

MINISTRY OF EDUCATION  
MEETING NOTE

**CLIFF:** 247346  
**PREPARED FOR:** Honourable Jennifer Whiteside, Minister  
**MEETING DATE:** August 25, 2021  
**MEETING WITH:** The BC School Trustees Association (BCSTA), the BC School Superintendents Association (BCSSA) and the BC Association of School Business Officials (BCASBO)  
**ATTENDEES:** Flavia Coughlan, Allan Reed, Claire Guy, Mike Roberts, Stephanie Higginson, Carolyn Broady  
**MEETING PURPOSE:** Discuss school district reserves/surpluses

**BACKGROUND:**

- School district surpluses has been an ongoing topic of discussion between the Ministry and BCSTA over the past few years.
- In 2018, the Funding Model Review Panel, which received input from the BCSTA, called for a provincial policy on school district surpluses through Recommendation 20:
  - *The Ministry should establish clear provincial policies on reserves to ensure consistent and transparent reporting, while maintaining school districts' ability to establish reserves. Specifically, the Ministry should:*
    - *Set clear provincial policies on what school districts may save for, directly related to their strategic plans;*
    - *Establish an acceptable provincial range for unrestricted reserves, encompassing accumulated operating surpluses and local capital, which should be monitored and reported on (if required);*
    - *Ensure that school districts have specific plans attached to each item or initiative when setting reserves, and provide clear reporting on how the funds were spent; and*
    - *Work with school districts to transfer any overages beyond the approved threshold into a fund at the school district level, to be accessed only with Ministry approval.*
- This recommendation was substantially implemented with two new financial policies which came into effect on July 1, 2021, supported by the legislative changes made by Bill 8 in the fall of 2020:
  - The **K-12 public education financial planning and reporting policy**: this policy provides for greater transparency and accountability for the planning and reporting of the financial resources managed by boards of education.
  - The **K-12 public education accumulated operating surplus policy**: this policy provides guidelines and resources for boards to ensure a clear, transparent understanding of the reasonable accumulation and planned use of operating surplus.
- Recently, BCSTA has raised concerns about the public discourse on school district surpluses during calls with Minister Whiteside including:
  - April 26, 2021 - call with BCSTA Board of Directors
  - May 13, 2021 - monthly call with BCSTA president

- On May 13, BCSTA also submitted a resource paper on school district surpluses to the ministry. The paper was developed in collaboration with BCSSA and BCASBO, and outlines key questions and observations related to reserve amounts. The resource paper and accompanying letter can be found in attachments 1 and 2.

#### **DISCUSSION:**

- During the May 13 call, the BCSTA president and Minister Whiteside discussed holding a separate joint meeting with BCSSA and BCASBO to continue the discussion on school district surpluses.
- BCSTA, BCSSA and BCASBO would like the meeting to focus on creating a common understanding in the following areas:
  - why school district surpluses exist;
  - appropriate level of contingencies for school districts;
  - expectations on boards of education to manage their local budgets appropriately; and
  - how partners and the ministry can work together to communicate information about school district surpluses to the public.
- Both of the recent financial policies (which significantly address these concerns) were developed in consultation with BCASBO, BCSSA, the First Nations Education Steering Committee and Métis Nation BC and came into effect on July 1, 2021.
- Cash and surpluses are different things and while the incoming letter focuses on surpluses, the BCSTA is concerned that a public narrative of “districts sitting on amounts of cash” is causing unfair criticism of school districts and boards of education and is raising questions with Treasury Board Staff regarding cost-share contributions for major capital projects.

#### **KEY MESSAGES:**

- The ministry is appreciative of BCSTA, BCSSA and BCASBO’s support to develop the two new financial policies on planning & reporting and accumulated operating surpluses.
- The ministry is actively working with BCASBO through the Financial Management Committee which is tasked with implementing and developing resources to support the two new policies.
- The ministry looks forward to engaging with the BCSTA, BCSSA and BCASBO members as the policies are implemented and educating their members on the impact of the policies
- The ministry welcomes a broader discussion with education partners to discuss school district surpluses.
- It is crucial that the ministry, BCSTA, BCSSA and BCASBO be aligned on public messaging to provide strong and consistent leadership to the sector.

#### **Attachments:**

1. BCSTA\_BCSSA\_BCASBO\_letter to Minister Whiteside\_20210513
2. BCSTA REPORT Surpluses in Public Education

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**Program ADM/Branch:** Keith Godin/Education Policy Branch

**Program Contact (for content):** Linda Beddouche

**Drafter:** Meghan Reusing and Linda Beddouche

**Date:** July 15, 2021



British Columbia  
School Trustees  
Association



BC ASSOCIATION OF  
SCHOOL BUSINESS OFFICIALS  
Education is our Business



BCSSA

British Columbia  
School Superintendents  
Association

May 13, 2021

**The Honourable Jennifer Whiteside**  
**Minister of Education**  
PO Box 9045, Stn Prov Govt  
Victoria B.C. V8W 9E2

Dear Minister Whiteside,

**Subject: Resource Paper on School District Surpluses – Understanding Their Value**

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# Accumulated Reserves in Public Education

a report from the BC School Trustees Association  
with the assistance of the BC Association of School Business Officials  
and the BC School Superintendents Association

**BCSTA**

British Columbia  
School Trustees  
Association

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# Annual Service Plan Report

## BRIEFING MATERIALS

**DATE: July 6, 2021**

**ALLOTTED TIME: 30 minutes**

### **PRESENTER:**

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Linda Beddouche

### **OBJECTIVES:**

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Seeking input from Minister on the draft Annual Service Plan Report.  
Final sign off will take place on August 9<sup>th</sup> at Minister's Council.

### **CONTENTS:**

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1. 248472 IBN-MJW 2020-21 Annual Service Plan
2. 2020-21 Annual Service Plan Report\_DRAFT

MINISTRY OF EDUCATION  
INFORMATION BRIEFING NOTE

**DATE:** June 30, 2021  
**CLIFF:** 248472

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

**SUBJECT:** Annual Service Plan Report Measures

**PURPOSE:** Outline the limitations for the Ministry to report on most of the performance measures included in the Annual Service Plan Report at the time of publication of the report

**BACKGROUND:**

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

**DISCUSSION:**

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

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

#### Attachment

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

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

**Program Contact (for content):** Linda Beddouche

**Drafter:** Nikita Laranjeira

**Date:** June 30, 2021

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MINISTRY OF EDUCATION  
INFORMATION BRIEFING NOTE

**DATE:** August 10, 2021  
**CLIFF:** 249021

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

**SUBJECT:** School Calendar Regulation and Educational Standards Order amendments

**PURPOSE:** To provide information concerning proposed amendments to the School Calendar Regulation and Educational Standards Order related to the National Day for Truth and Reconciliation.

**BACKGROUND:**

- Following the Province's August 3, 2021 announcement concerning the National Day for Truth and Reconciliation, on August 5, 2021, the Minister decided to reduce the minimum hours of instruction for the 2021/22 school year for both public and independent schools (please see DBN #248466, attached).
- To implement this decision, amendments to the School Calendar Regulation and the Educational Standards Order have been prepared for the Minister's consideration.

**DISCUSSION:**

- For public schools, the School Calendar Regulation amendments:
  - reduce the minimum hours of instruction by 5 hours for the 2021/22 school year; and
  - exempt boards of education from the requirement to make proposed school calendar amendments publicly available at least one month before making the amendments.
- For independent schools, the Educational Standards Order amendments reduce the minimum hours of instruction by 5 hours (except for students in half day Kindergarten, for whom the minimum hours of instruction are reduced by 2.5 hours). As the Educational Standards Order does not set out specific requirements for amendments to school calendars, no parallel change to the School Calendar Regulation exemption is necessary.

**CONCLUSION:**

A Minister's regulation and Minister's order are attached for signature. Once signed, the regulation comes into effect on deposit with the Registrar of Regulations. The order comes into effect on signature by the Minister.

**Attachments:**

1. 249021 IBN-MJW Attachment 1\_Minister's regulation
2. 249021 IBN-MJW Attachment 2\_Minister's order

3. 249021 IBN-MJW Attachment 3\_Regulatory Impact Checklist
4. 249021 IBN-MJW Attachment 4\_Redline
5. 249021 IBN-MJW Attachment 5\_DBN #248466
6. 249021 IBN-MJW Attachment 6\_Legislative authority

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

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

**Drafter:** Karen Loughran

**Date:** August 6, 2021



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**MINISTRY OF EDUCATION  
DECISION BRIEFING NOTE**

**DATE:** July 15, 2021  
**CLIFF:** 248466

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

**SUBJECT:** Federal Day of National Truth and Reconciliation

**PURPOSE:** Seeking Minister's direction on the new federal annual national day for truth and reconciliation, and its implications for public school calendars.

