Grades 1-9 summer programs was down 70% compared to the spring estimates, while Grades 10-12 enrolment was down 21%, resulting in \$8.7 million less being allocated to Summer Learning compared to the spring estimate.
- As a result of these enrolment changes, the recalculated operating grants to school districts are \$37.5 million less than the spring estimate for the 2020/21 school year. Combining the summer and September enrolment counts results in the operating grant per pupil average increasing slightly to \$9,815 from an estimated \$9,748.

#### Changes in Funding and September Enrolment – 2020/21 School Year Estimated and Actual

Funding Supplement	Enrolment Change	Funding Change
Basic-Enrolment Based Funding (School-age and Adult)	-3,758 FTE	-\$38,393,301
Enrolment Decline	n/a	\$5,273,451
Special Needs	-207 headcount	-\$345,800
English Language Learning	-1,501 headcount	-\$2,281,520
Aboriginal Education	-1,590 headcount	-\$2,385,000
Salary Differential and other changes	n/a	\$1,101,611
Funding Protection	n/a	\$8,256,214
Summer Learning	-3,936 FTE	-\$8,717,174
<b>Total Additional Funding Required:</b>		<b>-\$37,491,519</b>

- Historically, the balance of the provincial operating grant announced in March (the “holdback”) is allocated out to school districts after December and over the remainder of the school year in order to comply with the expectation that the entire provincial operating grant announced in March is to go to support delivery of public school.
- The “holdback” has also been held to cover off potential increased claims and enrolment-based funding for the February and May counts and then allocated out to school districts once those counts are complete.
- Section 106.2 of the *School Act* states that “*On or before March 15 of each year, the minister must establish and announce the amount of Provincial funding to be paid to boards in the next fiscal year for the delivery and support of educational programs*”.
- Given the pandemic-driven changes in enrolment that have occurred this fall, the funding could also be utilised after December to provide a level of funding stability for school districts compared to what was announced in March 2020. The current funding formula ensures that no school district sees more than a 1.5% drop in funding, comparing September to September.
- Although collectively school districts will now be receiving \$37.5 million less in operating grants (prior to finalized February and May enrolment counts) than estimated in March, they are also scheduled to receive \$265 million of support from the Provincial and Federal governments to support operations during the pandemic.
- EDUC also has increased costs associated with the Classroom Enhancement Fund and Graduated Adults Program and will need to request formal contingency access of \$12.3 million in January, which includes options to offset this pressure with the operating grant holdback.
- The February enrolment count includes course claims for Distributed Learning (DL - Online) and claims for supplemental funding for students with special needs. In recent years these have been

**MINISTRY OF EDUCATION  
INFORMATION BRIEFING NOTE**

higher than districts have projected and therefore holding additional funds until these counts are completed would be prudent.

- There has been delays to student assessments (caused by school closures in spring 2020) which are now being completed. As these assessments are completed there will be additional claims for students with special needs in February.
- Once approved, the recalculated grants are announced to school districts and the tables on the Ministry's website are revised. This typically occurs in December, before schools close for the winter holiday. The Ministry has planned a conference call with school district staff explaining the recalculation.
- Actual payment schedule to districts will be adjusted beginning in January 2021 with further grant recalculations following enrolment counts in February and May.

**OPTIONS:**

**Option 1:** Approve the recalculated Operating Grant tables and announce them on December 18, 2020. Do not announce the use of the holdback at this time.

- Pros:**
- Meets with the established schedule for operating grant announcements that has remained the same since the 2002/03 school year.
  - Allows school districts to start preparing their amended annual budgets, due February 29, 2021.
  - Sets the independent school funding rates, as specified by the *Independent School Act* and regulations.
  - Provides additional time for a considered discussion on the best use of, and to obtain approval for, the holdback of the provincial operating grant.