**BACKGROUND:**

New Federal statutory holiday for federally regulated employees:

- On June 3, 2021, the Federal Government announced a new statutory holiday, marking September 30 an annual national day for Truth and Reconciliation.
- The Federal Government's changes were made via the *Canada Labour Code* so the new holiday applies only to federally regulated workplaces; the federal *Holidays Act* prescribed national holidays.
- Through the Ministry's of Finance (PSEC) and Labour, the Province is analyzing potential impacts to several sectors, including K-12.

Some K-12 collective agreements linked to federal statutory holidays:

- Regardless, the federal announcement impacts the K-12 education system:
  - The BC Public School Employers' Association (BCPSEA) notes that 68 of 69 K-12 support staff collective agreements contain clauses that grant workers federally legislated statutory holidays (School District 92 Nisga'a the one exception).
  - Support staff include employees such as educational assistants, custodians, bus drivers, trades staff, office, clerical staff, accounting and payroll staff, and administrative assistants.
  - About 50 collective agreements include an overtime rate of 2 times the employee's regular hourly rate for working on a statutory holiday. In addition, 29 collective agreements allow for the possibility of taking a day in lieu.
- PSEC has advised that there are some collective agreements in other sectors have similar "me too" provisions that necessitate the recognition of the new federal statutory holiday.
- The 60 teacher collective agreements do not include provisions related to federally legislated statutory holidays.
- BCPSEA sent language approved by the Public Sector Employers' Council (PSEC) to school districts on June 24, 2021 which read, "Recognizing that the 2021-2022 school calendars have been set, BCPSEA is working with Ministry of Education and PSEC Secretariat on a coordinated K-12 approach. BCPSEA is also currently reviewing all K-12 collective agreements with holiday language. Further information will be provided as soon as it is available."

#### Decision required on the K-12 School Calendar Regulation:

- The Ministry does not set a standard school calendar that applies to all boards of education.
- Under the *School Act* and the *School Calendar Regulation*, boards of education are required to establish school calendars for all schools in their districts.
- Through the Regulation, the Minister has prescribed the minimum hours of instruction that a board must offer each year to students enrolled in its district (853 hours for Kindergarten, 878 hours for Grades 1-7, and 952 hours for Grades 8-12).
- Boards have already finalized their school calendars for the 2021/22 school year. They are required under legislation to consult with parents and teachers prior to finalizing school calendars, and must submit their school calendars to the Ministry no later than March 31.
- Boards may amend their school calendars; the *School Calendar Regulation* requires any amendments to be made publicly available at least one month prior to taking effect.
- For independent schools, the *Educational Standards Order* also sets out that the minimum hours of instruction that an independent school authority must provide (450 hours for students in half day kindergarten, 850 hours for students in full day kindergarten and 850 hours of instruction for all other students).

#### Reactions in other provinces:

- Ministry staff canvassed other provinces and territories regarding the September 30 federal statutory holiday. Of the eight provinces and territories to reply, all are still determining whether to proclaim the day as a statutory holiday for provincially/territorially regulated workplaces, like public schools (see Attachment 1). Most other provinces have a standard school calendar in place that allows government to adjust the school calendar.

#### **DISCUSSION:**

- Ministry staff continue to engage with the Ministries of Indigenous Relations and Reconciliation (MIRR), the Intergovernmental Relations Secretariat (IGRS), and the Public Sector Employers' Council (PSEC) to discuss the issue. Discussions are underway regarding how to address the impending stoppage of work in several sectors as well as the requirement to consult with Indigenous leaders and public sector employers.
- Ministry staff have had initial discussions with the BC Association of School Board Officials (BCASBO), the BC School Superintendents' Association (BCSSA), and the Federation of Independent School Authorities (FISA) regarding the September 30 federal statutory holiday.
- BCASBO and BCSSA indicate that most boards will not meet local collective agreement requirements and the prescribed hours of instruction set out in the *School Calendar Regulation* without a reduction of hours for the 2021/22 school year.
  - Most collective agreements bookend the school year (school starts the Tuesday after Labour Day and ends last Friday in June). (See Attachment 2.)
  - Because of where Labour Day falls in 2021, districts with these provisions have very little or no flexibility on hours for the 2021/22 school year. Many districts have already shortened their winter break to offer the minimum required hours of instruction.
  - Collective agreements may also contain limits on the number of hours in a school day or limits on the hours in a school week.

- BCSSA indicates that in some cases, collective agreements bookend the school year and identify limits on both the number of instructional hours in a school day and the school week, including, for example, collective agreements in Surrey, Abbotsford and the Sunshine Coast School Districts.
- Boards would require the agreement of both support staff and teacher unions to make any changes to hours of work. This is further complicated as the school year has already commenced. (For example, BCASBO notes that many of the support staff agreements have provisions that the hours of work cannot be changed after June 30 and changing the length of a school day could trigger additional provisions (e.g. lay off provisions, additional pay provisions) depending on local collective agreements.)
- For teacher agreements, a letter of understanding would likely be needed to be negotiated at a provincial level with the BC Teachers' Federation. Boards would then need to determine calendars at a local level.
- If boards were to amend hours without agreement, they would be in breach of collective agreements and would be vulnerable to grievances.
- The Federation of Independent School Authorities (FISA) indicates that independent school teachers' working conditions are generally not subject to collective agreement provisions, and no independent schools have collective agreements tied to federal statutory holidays. However, FISA anticipates that, given that school calendars are already in place for 2021/22 school year, a reduction in the required hours of instruction set out in the Education Standards Order would be required should the Province designate September 30 as a provincial statutory holiday.

#### **OPTIONS:**

NOTE: The following options may be revised depending on the Province's direction regarding designating a provincial statutory holiday.

#### **Option 1 – Amend School Calendar Regulation to:**

- **Reduce the number of hours of instruction for the 2021/22 school year only, to accommodate all public schools closing to mark the federal statutory holiday.**
- **Provide boards with an exemption for the 2021/22 school year from the requirement set out in s. 6(1) to make proposed amendments publicly available at least one month before making the amendments.**
- **Expect boards to integrate the new federal statutory holiday into subsequent school year calendars in a way that is consistent with School Calendar Regulation and local collective agreement requirements.**

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**INFORMATION TECHNOLOGY AND PRIVACY IMPLICATIONS:**

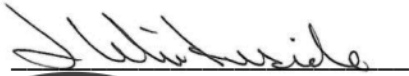
There are no information technology or privacy implications.

**LINKS TO OTHER MINISTRIES:**

IGRS, MIRR, Labour and PSEC are all involved in discussions regarding designating a provincial statutory holiday.

**RECOMMENDATION:**

Option:   1  

  
Approved/Not Approved  
Honourable Jennifer Whiteside  
Minister of Education

August 5, 2021

Date Signed

**Attachments:**

1. 248466 DBN-MJW Attachment 1 Provincial Scan.doc
2. 248466 DBN-MJW Attachment 2 2021-22 School Calendar Info.docx
3. 248466 DBN-MJW Attachment 3 NIDs by district.xlsx

**Program ADM/Branch:** Keith Godin, Governance & Accountability Division

**Program Contact (for content):** Nell Hodges

**Drafter:** Nell Hodges and Sophie Bird

**Date:** July 1, 2021

**Provincial Scan- National Day of Truth & Reconciliation statutory holiday – July 14, 2021**

<b>PTs</b>	<b>In light of the new federally proclaimed National Day of Truth &amp; Reconciliation statutory holiday to be held annually on September 30, which currently only applies to federally regulated workplaces, has your province or territory made a decision to proclaim it as statutory holiday for provincial/territorial regulated workplaces as well (such as schools)?</b>
British Columbia	<b>NO</b>
Alberta	<b>NO-</b> At the moment Alberta has not made any final decisions to proclaim the National Day of Truth and Reconciliation as a statutory holiday for provincial/territorial regulated workplaces.
Manitoba	<b>NO-</b> A decision has not been made in Manitoba.
Saskatchewan	<b>NO-</b> We are still waiting for government direction on whether Saskatchewan will observe the Sept 30 <sup>th</sup> holiday announced by the feds
Ontario	<b>NO-</b> We understand there is no specific direction on this at this time but that work on commemoration is part of broader, partner led work in Ontario on Residential Schools.
Quebec	(Still waiting for a response)
New Brunswick	<b>NO-</b> To our knowledge, this has not been discussed
Prince Edward Island	<b>NO-</b> PEI is still in the process of determining how to proceed as this point in time
Newfoundland	(Still waiting for a response)
Nova Scotia	<b>NO-</b> Nova Scotia has not made a determination on this yet
Nunavut	(Still waiting for a response)
Yukon	<b>NO-</b> At this time we have not yet heard of a decision to proclaim National Day of Truth and Reconciliation a statutory holiday in Yukon
Northwest Territories	(Still waiting for a response)