**Cons:** s.13

s.13

**FINANCIAL IMPLICATIONS:**

s.12

**RECOMMENDATION:**

\_\_\_\_\_ **Option 1** \_\_\_\_\_



☒ **Approved/Not Approved**  
Honourable Jennifer Whiteside  
Minister

December 18, 2020

Date Signed

**Attachments:**

1. Table A2 Changes 19-20 to 20-21 Full Year
2. Table 20-21 Sept July Est to Actual

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**Program ADM/Branch: Reg Bawa / Resource Management Division**

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

**Drafter:** Michael Lebrun

**Date:** December 4, 2020

## Comparison of 2020/21 Interim to 2019/20 Final Full-Year Operating Grants

School District	2020/21 Estimated Total Full-Year Oper Grants	2019/20 Final Total Full-Year Oper Grants	Difference from 2019/20 Interim	% Difference from 2019/20 Interim	Total Funded FTE (School-Age + Non-Grad Adult)			
					2020/21 Est. Full-Year	2019/20 Final Full-Year	Difference	%
5 Southeast Kootenay	62,461,689	61,932,881	528,808	0.9%	5,596.1250	5,732.8750	(136.7500)	(2.4%)
6 Rocky Mountain	39,112,369	38,288,102	824,267	2.2%	3,327.0575	3,336.8750	(9.8175)	(0.3%)
8 Kootenay Lake	54,689,259	52,965,702	1,723,557	3.3%	4,723.1950	4,840.8750	(117.6800)	(2.4%)
10 Arrow Lakes	8,896,161	7,739,920	1,156,241	14.9%	515.1572	466.4389	48.7183	10.4%
19 Revelstoke	12,029,721	11,596,909	432,812	3.7%	1,022.3125	1,007.5625	14.7500	1.5%
20 Kootenay-Columbia	40,626,448	40,046,303	580,145	1.4%	3,880.7500	3,980.0625	(99.3125)	(2.5%)
22 Vernon	84,320,697	83,602,624	718,073	0.9%	8,600.0000	8,678.7500	(78.7500)	(0.9%)
23 Central Okanagan	220,363,694	215,189,111	5,174,583	2.4%	23,610.0000	23,391.3125	218.6875	0.9%
27 Cariboo-Chilcotin	53,556,548	52,362,469	1,194,079	2.3%	4,463.9375	4,655.5000	(191.5625)	(4.1%)
28 Quesnel	34,189,965	33,116,344	1,073,621	3.2%	2,949.3750	3,000.8750	(51.5000)	(1.7%)
33 Chilliwack	134,900,985	132,052,746	2,848,239	2.2%	14,065.9063	14,015.9067	49.9996	0.4%
34 Abbotsford	181,840,467	181,515,142	325,325	0.2%	19,789.8750	20,059.3750	(269.5000)	(1.3%)
35 Langley	194,571,540	190,062,024	4,509,516	2.4%	21,374.6875	21,544.4375	(169.7500)	(0.8%)
36 Surrey	690,149,421	685,270,252	4,879,169	0.7%	73,611.4755	75,012.7825	(1,401.3070)	(1.9%)
37 Delta	148,460,285	145,152,138	3,308,147	2.3%	16,135.2501	15,900.5317	234.7184	1.5%
38 Richmond	182,987,023	181,050,244	1,936,779	1.1%	20,564.8751	20,527.3438	37.5313	0.2%
39 Vancouver	458,901,610	456,996,745	1,904,865	0.4%	49,405.1875	50,921.0000	(1,515.8125)	(3.0%)
40 New Westminster	63,153,865	61,824,320	1,329,545	2.2%	6,840.0625	6,888.0620	(47.9995)	(0.7%)
41 Burnaby	220,908,865	221,244,277	(335,412)	(0.2%)	24,310.3127	25,001.6569	(691.3442)	(2.8%)
42 Maple Ridge-Pitt Meadows	143,348,247	139,753,686	3,594,561	2.6%	15,267.6875	15,146.9375	120.7500	0.8%
43 Coquitlam	289,385,338	284,807,926	4,577,412	1.6%	31,784.4375	32,371.6250	(587.1875)	(1.8%)
44 North Vancouver	140,130,676	137,468,116	2,662,560	1.9%	15,612.0000	15,662.7500	(50.7500)	(0.3%)
45 West Vancouver	63,516,871	62,951,081	565,790	0.9%	7,075.8125	7,159.1250	(83.3125)	(1.2%)
46 Sunshine Coast	39,355,946	39,038,470	317,476	0.8%	3,227.1875	3,298.1875	(71.0000)	(2.2%)
47 Powell River	31,729,935	27,563,986	4,165,949	15.1%	2,971.3125	2,672.6875	298.6250	11.2%
48 Sea to Sky	53,071,755	50,675,348	2,396,407	4.7%	5,350.4900	5,287.5000	62.9900	1.2%
49 Central Coast	6,774,023	6,401,555	372,468	5.8%	230.6250	222.1250	8.5000	3.8%
50 Haida Gwaii	10,350,374	9,794,915	555,459	5.7%	439.7500	448.1875	(8.4375)	(1.9%)
51 Boundary	17,544,813	16,860,056	684,757	4.1%	1,241.1250	1,240.6875	0.4375	0.0%
52 Prince Rupert	24,401,950	24,225,449	176,501	0.7%	1,831.0000	1,969.1250	(138.1250)	(7.0%)
53 Okanagan Similkameen	28,940,142	27,213,554	1,726,588	6.3%	2,416.9375	2,428.4375	(11.5000)	(0.5%)
54 Bulkley Valley	22,703,325	22,227,142	476,183	2.1%	1,959.5000	1,978.7500	(19.2500)	(1.0%)
57 Prince George	136,854,380	135,923,416	930,964	0.7%	12,994.6875	13,259.6875	(265.0000)	(2.0%)
58 Nicola-Similkameen	24,105,106	23,742,555	362,551	1.5%	2,089.3750	2,176.5938	(87.2188)	(4.0%)
59 Peace River South	43,103,328	42,169,813	933,515	2.2%	3,622.0625	3,704.3750	(82.3125)	(2.2%)
60 Peace River North	65,762,730	64,879,462	883,268	1.4%	6,267.3750	6,363.1875	(95.8125)	(1.5%)
61 Greater Victoria	182,189,199	181,291,074	898,125	0.5%	19,428.6292	19,807.4730	(378.8438)	(1.9%)
62 Sooke	107,833,359	104,954,991	2,878,368	2.7%	11,451.8125	11,329.7500	122.0625	1.1%
63 Saanich	72,902,887	69,805,586	3,097,301	4.4%	7,778.4375	7,473.3750	305.0625	4.1%
64 Gulf Islands	20,931,597	20,545,700	385,897	1.9%	1,430.8125	1,478.1875	(47.3750)	(3.2%)
67 Okanagan Skaha	57,221,983	56,364,119	857,864	1.5%	5,601.0625	5,819.9375	(218.8750)	(3.8%)
68 Nanaimo-Ladysmith	133,578,581	132,404,509	1,174,072	0.9%	14,555.7500	14,560.8750	(5.1250)	(0.0%)
69 Qualicum	44,146,379	42,927,094	1,219,285	2.8%	4,386.9375	4,312.3750	74.5625	1.7%
70 Pacific Rim	38,681,704	38,596,521	85,183	0.2%	3,809.0625	3,911.6250	(102.5625)	(2.6%)
71 Comox Valley	90,046,128	83,472,348	6,573,780	7.9%	9,885.8750	9,022.3125	863.5625	9.6%
72 Campbell River	56,493,225	55,843,141	650,084	1.2%	5,545.0000	5,625.7500	(80.7500)	(1.4%)
73 Kamloops/Thompson	152,748,952	149,509,622	3,239,330	2.2%	15,066.4375	15,128.7500	(62.3125)	(0.4%)
74 Gold Trail	19,703,540	19,113,855	589,685	3.1%	1,042.0625	1,102.8750	(60.8125)	(5.5%)
75 Mission	62,534,834	61,222,760	1,312,074	2.1%	6,313.5625	6,296.3750	17.1875	0.3%
78 Fraser-Cascade	21,002,009	20,575,081	426,928	2.1%	1,638.7500	1,682.5625	(43.8125)	(2.6%)
79 Cowichan Valley	82,286,674	81,190,435	1,096,239	1.4%	8,223.8541	8,288.5399	(64.6858)	(0.8%)
81 Fort Nelson	9,426,392	9,237,701	188,691	2.0%	634.8125	670.5000	(35.6875)	(5.3%)
82 Coast Mountains	48,816,131	48,928,568	(112,437)	(0.2%)	3,859.5000	4,218.9375	(359.4375)	(8.5%)
83 North Okanagan-Shuswap	70,702,413	69,089,512	1,612,901	2.3%	6,475.8125	6,481.6250	(5.8125)	(0.1%)
84 Vancouver Island West	9,823,019	9,544,511	278,508	2.9%	384.1250	474.6250	(90.5000)	(19.1%)
85 Vancouver Island North	18,676,019	18,235,338	440,681	2.4%	1,208.3750	1,297.3750	(89.0000)	(6.9%)
87 Stikine	5,749,204	5,334,933	414,271	7.8%	168.3125	152.0625	16.2500	10.7%
91 Nechako Lakes	51,427,764	49,379,059	2,048,705	4.1%	3,989.3750	3,896.1250	93.2500	2.4%
92 Nisga'a	8,129,327	7,731,886	397,441	5.1%	380.8750	385.8125	(4.9375)	(1.3%)
93 CSF	93,239,348	87,675,747	5,563,601	6.3%	6,478.8125	6,244.9375	233.8750	3.7%
Provincial Total	5,485,490,219	5,390,678,874	94,811,345	1.8%	558,904.9527	564,014.9542	(5,110.0015)	(0.9%)