## Attachment 2 - 2021/22 School Calendar Data

The following reflects the 2021/22 school calendars that were submitted to the Ministry in March 2021:

	# of SDs
<b>First Day – Sept 2021</b>	
Sept 7	54
Sept 8 (Sept 7 is a NID)	6
<b>Last Day – June 2022</b>	
June 30	1
June 29 (June 30 is a NID)	39
June 28 (June 29 is a NID)	2
June 23 (June 24 is a NID)	17
June 17	1
<b>Winter Break</b>	
Dec 20 - 31	9
Dec 30 – Jan 3	50
Dec 22 – Jan 4	1
<b>Spring Break</b>	
March 14 - 18	1
March 14 - 23	1
March 14 - 25	29
March 21 - 25	2
March 21 – April 1	27

### Non-Instructional Days (NID)

See attachment 3 for a detailed breakdown by school district.

### NIDs scheduled between September 26-30, 2021:

- 14 school districts have NIDs on September 27, 2021.
- 2 school districts have NIDs on September 30, 2021.
- (Note - 5 school districts have not yet scheduled all their NIDs for the school year).

### BC's Professional Development Day for Teachers:

- The BCTF identifies the third Friday in October for provincewide professional development.
  - In 2021, this day falls on October 22.

### Non-Instructional Days by School District

SD	SD Name	Total Non-Instr Days	August	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	# of days to be schel.
005	Southeast Kootenay	7			1, 22			21	18		25		23, 24	
006	Rocky Mountain	7		1, 2, 3	22				14		11		30	
008	Kootenay Lake	7		24	22	6			18		25	30	24	
010	Arrow Lakes	7			22	1		24	18		25	30	30	
019	Revelstoke	7		1, 2	22	12			18			2	30	
020	Kootenay-Columbia	7		1, 2	22	12			18			20	30	
022	Vernon	7		27	22	12		28	18			16	24	
023	Central Okanagan	7	30, 31	1	8, 22				18				30	
027	Cariboo-Chilcotin	7		7, 24	22	26			18		29		30	
028	Quesnel	7		7	22	26		28			29		3, 30	
033	Chilliwack	7		5	22	26			18		29	20	24	
034	Abbotsford	8		24	21, 22	26		28	18			20	30	
035	Langley	7			8, 22	26			18			6	3, 30	
036	Surrey	7		27	22	12			25			6, 30	24	
037	Delta	7		24	22	29		28	18			20	30	
038	Richmond	7		24	22	26		28	18			20	30	
039	Vancouver	8		7, 24	22	26		17	18		25		30	
040	New Westminster	7		27	22	12			22		14	20	30	
041	Burnaby	7											30	6
042	Maple Ridge-Pitt Mead	7		28	22	12		24	22			11	30	
043	Coquitlam	7		24	22				25		22		30	2
044	North Vancouver	7		24	1, 22				4			9	3, 30	
045	West Vancouver	7		24	22	12		24	18			20	30	
046	Sunshine Coast	7		27	22	22			7		25	20	24	
047	Powell River	7		24	22				18	24, 25			6, 30	
048	Sea To Sky (Stawamus)	7		27	22	12		21	7			6	30	
049	Central Coast	7											30	6
050	Haida Gwaii	7		24	22	1		21	18			20	24	
051	Boundary	7	23 - 27		22								30	
052	Prince Rupert	9		24	22	26		21	17, 18		22	20	30	
053	Okanagan Similkameen	9			22				18	28-31	1		30	
054	Bulkley Valley	7		7	22	12			18		14	20	30	
057	Prince George	7		24	22	26		31	28		29		29	
058	Nicola-Similkameen	7	30-31	1	22				25		1		30	
059	Peace River South	7		7	22	26		31	28				10, 30	
060	Peace River North	8		24	22	26		28	28		22	6	24	
061	Greater Victoria	7		27	22	12			18		25	20	24	
062	Sooke	7		27	22	19			18		8	13	30	
063	Saanich	7		27	22	12			18		25	20	30	
064	Gulf Islands	7		24	22	26		14	11		8		24	
067	Okanagan Skaha	7		7, 27	22	12			18		25		30	
068	Nanaimo-Ladysmith	7			22, 25				7, 8			5, 6	30	
069	Qualicum	8		30	1, 22	12			18			20	3, 30	
070	Alberni	8		27	22	15		28	18		22	13	24	
071	Comox Valley	7	31	1, 2	22	18			18		18			
072	Campbell River	6		1, 2	22	1			18				30	
073	Kamloops/Thompson	7		27	22		6		4		25	20	30	
074	Gold Trail	7		27, 28	22			31	25		25		30	
075	Mission	6		24	22	22			18			20	30	
078	Fraser-Cascade	7			22	15		28		4	29	20	24	
079	Cowichan Valley	7		27	22	26			18		11	6	30	
081	Fort Nelson	5		7	22				17, 18					1
082	Coast Mountains	7		24	22	26		28			22	27	29	

083	North Okanagan-Shuswap	8	20	22	12	28	18	11	2	24
084	Vancouver Island West	7	24	22	19		25	29	27	24
085	Vancouver Island North	7	7	22	19	3	11		6	24
087	Stikine	7	2, 3, 29, 30	1		24				24
091	Nechako Lakes	7	24	22	26		11	29	13	30
092	Nisga'a	7	3, 24	22	12		18	22		30
093	Conseil scolaire francophone	8		22	12		18		30	4

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MINISTRY OF EDUCATION  
DECISION BRIEFING NOTE

**DATE:** August 24, 2021  
**CLIFF:** 248985

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

**SUBJECT:** School Closure Policy – Independent Schools

**PURPOSE:** Seeking approval to implement for 2021/22 school year

**BACKGROUND:**

- Annually, between 2-5 independent schools voluntarily close or cease to be certified as an independent school and are, therefore, required to close.
- In 2021/22, there were 365 certified independent schools, serving 87,273 students or 13% of school-age students in B.C.
- Appendix Three, *Independent Schools Certification and Inspection Fact Sheet* (April 2021) provides additional data and information on B.C. independent schools.

**DISCUSSION:**

- Unplanned and/or disorderly independent school closures can have significant, negative impacts on students (particularly vulnerable students), staff, families and local school districts (which are required to absorb unforecasted enrolments).
- Educational impacts can include disruption of specialized programs and challenges with record keeping, including graduation program information.
- Potential student safety concerns relating to school closures are amplified for minor, international students living in homestays or school boarding facilities.
- To mitigate negative impacts, Sector Performance Branch (SPB) staff invests significant time annually assisting schools before, during and after school closures. In cases where schools are at risk of a disorderly closure, SPB contracts a school wind-down coordinator (typically former school district senior administrators and/or independent school inspectors) at approximately \$5,000 per school closure.
- SPB has therefore developed the new School Closure Policy. The intention is to increase the number of orderly school closures (planned or unplanned) and support students, staff, families, and local school districts.
- As new / recently first certified schools are particularly prone to closure, the policy requires all newly certified independent schools to develop and maintain a school closure plan for the first five years of operation.
- It also provides the Inspector of Independent Schools the discretion to require school authorities at risk of closure to develop and maintain a school closure plan.
- Finally, the policy requires all schools that are closing to follow specific closure procedures.
- While the policy will likely not eliminate disorderly school closures, it is anticipated to increase the number of orderly closures.

- Independent school operators have an incentive to adhere to the policy as operators usually have the intention of opening a future school(s) and an operator's historical record related to prior school operations is assessed in EDUC's new school application process.
- The policy also clarifies what is and is not a Ministry responsibility during a school closure, e.g., stating that there are no Ministry funds to assist closing schools or families and that tuition refunds (with the exception of Group 4 school bond administration) and debts are solely school responsibilities.
- It would be useful to launch the policy for the 2021/22 school year as the COVID-19 pandemic has impacted operations of schools that rely on international student enrolments, including some Group 2 schools (e.g., some boarding schools) and Group 4 schools, and it is possible that school closures may increase if the pandemic continues to impact international student mobility.
- The policy has been reviewed by Legal Services Branch (AG), the Federation of Independent School Associations (FISA), and the Ministry's Education Policy Table. None of these groups have expressed concerns with the policy.