Number of declining districts:	2	41
Sum of the negatives:	(447,849)	-7,932
Sum of the positives:	95,259,194	2,822

**Change in Operating Grants and FTE Enrolment, September and Summer Learning only, 2020/21 Estimated to Actual**

School District	September and Summer Learning only Operating Grants				Sept. and Summer Learning only School-Age + Adult FTE			
	2020/21 Estimated	2020/21 Actual	Difference	% Difference	2020/21 Estimated	2020/21 Actual	Difference	% Difference
5 Southeast Kootenay	65,099,395	62,187,722	-2,911,673	-4.5%	5,810	5,550	-261	-4.5%
6 Rocky Mountain	39,239,540	38,976,846	-262,694	-0.7%	3,309	3,304	-5	-0.2%
8 Kootenay Lake	55,045,142	54,397,350	-647,792	-1.2%	4,780	4,665	-115	-2.4%
10 Arrow Lakes	8,135,932	8,896,161	760,229	9.3%	452	515	63	14.0%
19 Revelstoke	11,976,283	12,029,721	53,438	0.4%	1,012	1,022	10	1.0%
20 Kootenay-Columbia	41,322,622	40,626,448	-696,174	-1.7%	4,014	3,881	-133	-3.3%
22 Vernon	84,928,077	83,753,446	-1,174,631	-1.4%	8,601	8,504	-97	-1.1%
23 Central Okanagan	220,378,079	217,390,217	-2,987,862	-1.4%	23,332	23,151	-181	-0.8%
27 Cariboo-Chilcotin	53,635,106	53,278,166	-356,940	-0.7%	4,626	4,414	-212	-4.6%
28 Quesnel	34,133,124	34,059,180	-73,944	-0.2%	2,972	2,927	-45	-1.5%
33 Chilliwack	135,269,627	134,656,575	-613,052	-0.5%	14,135	14,019	-116	-0.8%
34 Abbotsford	184,862,799	180,426,341	-4,436,458	-2.4%	19,963	19,540	-423	-2.1%
35 Langley	194,682,756	193,648,136	-1,034,620	-0.5%	21,667	21,254	-414	-1.9%
36 Surrey	699,836,194	686,196,858	-13,639,336	-1.9%	75,012	72,943	-2,070	-2.8%
37 Delta	146,835,255	147,581,986	746,731	0.5%	15,878	15,978	100	0.6%
38 Richmond	183,347,837	181,351,485	-1,996,352	-1.1%	20,490	20,307	-183	-0.9%
39 Vancouver	459,425,318	456,229,247	-3,196,071	-0.7%	50,172	48,951	-1,221	-2.4%
40 New Westminster	61,864,356	62,117,481	253,125	0.4%	6,674	6,657	-17	-0.2%
41 Burnaby	226,176,064	219,807,293	-6,368,771	-2.8%	25,013	24,131	-883	-3.5%
42 Maple Ridge-Pitt Meadows	142,710,595	142,503,664	-206,931	-0.1%	15,222	15,133	-89	-0.6%
43 Coquitlam	285,935,973	286,199,741	263,768	0.1%	31,764	31,246	-517	-1.6%
44 North Vancouver	138,093,288	139,046,012	952,724	0.7%	15,404	15,432	28	0.2%
45 West Vancouver	63,252,137	63,445,371	193,234	0.3%	7,013	7,076	63	0.9%
46 Sunshine Coast	39,261,494	39,217,940	-43,554	-0.1%	3,295	3,202	-93	-2.8%
47 Powell River	27,705,023	31,550,819	3,845,796	13.9%	2,553	2,934	382	15.0%
48 Sea to Sky	50,696,393	52,567,041	1,870,648	3.7%	5,227	5,268	40	0.8%
49 Central Coast	6,785,611	6,774,023	-11,588	-0.2%	228	231	3	1.2%
50 Haida Gwaii	10,397,407	10,350,374	-47,033	-0.5%	474	440	-34	-7.2%
51 Boundary	17,748,211	17,544,813	-203,398	-1.1%	1,228	1,241	14	1.1%
52 Prince Rupert	24,554,566	24,401,950	-152,616	-0.6%	2,007	1,831	-176	-8.8%
53 Okanagan Similkameen	28,378,692	28,390,914	12,222	0.0%	2,316	2,316	0	0.0%
54 Bulkley Valley	22,764,879	22,519,242	-245,637	-1.1%	1,943	1,932	-11	-0.6%
57 Prince George	136,924,799	136,162,784	-762,015	-0.6%	13,092	12,860	-232	-1.8%
58 Nicola-Similkameen	23,520,701	23,420,839	-99,862	-0.4%	2,062	1,972	-90	-4.4%
59 Peace River South	43,113,435	42,712,928	-400,507	-0.9%	3,624	3,558	-66	-1.8%
60 Peace River North	66,163,475	64,377,285	-1,786,190	-2.7%	6,233	6,037	-196	-3.1%
61 Greater Victoria	183,566,719	181,873,102	-1,693,617	-0.9%	19,727	19,373	-355	-1.8%
62 Sooke	109,281,162	106,757,366	-2,523,796	-2.3%	11,495	11,269	-226	-2.0%
63 Saanich	69,280,808	70,917,702	1,636,894	2.4%	7,209	7,471	262	3.6%
64 Gulf Islands	20,960,426	20,931,597	-28,829	-0.1%	1,440	1,431	-9	-0.6%
67 Okanagan Skaha	56,956,142	56,879,937	-76,205	-0.1%	5,550	5,538	-12	-0.2%
68 Nanaimo-Ladysmith	133,492,293	132,094,491	-1,397,802	-1.0%	14,467	14,309	-158	-1.1%
69 Qualicum	42,942,774	43,245,118	302,344	0.7%	4,173	4,228	55	1.3%
70 Pacific Rim	39,146,135	38,370,575	-775,560	-2.0%	3,837	3,746	-91	-2.4%
71 Comox Valley	82,895,991	87,585,957	4,689,966	5.7%	8,653	9,519	866	10.0%
72 Campbell River	56,664,463	56,171,917	-492,546	-0.9%	5,592	5,483	-109	-2.0%
73 Kamloops-Thompson	151,965,810	151,263,993	-701,817	-0.5%	14,993	14,822	-171	-1.1%
74 Gold Trail	19,792,404	19,703,540	-88,864	-0.4%	1,115	1,042	-73	-6.5%
75 Mission	61,445,647	61,712,754	267,107	0.4%	6,173	6,196	22	0.4%
78 Fraser-Cascade	21,052,184	21,002,009	-50,175	-0.2%	1,669	1,639	-30	-1.8%
79 Cowichan Valley	81,798,050	81,594,173	-203,877	-0.2%	8,171	8,112	-59	-0.7%
81 Fort Nelson	9,524,066	9,426,392	-97,674	-1.0%	661	635	-26	-3.9%
82 Coast Mountains	49,024,917	48,668,316	-356,601	-0.7%	4,158	3,833	-326	-7.8%
83 North Okanagan-Shuswap	72,247,753	70,243,880	-2,003,873	-2.8%	6,534	6,427	-107	-1.6%
84 Vancouver Island West	10,016,952	9,808,550	-208,402	-2.1%	443	381	-62	-14.0%
85 Vancouver Island North	18,724,731	18,676,019	-48,712	-0.3%	1,267	1,208	-59	-4.6%
87 Stikine	5,720,847	5,749,204	28,357	0.5%	156	168	12	7.9%
91 Nechako Lakes	48,485,196	49,318,069	832,873	1.7%	3,496	3,615	119	3.4%
92 Nisga'a	8,244,594	8,081,236	-163,358	-2.0%	392	372	-20	-5.1%
93 Conseil scolaire francophone	92,111,914	93,178,348	1,066,434	1.2%	6,402	6,469	67	1.1%
Provincial Totals	5,479,542,163	5,442,050,644	-37,491,519	-0.7%	559,368	551,705	-7,663	-1.4%