#### **OPTIONS:**

##### **OPTION A: Implement the new policy for 2021/22 school year.**

#### **Pros:**

- Clarifies Ministry expectations this school year and mitigates impacts of planned and unplanned independent school closures to students, parents and local school districts.
- Mitigates the risk of negative impacts on school communities in the event that the COVID-19 pandemic continues impact international student mobility and forces school closures during or after the 2021/22 school year.
- Reduces school closure impact on EDUC's FTE and potentially reduces the need to contract additional school wind-down coordinators (at approximately \$5,000 per school closure).

#### **Cons:**

- Does not eliminate the risk of disorderly school closures.

s.13

#### **FINANCIAL IMPLICATIONS:**



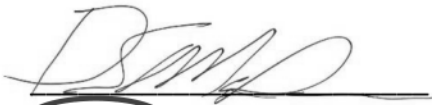
Likely reduction to GAD FTE impact with a minimal reduction in the need to contract school wind-down coordinators (savings of approx. 5K per school).

**INFORMATION TECHNOLOGY AND PRIVACY IMPLICATIONS:**

SPB staff has completed a Privacy Impact Assessment (PIA: Independent Schools Closure – Records Transfer) and established procedures for the safe transfer of student records to the Ministry in instances where the Ministry is required to take possession of student records.

**RECOMMENDATION:**

Option:   A  



Approved/ Not Approved

D. Scott MacDonald, Deputy Minister of Education

August 26, 2021

Date Signed

**Attachments:**

1. 248985 DBN-DM Appendix 1\_School Closure Policy – Independent Schools
2. 248985 – DBM-DM Appendix 2\_ PDC Presentation – Indy School Closure Policy
3. 248985 DBN-DM Appendix 3\_ Independent Schools Certification and Inspection Fact Sheet

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**Program ADM/Branch:** Keith Godin, Assistant Deputy Minister, Governance and Analytics Division

**Program Contact (for content):** Marnie Mayhew, Executive Director, Sector Performance Branch

**Drafter:** Sophia Malczewska, Education Officer, Independent Schools Team

**Date:** August 9, 2021

# School Closure Policy - Independent Schools

## Date came into force or revised

XXXXXXX

## Status

Current

## Policy statement

School closure, particularly with short or limited notice, may have educational, financial, social and emotional impacts on students, families and school staff.

The decision by an independent school authority to close a school should be made in a considered manner and should be supported by a school closure policy and plan to minimize the impact of any closure on the school community.

## Rationale or purpose of policy

This policy outlines the considerations and requirements for independent school closures in an effort to minimize the impacts of these closures on students, families, and staff, to facilitate an orderly school closure and to ensure compliance with legislative requirements.

## Authority

*Independent School Act*, section 4

*Independent School Act*, Schedule, section 2

Independent School Regulation, section 9

Student Records Order, section 5(3)

*Teachers Act*, section 80

*Personal Information Protection Act*

## Policy in full

Whether a school closure is planned or unplanned, an independent school authority is required to take steps to limit the impact of the school's closure on the school's community. Planning, communications, and awareness of legal and other requirements are key to reducing the impact on students, families, teachers and staff.

Beginning in the 2021/22 school year, school authorities of all new independent schools are required to develop and maintain a school closure risk mitigation plan during the first five years of operation to minimize the impact of a potential school closure on the school community.

At the discretion of the Inspector of Independent Schools, independent school authorities of schools deemed to be at risk of a potential school closure may be required to develop and maintain a school closure plan.

All independent school authorities closing a school are required to follow the procedures described in this policy.

## Context

Independent school closures can be caused by a variety of circumstances including a financial shortfall, enrolment decline, or damage to the school facility due to accident or disaster. Typically, in these circumstances, the school's closure will be initiated by the school authority.

School closure can also be the result of suspension or cancellation of a school's Certificate of Group Classification by the Inspector of Independent Schools due to non-compliance with the requirements for certification. The Inspector may cancel or suspend an independent school's Certificate of Group Classification if the school fails to maintain the standards and requirements for the certificate or breaches a condition of the certificate, or if it fails to comply with the ISA, regulations or orders made under the ISA, or a requirement of the Inspector. Independent school authorities are promptly advised by the Inspector of any issues that could result in the suspension or cancellation of a school's certificate to enable the school to respond in a timely manner. In exceptional circumstances a school may have its Certificate of Group Classification cancelled without an opportunity to resolve the issues of concern.

The external evaluation and inspection of independent schools is intended to ensure that independent schools understand, meet and maintain the legislated standards and requirements for their Certificate of Group Classification under the Independent School Act (PDF) (ISA). This process focusses predominantly on student safety and delivery of the educational program.

Certification should not be seen by a school community as a guarantee that the school will remain operational in the future.

The Ministry of Education does not provide supplemental funding to independent schools or to their communities in the event of an unplanned school closure. Schools are solely responsible for

setting their fee refund policies. In the event of a school closure, the school community is advised to refer to the school's fee refund policy and to work with the school authority on the issuance of refunds. The Ministry of Education does not mediate disagreements between the school authority and members of the school community regarding issuance of refunds.

Group 4 independent schools are required to maintain a bond held for the purpose of providing partial tuition refunds. See the Group 4 Independent School Bonding Policy for additional information.

The Ministry of Education carefully monitors school closures and, within the bounds of applicable legislation, strives to ensure 1.) students and parents are aware of the processes and options for transitioning to a new school, and 2.) teachers, staff and administrators are aware of options for employment with boards of education or with other independent school authorities in BC in the event of a school closure.

## **Procedures related to policy**

### **A. Planning**

As an aspect of emergency preparedness, independent schools within the first five years of certification should develop and maintain school closure plans that specify how responsibilities will be fulfilled in the event of either a planned or unplanned school closure.

If declining enrolment, financial position, or other unforeseen circumstances undermine the viability of a school's operations, the authority is solely responsible for making pragmatic, considered, and timely decisions regarding the future operation of a school.

Only when exceptional circumstances make the continued operation of the school impossible, should an authority consider closing a school while instruction is underway, or just about to begin. Ideally, a school's formal closure should occur at the end of a school year, after all courses are complete and student marks finalized, recorded, communicated to students and submitted to the Ministry.

In the event of a school closure, even in exceptional circumstances where a school is closed with little warning, the authority has multiple responsibilities to families, staff, creditors, and to the Ministry of Education.

In any school closure, the independent school authority is expected to undertake the following procedures:

#### **i. School closure plan**

The authority should submit a school closure plan to the Independent Schools Office at the Ministry of Education. Plans should be sent to: [EDUC.independentSchoolsOffice@gov.bc.ca](mailto:EDUC.independentSchoolsOffice@gov.bc.ca).

#### **ii. Health and safety**

School authorities are responsible for student health and safety while students are in the school's care. In the event of a school closure, schools that offer boarding

and/or homestay programs for international students have a particular responsibility, in consultations with the parents, to ensure that minor students are safely returned to the care of parents or guardians.

**iii. Communications**

As soon as an authority decides that it will close a school, it should provide an initial notice to the Inspector of Independent Schools and the local school district(s), as well as the Federation of Independent School Associations, if applicable. Students, families, and staff, should be informed in a timely fashion, enabling sufficient time for those groups to react to the school's pending closure.

After initial notification, the Inspector should then be provided with formal written notice of closure from the authority that provides the following information:

- the name of the school or authority representative that will oversee the school's closure, including email, phone and cell phone details;
- timing of the school's closure;
- confirmation that the students, families, and staff have been informed of the closure;
- confirmation that the local school district(s) has been advised of the school's closure and the expected number of students who may be enrolling with the district;
- confirmation that student course work and progress assessments have been completed, communicated, and submitted to the Ministry;
- confirmation that transcripts have been sent to the receiving schools;
- confirmation that refunds have been provided in accordance with the school's fee refund policy to families for educational programs not completed or begun;
- steps taken to assist students to find placement in other educational programs and to assist staff to find other employment; and
- confirmation that the school's website, social media accounts, and other publications have been updated to reflect the school's impending closure (all online publications should be further revised to reflect the school's closure after the last day of classes).