Options for allocation of the Federal, Same return to Class Fund holdback

			sing December 16, 2020 Exposures Data			
			Holdback Allocation Scenarios			
SCHOOL DISTRICT	If holdback allocated using E OLME T O L	Public School Exposures as at Dec 16, 2020	Option 1 0/ 0 Enrolment / Exposures ECOMME E	Change	% Change	s.13
5 Southeast Kootenay	111,110	4	69,097	42,014	-37.8%	
6 Rocky Mountain	66,262	1	35,694	30,568	-46.1%	
8 Kootenay Lake	97,949	-	46,882	51,067	-52.1%	
10 Arrow Lakes	16,523	-	30,000	13,477	81.6%	
19 Revelstoke	19,546	-	30,000	10,454	53.5%	
20 Kootenay-Columbia	78,206	4	53,347	24,858	-31.8%	
22 Vernon	170,850	5	101,669	69,181	-40.5%	
23 Central Okanagan	456,563	65	477,150	20,587	4.5%	
27 Cariboo-Chilcotin	91,210	2	51,614	39,596	-43.4%	
28 Quesnel	58,875	2	36,137	22,738	-38.6%	
33 Chilliwack	266,264	39	282,617	16,353	6.1%	
34 Abbotsford	392,148	65	446,319	54,171	13.8%	
35 Langley	414,503	62	445,082	30,579	7.4%	
36 Surrey	1,455,712	439	2,443,455	987,743	67.9%	
37 Delta	313,255	64	404,579	91,324	29.2%	
38 Richmond	406,174	62	441,096	34,922	8.6%	
39 Vancouver	1,010,917	139	1,036,915	25,999	2.6%	
40 New Westminster	140,361	30	186,546	46,185	32.9%	
41 Burnaby	480,195	72	516,313	36,118	7.5%	
42 Maple Ridge-Pitt Meadows	291,960	30	259,107	32,853	-11.3%	
43 Coquitlam	617,983	90	653,882	35,899	5.8%	
44 North Vancouver	309,247	27	255,444	53,803	-17.4%	
45 West Vancouver	134,861	27	171,977	37,116	27.5%	
46 Sunshine Coast	63,708	-	30,493	33,215	-52.1%	
47 Powell River	53,276	1	30,000	23,276	-43.7%	
48 Sea to Sky	104,313	14	105,631	1,318	1.3%	
49 Central Coast	16,523	-	30,000	13,477	81.6%	
50 Haida Gwaii	16,523	-	30,000	13,477	81.6%	
51 Boundary	24,674	-	30,000	5,326	21.6%	
52 Prince Rupert	38,052	1	30,000	8,052	-21.2%	
53 Okanagan Similkameen	47,678	1	30,000	17,678	-37.1%	
54 Bulkley Valley	39,348	3	30,770	8,578	-21.8%	
57 Prince George	259,860	20	203,954	55,906	-21.5%	
58 Nicola-Similkameen	47,796	1	30,000	17,796	-37.2%	
59 Peace River South	71,173	5	53,960	17,213	-24.2%	
60 Peace River North	128,850	19	137,269	8,420	6.5%	
61 Greater Victoria	382,718	1	187,161	195,557	-51.1%	
62 Sooke	229,941	-	110,058	119,883	-52.1%	
63 Saanich	157,943	-	75,597	82,346	-52.1%	
64 Gulf Islands	28,721	1	30,000	1,279	4.5%	
67 Okanagan Skaha	111,189	10	93,007	18,182	-16.4%	
68 Nanaimo-Ladysmith	288,149	14	193,621	94,527	-32.8%	
69 Qualicum	87,262	1	45,745	41,516	-47.6%	
70 Pacific Rim	75,121	8	67,786	7,335	-9.8%	
71 Comox Valley	189,729	-	90,811	98,918	-52.1%	
72 Campbell River	107,142	2	59,240	47,903	-44.7%	
73 Kamloops-Thompson	294,631	2	148,978	145,653	-49.4%	
74 Gold Trail	21,845	-	30,000	8,155	37.3%	
75 Mission	128,614	16	125,220	3,394	-2.6%	
78 Fraser-Cascade	32,846	5	35,615	2,769	8.4%	
79 Cowichan Valley	160,969	-	77,045	83,923	-52.1%	
81 Fort Nelson	16,523	2	30,000	13,477	81.6%	
82 Coast Mountains	82,488	7	67,333	15,155	-18.4%	
83 North Okanagan-Shuswap	125,746	1	64,165	61,581	-49.0%	
84 Vancouver Island West	16,523	-	30,000	13,477	81.6%	
85 Vancouver Island North	25,558	-	30,000	4,442	17.4%	
87 Stikine	16,523	-	30,000	13,477	81.6%	
91 Nechako Lakes	84,865	11	84,386	479	-0.6%	
92 Nisga'a	16,523	2	30,000	13,477	81.6%	
93 Conseil scolaire francophone	142,658	23	150,458	7,800	5.5%	
	11,1	1, 00	11,1 ,22			

Indicates school is getting the minimum allocation of 30,000

**MINISTRY OF EDUCATION  
INFORMATION BRIEFING NOTE**

**DATE:** December 18, 2020

**CLIFF:** 243043

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

**SUBJECT:** Conseil scolaire francophone de la Colombie-Britannique (CSF) offer to purchase Capilano University Campus Squamish, BC

**PURPOSE:** Minister Whiteside & Minister Kang (AEST) meeting on Monday, December 21<sup>st</sup>, at 11:00am

**BACKGROUND:**

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

- The CSF provides K-12 francophone education to children of s. 23 rights-holders under the School Act. The CSF's geographic district covers the entire province.
- On June 12, 2020 the Supreme Court of Canada (SCC) released its decision in *Conseil scolaire francophone de la Colombie-Britannique v. British Columbia*, 2020 SCC 13.
- The SCC held that s.23 minority language rights-holders are entitled to homogeneous schools that offer a substantively equivalent educational experience to those of the majority schools.
- The SCC found that the Province has an ongoing legal obligation to assist the CSF in the lease or acquisition of a school site. Failure to actively assist the CSF in its negotiations and advocate for it (i.e. remaining neutral) is seen as an unjustifiable infringement of s. 23.
- Rights holders in the Squamish area are entitled to a homogeneous minority language school that provides an educational experience that is substantively equivalent to the experience at nearby majority language schools.
- The CSF currently lease a facility from Capilano University (CAP-U) at 1150 Carson Place. They have been leasing this location since 2015. EDUC pays the annual lease fees for this facility (\$159K/year).
- The CAP-U facility was not designed to be a K-12 school and the CSF requires more space for the growing enrolment.
- EDUC has been actively looking for a CSF site in the Squamish area to build a new school facility and conform with the SCC judgement.