**iv. Educational continuity and student records**

- The authority should take all reasonable steps to ensure that the impact on students and families is minimized by
  - timing closure for the end of the school year, term, or semester, if at all possible;
  - ensuring that all student records have been maintained and are up to date as required;
  - submitting TRAX files to the Ministry, where appropriate;

- assisting students to transition to new schools;
- transferring Permanent Student Records to new schools or the Ministry of Education as outlined in the Student Records Order.
- If the school closes after the completion of classes, it is still required to send the Permanent Student Records to the Ministry as required in the Student Records Order and the school should provide reasonable assistance for students transitioning to other schools.
- Schools using MyEdBC should contact the MyEdBC Independent School Group for information on the proper disposition of student records in the case of a school's closure.
- Records (electronic and physical records) not in MyEdBC must be sent securely to the Ministry. The Independent School Branch will assist the authority in making arrangements for the secure transfer of electronic and physical records to the Ministry upon request.
- In accordance with the *Personal Information Protection Act*, the authority should make plans for the final disposition of any records containing personal information that are not required under the Student Records Order to be transferred to other schools or the Ministry.
- Closed Group 4 independent schools should also provide the Ministry with students' course completion records for preparatory programs, such as English as a second language courses, where final marks were not submitted to the Ministry via the TRAX system.

**v. Employment matters**

- As an employer, it is the authority's responsibility to be aware of and ensure compliance with all applicable provincial or federal employment legislation and requirements including severance and wages.
- The school authority should make teaching staff aware of the Make-a-Future website which lists teaching positions in B.C. schools.

**vi. School fee refunds**

The ISA does not, except in the case of Group 4 schools, provide the Inspector of Independent Schools or the Ministry of Education with a role in relation to school refunds. Group 4 schools are required to maintain a bond for the prorated refund of fees in the event of a school closure. Group 4 schools are expected to provide refunds directly. See the Independent School Group 4 Bonding Policy for additional information.

If a school's closure results in an interruption in the educational program, such as classes not being completed and final marks not being assigned, it should consider full or partial refunds in alignment with the school's refund policy. School authorities will be the primary source of information relating to refund policies for the school. Please consult the Fee Refund Guidelines for further information.

**vii. Grants**

All independent schools authorities that received grant funding must complete an ES Audit Form for each school they operate for the school year in which the funding was issued. Depending on the timing of the closure and information provided on the ES Audit, an authority may need to repay a portion of the grant funding.

**viii. Outstanding debts**

The independent school authority is solely responsible for any outstanding debts or other financial encumbrances it has upon closure.

**ix. Dissolution of the authority**

The authority is responsible for any processes relating to the dissolution of the society or company and should seek its own legal advice regarding dissolution.

Authorities of Group 4 independent schools are advised to maintain the school authority until the Ministry of Education has completed the administration of all bond-related matters. Please see the [Independent School Group 4 Bonding Policy](#) for details.

**B. Acquisition or transfer of the authority**

As per section 2 (c) of the Schedule to the ISA, an independent school authority may acquire a school from another independent school authority, provided that certain conditions are met.

Authorities contemplating the acquisition of a school or the transfer of a school to another authority, are required to inform the Inspector of Independent Schools in writing of the intent prior to the acquisition/transfer, and both of these authorities must consent in writing to the transfer prior to the request being submitted to the Inspector. The Ministry cannot transfer a certificate for a school to another authority without the written consent of the current authority. Information regarding school transfers will be supplied upon request. The acquiring authority must submit an application to the Ministry of Education following, at the Ministry's discretion, the full or a modified application process as outlined in the [Establishing an Independent School](#) policy. Off-cycle applications for transfer may be accepted in circumstances where the continuous operation of the school is demonstrated to be in the best interests of the school's students.

**C. Reopening a school**

A former or prospective authority seeking to reopen a closed school must reapply to open under the policy set out at: [Establishing an Independent School](#).



# Policy Development Committee (PDC)

PRESENTATION TEMPLATE

Ministry of Education



## Appendix 2

### 1. Why is this policy required?

*Between 2 – 5 Independent schools close annually. Unplanned and/or disorderly school closures can have a significant negative impact on students, families, staff and neighbouring school districts (which are required to enrol unplanned students).*

### 2. What are the key risks and vulnerabilities to the Ministry?

Not implementing the policy is the greatest risk – particularly if the pandemic leads to school closures due to declining international students. AG, FISA and EPT reviewed the policy without concern. Some successful independent schools will view the policy as unnecessary given their past or present success.

### 3. What is the stage of policy development? **STAGE 3 - FINAL**

STAGE 1 – CONCEPT	STAGE 2 – DEVELOPED	STAGE 3 – FINAL
<b>DESCRIPTION</b> <ul style="list-style-type: none"> <li>▪ Concept to address new political direction</li> <li>▪ Idea to better align Ministry direction and/or improve a student outcome</li> <li>▪ Urgent requirement from gov.</li> </ul>	<b>DESCRIPTION</b> <ul style="list-style-type: none"> <li>▪ Drafted policy for review</li> <li>▪ Consultation partially complete</li> <li>▪ Requires strategic advice on 1–3 key issues before proceeding</li> </ul>	<b>DESCRIPTION</b> <ul style="list-style-type: none"> <li>▪ Final staff review before DM approval and Minister sign-off</li> <li>▪ All reviews complete (legal, financial, FN, program area, etc.)</li> </ul>
<b>MEDIUM</b> <ul style="list-style-type: none"> <li>▪ Short PowerPoint presentation</li> </ul>	<b>MEDIUM</b> <ul style="list-style-type: none"> <li>▪ Draft policy document</li> <li>▪ Succinct background materials</li> </ul>	<b>MEDIUM</b> <ul style="list-style-type: none"> <li>▪ Proposed final policy document with legal review complete</li> </ul>

### 4. What is the status of reviews?

REQUIREMENT	STATUS
Policy for Student Success alignment	Completed
Evidence / business case information	Completed
Legal	Completed
Financial (include TBS if needed)	Not Completed
Stakeholders / specific populations	Completed
Rights Holders / Indigenous	Not Completed



GCPE	Not Completed
GBA+	Completed

## Appendix 3: Independent Certification and Inspection

### Description:

- Independent schools are subject to external evaluations and inspections to verify they meet requirements of the Independent School Act, Regulations, Minister's and Inspector's Orders for the purpose of issuing or renewing certificates of group classification.
- Independent school inspections are conducted in regular cycles and include assessment of **facilities** (meeting safety standards and municipal/regional building codes and by-laws), **educational programs** (meeting curriculum requirements, teacher certification, employee criminal record checks) and **school policy/administrative compliance**.
- If a school is not in compliance with requirements, funding may be withheld or the school's classification may be changed or cancelled.

### Key Outcomes:

- 223 Independent schools were inspected in the 2020/21 inspection cycle.
- In response to COVID, inspections for 2020/21 were conducted virtually. All independent schools are required to demonstrate full compliance before the end of the school year.

### Budget:

- Fiscal 2020/21 spend for independent school inspections: \$261,748

### Delivery Partners:

- Federation of Independent Schools Association (FISA): supports member schools during inspections.
- 16 Contracted inspection team members.

## MINISTRY OF EDUCATION DECISION BRIEFING NOTE

### Key Facts:

- B.C. independent schools are inspected by the Ministry of Education to ensure that all schools meet and maintain the legislated standards and requirements for their certificate of group classification under the *Independent School Act*.
- Working with the Inspector of Independent Schools, contracted inspection team members are qualified and experienced B.C. educators (active and recently retired superintendents/principals/administrators/specialist teachers).

### Statistics:

- There are 365 certified independent schools for the 2020/21 school year.
- For the 2020/21 school year, 64 schools were scheduled for comprehensive external evaluations, 155 were scheduled for monitoring visits and 4 were scheduled for program evaluations.

### Certificates of Group Classification (2019/20 – 2020/21):

Group	2019/20	2020/21	Description	Funding	Inspection cycle
Group 1	# Schools: 242 # Students: 66,706	# Schools: 240 # Students: 67,805	<ul style="list-style-type: none"> <li>must be not-for profit</li> <li>employ B.C.-certified teachers</li> <li>deliver the B.C. curriculum</li> </ul>	<b>50%</b> of the rate of the local school district	External evaluation every six years and a monitoring inspection every second year
Group 2	# Schools: 73 # Students: 17,712	# Schools: 75 Students: 17,693	<ul style="list-style-type: none"> <li>meet Group 1 requirements</li> <li>operate at a higher per-student cost than the local district</li> </ul>	<b>35%</b> of the rate of the local school district	External evaluation every six years and a monitoring inspection every second year
Group 3	# Schools: 25 # Students: 416	# Schools: 21 # Students: 420	<ul style="list-style-type: none"> <li>do not deliver the B.C. curriculum</li> <li>not required to employ B.C.-certified teachers</li> <li>students not eligible for a Dogwood Diploma</li> </ul>	<b>No funding</b>	Inspection every other year focused on student safety
Group 4	# Schools: 24 # Students: 2,388	# Schools: 28 # Students: 1,355	<ul style="list-style-type: none"> <li>meet Group 1 requirements with the exception that they may be for-profit</li> <li>more than 50% of students are international</li> </ul>	<b>No funding</b>	External evaluation every two years and a monitoring inspection every year in between

MINISTRY OF EDUCATION  
DECISION BRIEFING NOTE

**DATE:** August 20, 2021  
**CLIFF:** 249288

**PREPARED FOR:** Honourable Jennifer Whiteside, Minister – **FOR DECISION**  
**SUBJECT:** Special Advisor Appointment  
**PURPOSE:** Seeking Minister's direction on remuneration of the new Special Advisor for School District No. 57 (Prince George - SD 57).

**BACKGROUND:**

- Following briefings on August 9 and 13, 2021, Ministry staff have worked with Ministry solicitors to prepare a Ministerial Order appointing Rod Allen as a special advisor to SD 57 for a term ending March 31, 2022. (See Attachment 1.)
- As directed by the Minister and Executive at these briefings, the Ministerial Order sets out that Mr. Allen will do the following:
  - assist the Board of SD 57 (the Board) in ensuring it understands the findings and recommendations set out in Ms. Wilson and Ms. McGregor's report on SD 57;
  - assist the board in drafting and implementing a strategic work plan;
  - inspect and evaluate the Board's progress towards implementing a strategic work plan.
- Mr. Allen will work with the board, Ms. Wilson and Ms. McGregor, and Ministry of Education staff and report back to the Minister in respect to progress made.
- Reports back to the Minister will include an assessment of the board's progress and any other information or recommendations that the Minister directs.
- Further details and measurables, as directed for inclusion following the August 9 and 13, 2021 briefings, are articulated in the attached Order.

**DISCUSSION:**

- The *School Act* provides special advisors with the ability to engage and retain specialists and consultants to carry out their duties. In addition to the costs incurred by Mr. Allen, the Order directs Mr. Allen to engage and retain Ms. Wilson and Ms. McGregor to assist in completing his duties.
- The *School Act* provides the Minister with the authority for the Ministry or a board of education to pay the remuneration of a special advisor and any person appointed or retained by the special advisor, at a rate determined by the Minister.
- The Order is drafted as the school district carrying the costs of the special advisor appointment and related expenses.

## OPTIONS:

s.12; s.13; s.17

Option 2: Minister orders SD 57 to pay the costs. *Note: if this option is chosen, the attached Order may be signed.*

- The attached order directs the board to pay remuneration associated with the Special Advisor appointment.

s.12; s.13; s.17

## FINANCIAL IMPLICATIONS:

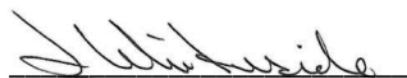
If Option 1 is chosen there are financial implications for the Ministry. There are no financial implications if Option 2 is chosen.

## INFORMATION TECHNOLOGY AND PRIVACY IMPLICATIONS:

N/A

## RECOMMENDATION:

Option:   2  



Approved/Not Approved  
Honourable Jennifer Whiteside  
Minister of Education

August 25, 2021

Date Signed

## Attachment

1. 249288 Attachment 1 – Draft ministerial order

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

**Program Contact (for content):** Dave Duerksen, Executive Director, (778) 974-3460,

**Drafter:** Sophie Bird, Senior Legislative Analyst

**Date:** August 20, 2021

[PROVINCE OF BRITISH COLUMBIA]

*Ministerial Order No.*

**ORDER OF THE MINISTER OF EDUCATION**

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

August 27, 2021

Date



Jennifer Whiteside  
Minister of Education

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

**Authority under which Order is made:**

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

## **SCHEDULE**

- 1** Roderick Allen, Catherine McGregor, and Kory Wilson are appointed as a special advisory committee to the Board of Education for School District No. 57 (Prince George) (the “Board”).
- 2** The term of the appointment ends on March 31, 2022.
- 3** The special advisory committee will do the following:
  - (a) assist the Board in:
    - i. ensuring the Board understands the findings and recommendations set out in the final “School District 57: Special Advisors Report”, authored by Catherine McGregor and Kory Wilson (the “McGregor and Wilson Report”);
    - ii. drafting a strategic work plan, with concrete measurables, timelines and reporting points (the “Strategic Work Plan”), that details how the Board will:
      1. address the recommendations in the McGregor and Wilson Report;
      2. address the findings in the McGregor and Wilson Report regarding systemic racism in behaviours and practises within School District No. 57’s school community;
      3. improve school district financial planning, including aligning finances with Board priorities;
      4. develop and implement strategies for rebuilding the relationship between the Board and local First Nations; and
      5. improve staffing resources;

- iii. implementing the Strategic Work Plan;
  - (b) inspect and evaluate the Board's progress towards implementing the Strategic Work Plan; and
  - (c) to the extent deemed necessary by the special advisory committee, continue the work of the previous special advisory committee by inspecting and evaluating the board's governance practices, as described in section 3 (a) of Ministerial Order No. MO64 dated February 11, 2021.
- 4** In assisting the Board as described in section 3, the special advisory committee will work with the Board and with Ministry of Education staff as necessary.
- 5** The special advisory committee will submit reports to the Minister in respect of progress made in carrying out the duties set out in sections 3 and 4 as follows:
- (a) at least every two months, and
  - (b) a final report on or before March 15, 2022.
- 6** In the reports required to be submitted under section 5, the special advisory committee will include:
- (a) an assessment of the Board's progress towards developing and implementing the Strategic Work Plan, including the Board's specific progress in each of the five areas set out in section 3(a)(ii); and
  - (b) any other relevant information or recommendations that the Minister directs.
- 7** Remuneration for the special advisory committee – including any fees for employees, specialists, or consultants approved by the Minister under section 171.1(4) of the *School Act* – will be paid by the Board up to \$75,000.

MINISTRY OF EDUCATION  
INFORMATION BRIEFING NOTE

**DATE:** June 03, 2021  
**CLIFF:** 247884

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

**SUBJECT:** Sir Guy Carleton Elementary Site

**PURPOSE:** To provide background information regarding the Sir Guy Carleton site and its potential future usage by BC Housing and Conseil Scolaire Francophone (CSF).

**BACKGROUND:**

- Sir Guy Carleton Elementary (the “School”) is a school in Vancouver that ceased operations in 2016 due to a fire (See Attachment 1).
- The School has not been officially closed and is currently empty — displaced students have been accommodated at nearby Vancouver School Board (VSB) schools.
- The School was added to the EDUC capital plan in Budget 2018 to be considered for seismic mitigation including repair of the fire damage.
- The business case development process identified a number of paths to remediate the school:
  - Solely remediating the fire damage (in excess of \$8M);
  - Remediating the fire damage and seismically mitigating the school (minimum of \$35M);
  - Seismically upgrading the school, partial reconfiguration of the built space and demolition of select blocks (cost of \$38M in 2021 dollars); and
  - Full replacement of the school (cost of \$42M in 2021 dollars).
- Due to the cost, complexity and lack of defensible business case for ongoing use of this school considering low enrolment in the area, as well as the limited seismic envelope funding, the project was removed from the EDUC capital plan in 2019.
- The VSB has mentioned, within their Long-Range Facility Plan (LRFP), the potential use of the site for housing.
- The Ministry and VSB, with the participation of BCHousing, City of Vancouver, and child care are currently working on an assessment of the VSB LRFP in order to develop a long term investment proposal taking into consideration solutions for CSF, housing, surplus sites and land, and investments in growing neighborhoods. To be reported back to Treasury Board and incorporated in the Ministry Budget 2022 capital plan priorities.