*Carson Place – Squamish, BC (See Appendix 1)*

- Capilano University (CAP-U) previously operated a Squamish campus at 1150 Carson Place (the site) however due to declining enrolment, CAP-U ceased post-secondary education at that campus in 2016.

- Carson Place is zoned for public institutional use. The site would need to be rezoned to permit any other usage.
- In 1983, the site was initially granted to CAP-U as a crown land grant which includes a reversionary clause that should the land cease to be used for post-secondary education purposes, it reverts to the Province. Any rezoning would require provincial consent in addition to municipal approval.
- In 2015, CSF approached CAP-U with an offer to lease the campus for a K-6 school while CAP-U retained an option to use the site for post-secondary education during non-school hours.
- Since 2016, the CSF has continued to lease the site while CAP-U has ceased delivery of post-secondary programming except for targeted cohort training at other locations within Squamish.

#### CSF Offer to Purchase Carson Place

- In January 2020, CAP-U commissioned an appraisal of the site which identified the current value at \$8.3 million (assuming rezoning for a mixed-use commercial retail/residential development) but did not account for the crown land reversionary clause in the valuation.
- In March 2020, CSF commissioned an environmental study and an appraisal of the land:
  - The environmental report determined that there were some environmentally sensitive areas of the site that would need to be protected;
  - That overall the parcel was appropriate to construct a new school; and
  - The appraisal report identified a market value of \$4.27 million and did account for the reversionary clause.

s.12; s.13; s.17

Page 55 of 68

Withheld pursuant to/removed as

s.12 ; s.13 ; s.14

Page 56 of 68

Withheld pursuant to/removed as

s.12 ; s.13 ; s.14 ; s.17

Page 57 of 68 to/à Page 61 of 68

Withheld pursuant to/removed as

s.12 ; s.13

**MINISTRY OF EDUCATION  
DECISION BRIEFING NOTE**

**DATE:** October 28, 2020  
**CLIFF:** 238500

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

**SUBJECT:** Budget Reallocation – 2020/21 Frozen Grants

**PURPOSE:** Approve reallocation plan for funding identified as frozen within the Learning Division budget.

**BACKGROUND:**

s.13; s.17

**DISCUSSION:**

s.13; s.17

**OPTIONS:**

s.13

Option 2: Approve the full distribution of RSL funds (\$2.75M) for the 20/21 school year with remaining funds of \$.227 allocated to anti-racism.

Pros:

- Meets the full 2020/21 budget commitment for RSL, addresses the immediate needs of school districts and independent schools for early learning resources, and supports work underway.
- Allows time to communicate with school districts and independent schools, should the ministry wish to fully redistribute RSL funding for next school year, which provides time for budget planning.
- Allows for some work on other emerging priority areas within the ministry to move forward and specifically prioritizes anti-racism work.

Cons:

- Reduces the amount of work possible on other emerging priority areas within the ministry to move forward.

**FINANCIAL IMPLICATIONS:**

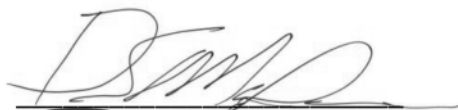
Funding would flow to recipients as one-time grants with accountability letters. All funding would be allocated in the current fiscal year, but recipients may have up to three years to meet accountabilities. The projects can all be funded within the Learning Division's frozen allocations.

**LINKS TO OTHER MINISTRIES:**

The recommended allocations build upon strategies developed with MCFD, MMHA and MIRR, without duplicating them.

**RECOMMENDATION:**

Option:   2  



Approved/Not Approved  
Scott MacDonald  
Deputy Minister

December 18, 2020

Date Signed

Attachment(s)

1. Attachment 1: Proposed Funding Actions
2. Attachment 2: 2020/21 Frozen Grants

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

**Program Contact (for content):** Stacey Wilkerson

**Drafter:** Angie Calleberg

**Date:** October 28, 2020

Page 65 of 68 to/à Page 68 of 68

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s.13 ; s.17