**DISCUSSION:**

s.14; s.16



Page 092 of 316

Withheld pursuant to/removed as

s.14 ; s.16

**MINISTRY OF EDUCATION  
INFORMATION BRIEFING NOTE**

s.14; s.16

Attachment(s)

1. Carleton Site Map
2. Carleton Site BC Assessment Excerpt

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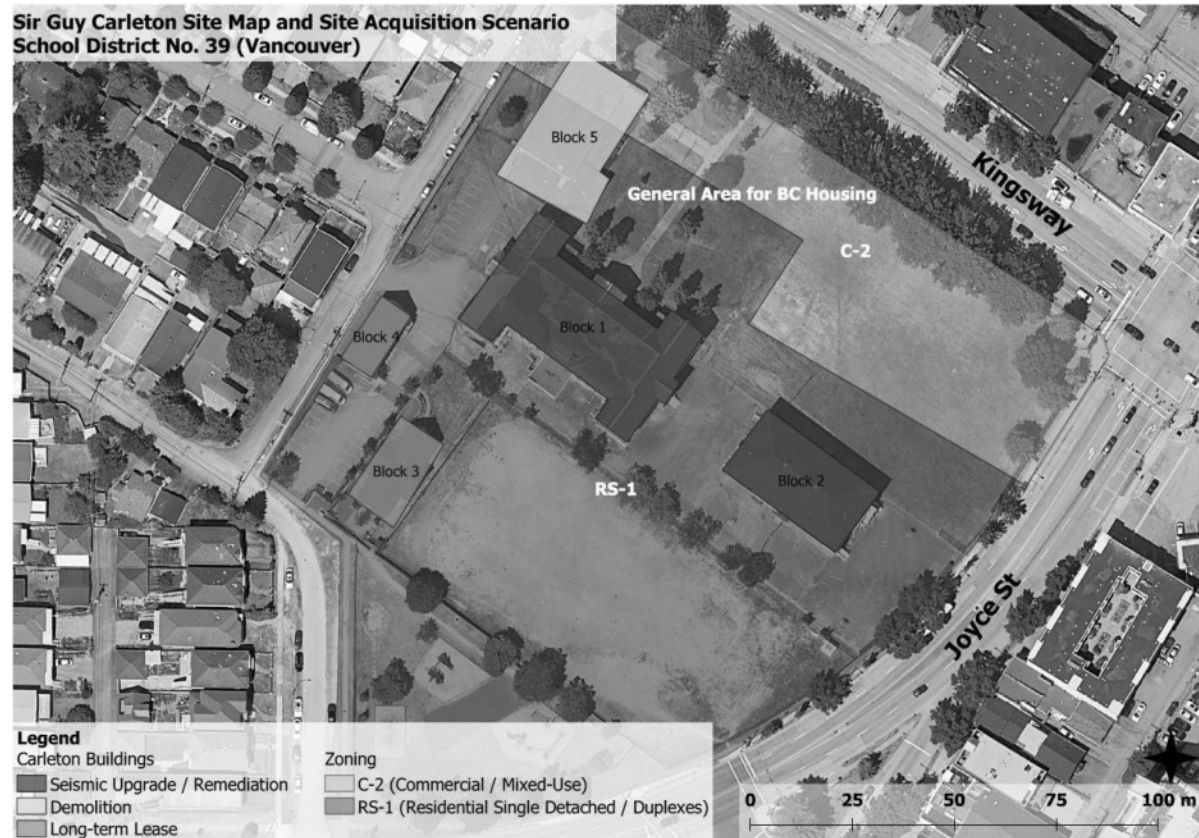
**Program ADM/Branch:** Reg Bawa, Assistant Deputy Minister

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

**Drafter:** Geoff Croshaw/Damien Crowell

**Date:** June 3, 2021


## Attachment 1.





## Attachment 2.


# MINISTRY OF EDUCATION INFORMATION BRIEFING NOTE

**3250 KINGSWAY VANCOUVER V5R 5K5**  
Area-Jurisdiction-Roll: 09-200-023-770-304-02-0000


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**Total value**

**\$44,997,000**

2021 assessment as of July 1, 2020

Land	\$41,047,000
Buildings	\$3,950,000

Previous year value

\$38,205,000

Land	\$35,155,000
Buildings	\$3,050,000

Questions about this property assessment? Visit our [Property assessment FAQ](#) or [Contact us](#) if you have questions.

Visit our [BC Assessment interactive market trends maps](#) for assessed value changes in your area, and our [Property tax](#) page to learn what your assessment value change means for your property taxes.

Find out more about [BC Assessment's Data Services](#)

**Property information**

Are the property details correct? ▾

Year built	1901
Description	Elementary School

**Legal description and parcel ID**

Block A Plan VAP11925 District Lot 37 Land District 36  
Except Plan LMP23466 & DL 50  
PID: 008-988-625

MINISTRY OF EDUCATION  
INFORMATION BRIEFING NOTE

**DATE:** August 19, 2021  
**CLIFF:** 248757

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

**SUBJECT:** Vancouver School Board (VSB) Long-Term Investment Plan

**PURPOSE:** Providing background information on the VSB Long-term Investment Plan to inform a meeting between Minister Jennifer Whiteside and the VSB on September 1<sup>st</sup>.

**BACKGROUND:**

- Planning for school capital projects in Vancouver is complex given the many remaining seismic projects, overall enrolment decline along with concentrated enrolment growth in certain areas.
- In the 2021/22 Capital Plan Response Letter, the VSB was requested to develop a Long-term Investment Plan (LTIP) which incorporates “the recently approved Long-Range Facilities Plan (LRFP) information, seismic priorities, partnerships, public use of facilities and enrolment changes in communities, including Olympic Village”.

**DISCUSSION:**

The Work Taking Place:

- The LTIP will help articulate a plan and strategy for school capital investment in Vancouver that recognizes the unique nature of the District.
- Through the Seismic Mitigation Program (SMP), 43 schools have been seismically mitigated in Vancouver and there are 46 remaining future priorities.
- The order and priority of the next set of seismic projects are more complex as they contemplate both growing and declining areas of the school district.
- While overall enrolment is forecasted to decline in the district, there is concentrated growth happening in the False Creek area, Oak/Cambie corridor, and the downtown peninsula.
- The LTIP will include a more in-depth analysis than the LRFP of the top priority future projects of the District.
- This analysis will be done at the family of school level (akin to neighbourhoods), which includes a level of zonal analysis not typically included in previous business cases.
- This exercise will also investigate how other priorities such as expanding access to childcare, delivering affordable housing and supporting Conseil Scolaire Francophone (CSF) with its capital needs can be met alongside capital priorities of the District.
- Meetings with the City of Vancouver and other agencies (MCFD and BC Housing) have occurred to inform a holistic strategy going forward.

### Value of the Work:

s.12; s.13

- At the elementary school level, there are 23,405 safe seats and 28,771 students in the School District while at the secondary level, there are 9,800 safe seats and 19,633 students in School District. In summary, additional seismic projects are needed in Vancouver.
- Synergistic elements such as childcare, affordable housing and accommodating CSF will be aligned with the LTIP, with a view to creating value for the residents of Vancouver.

### How it May Accelerate Olympic Village:

- The VSB continues to work with the City of Vancouver to finalize the lease agreement for Hinge Park, following the agreement in principle that was reached earlier this year.
- The LRFP and related LTIP will enable EDUC to better understand district needs and pressures, and to rationalize future school capital priorities in Vancouver through future Budget processes, including the District's request for a new Olympic Village Elementary.

s.12; s.13

- Working together and looking holistically at future education and other community needs across the region will make planning and implementation more seamless.

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

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

**Drafter:** Damien Crowell, Capital Management

**Date:** August 19, 2021

**MINISTRY OF EDUCATION  
INFORMATION BRIEFING NOTE**

**DATE:** August 04, 2021  
**CLIFF:** 248995

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

**SUBJECT:** Signing of a replacement Disposal Approval Form for property in School District No. 08 Kootenay Lake

**PURPOSE:** Request for a signed Disposal Approval Form to replace the original form issued in November 2010 for the disposal of a rural property located in the Retallack area of the Regional District of Central Kootenay.

**BACKGROUND:**

- Michael McLellan, Secretary-Treasurer, advises that he is unable to find the original disposal form that was signed by then-Minister Margaret MacDiarmid in October 2010.
- This signed Disposal Approval Form granted ministerial approval to the Kootenay Lake Board of Education, as required under s. 5 of the Disposal of Land or Improvements Order, to dispose of an undeveloped parcel of land that will never be required by the School District for educational purposes.
- The vacant property is located at the site of the former mining town of Retallack in the Regional District of Central Kootenay.
- Two schools had previously been located on the site – the first school was opened in 1930 and later replaced in 1952, enrolling six Grades 1 to 8 students.
- The second school was officially closed in 1954 with the building moved to New Denver.

**DISCUSSION:**

- The Disposal of Land or Improvements Order requires that the Minister of Education, or designate, approve the proposed disposal of any board-owned property, either through its sale, exchange, or lease of greater than 10 years.
- While an electronic copy of the previously signed form is available, Land Title Office will only accept a hardcopy original of the Disposal Approval Form when a board of education pursues transfer of title to a new property owner.

**CONCLUSION:**

Capital Management Branch staff recommends replacement of the Disposal Approval Form.

**Attachments:**

1. Disposal of Land or Improvements Approval Form (for signature) and Reference Plan
2. Title Search Print

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**Program ADM/Branch:** Reg Bawa, ADM/Capital Management Branch

**Program Contact (for content):** John Woycheshin, Regional Director, Capital Programs Unit

**Drafter:** John Woycheshin, Regional Director, Capital Programs Unit

**Date:** August 4, 2021



## DISPOSAL OF LAND OR IMPROVEMENTS

The Board of Education of School District No. 08 (Kootenay Lake) is seeking to dispose of land or improvements in accordance with Section 96 (3) of the *School Act* and Section 5 of the Disposal of Land or Improvements Order (M193/08), as follows:

<input checked="" type="checkbox"/> Sale of Land or/ Improvements	<input type="checkbox"/> Conveyance	<input type="checkbox"/> Dedication
<input type="checkbox"/> Exchange	<input type="checkbox"/> Lease of Land or/ Improvements	<input type="checkbox"/> Other

### Property Description:

The Board of Education of School District No. 08 (Kootenay Lake) requests that ministerial approval be granted to dispose of the Property, in whole or in part, located on Highway 31A in the Regional District of Central Kootenay, and more particularly described as:

Parcel Identifier:  
013-046-721

Legal Description:  
PARCEL A (REFERENCE PLAN 102629I) DISTRICT LOT 1427 KOOTENAY DISTRICT

with boundaries approximately as shown in the attached reference plan.

The request and supporting documentation have been reviewed and the granting of ministerial approval for the disposal of the Property is recommended.

  
\_\_\_\_\_  
ADM, Resource Management Division

August 5, 2021  
Date

Approved:

  
\_\_\_\_\_  
Deputy Minister

Aug 9, 2021  
Date



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Withheld pursuant to/removed as

s.3

MINISTRY OF EDUCATION  
INFORMATION BRIEFING NOTE

**DATE:** August 09, 2021  
**CLIFF:** 249037

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

**SUBJECT:** Disposal of a former school site in School District No. 79 (Cowichan Valley)

**PURPOSE:** Request for ministerial approval in accordance with the Disposal of Land or Improvements Order

**BACKGROUND:**

- The Disposal of Land or Improvements Order requires that the Minister of Education, or designate, approve the proposed disposal of any board-owned property, either through its sale, exchange, or lease of greater than 10 years.
- Cowichan Valley Board of Education is seeking ministerial approval to dispose of the Old Crofton Elementary School brownfield site located in the District of North Cowichan.
- The Old Crofton School was closed in 2009 after the replacement Crofton Elementary School was constructed on a new site in the Crofton community area.
- The school building was then left vacant and unmaintained, becoming a major safety concern for increasingly vocal local residents; it was eventually destroyed in a fire in 2018.
- In April 2019, the Capital Management Branch (CMB) introduced its Rural District Program (RDP) to provide capital funding to smaller school districts for the demolition of unusable facilities that posed potential liabilities.
- The building demolition, environmental assessment and site remediation work for the Old Crofton School property was undertaken by the Cowichan School District, as part of the first RDP project approved by EDUC for 2019/20.
- The 2.468 acres/0.999 hectares property originally consisted of twenty smaller lots, which were later consolidated to form the single parcel currently owned by the Board.
- Nineteen of the lots were transferred in three parcels by the District of North Cowichan to then-SD No. 65 (Cowichan), in 1956, 1960 and 1964, with a lane originally separating the lots later granted to the Board by Order in Council in October 1966.
- When the District of North Cowichan was contacted by the School District as part of its public consultation process, some recollection of the granted lane led municipal staff to a mistaken belief that the entire Old Crofton School property was Crown land.
- The free granting of Crown land designated as a public road to a land owner under the authority of the *Land Act* is wholly different from a Crown Grant made to a board of education either under the *School Act* or *Land Act*, which typically includes a trust condition requiring the Crown land to only be used as a school site.
- Given the trust condition, Crown land no longer required by a board for educational purposes is expected to be reverted to the Crown.
- FLNR and LTSA confirmed that none of the lots originally comprising this property were the subject of a Crown Grant, meaning the Board held freehold title to the property.

**DISCUSSION:**

- The Disposal of Land or Improvements Order requires that the Minister of Education, or designate, approve the proposed disposal of any board-owned property, either through its sale, exchange, or lease of greater than 10 years.
- Government's Surplus Properties Program (SPP), as administered by CITZ, applies to the disposal of surplus property by boards of education as they are deemed as a Broader Public Sector Entity (BPSE) under the SPP.
- Prior to receiving consideration for ministerial approval under the Order, a surplus school district property first undergoes CITZ's 90-day Enhanced Referral Process (ERP), during which time a property-owning ministry or BPSE may explore acquisition of the school district property for a continued public use.
- If no such interest is expressed, ministerial approval under the Order may then be granted to allow a board to undertake its disposal process for the surplus property.
- The Old Crofton School property did not generate any interest during the ERP, which completed at the end of July 2021.
- An independent appraisal completed in January 2020 valued the property at \$1,111,000.
- Under the SPP, properties appraised at greater than \$1 million are added to the Provincial Surplus Properties List managed by CITZ.
- CITZ is responsible for monitoring the marketing status of these surplus properties - to now include the Old Crofton School site - and making regular reports to Treasury Board.

**CONCLUSION:**

Capital Management Branch staff has reviewed the supporting information and is satisfied with the content and rationale provided by the Cowichan Valley School District, and therefore recommends that ministerial approval be granted for this disposal request.

**Attachments**

1. Disposal of Land or Improvements Approval Form (for signature) and Subdivision Plan
2. Title Search Print

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**Program ADM/Branch:** Reg Bawa, ADM/Capital Management Branch

**Program Contact (for content):** John Woycheshin, Regional Director, Capital Programs Unit

**Drafter:** John Woycheshin, Regional Director, Capital Programs Unit

**Date:** August 6, 2021



## DISPOSAL OF LAND OR IMPROVEMENTS

The Board of Education of School District No. 79 (Cowichan Valley) is seeking to dispose of land or improvements in accordance with Section 96 (3) of the *School Act* and Section 5 of the Disposal of Land or Improvements Order (M193/08), as follows:

<input checked="" type="checkbox"/> Sale of Land or/ Improvements	<input type="checkbox"/> Conveyance	<input type="checkbox"/> Dedication
<input type="checkbox"/> Exchange	<input type="checkbox"/> Lease of Land or/ Improvements	<input type="checkbox"/> Other

### Property Description:

The Board of Education of School District No. 79 (Cowichan Valley) requests that ministerial approval be granted to dispose of the Property, in whole or in part, located at 1658 Robert Street in the District of North Cowichan, and more particularly described as:

Parcel Identifier:  
003-734-153

Legal Description:  
LOT 1 SECTION 20 RANGE 2 COMIAKEN DISTRICT PLAN 19407

with boundaries approximately as shown in the attached Subdivision Plan.

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The request and supporting documentation have been reviewed and the granting of ministerial approval for the disposal of the Property is recommended.

  
\_\_\_\_\_  
A/ADM, Resource Management Division

13 / 08 / 2021  
\_\_\_\_\_  
Date

### Approved:

  
\_\_\_\_\_  
Deputy Minister

August 10, 2021  
\_\_\_\_\_  
Date

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MINISTRY OF EDUCATION  
INFORMATION BRIEFING NOTE

**DATE:** August 9, 2021  
**CLIFF:** 249052

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

**SUBJECT:** Sale of four properties by School District No. 84 (Vancouver Island West)

**PURPOSE:** Deputy Minister sign-off of four Disposal Approval Forms

**BACKGROUND:**

- The Disposal of Land or Improvements Order requires that the Minister of Education, or designate, approve the proposed disposal of any board-owned property, either through its sale, exchange, or lease of greater than 10 years.
- The Vancouver Island West Board of Education is disposing of four surplus properties held for teacherage purposes.
- Three properties are located in the Village of Zeballos and one property is located in the Village of Tahsis:
  - Vacant lot at 214 Pandora Crescent, Zeballos
  - Vacant lot at 118 Maquinna Avenue, Zeballos
  - Vacant lot at 626 Keno Crescent, Zeballos
  - Teacherage at 200 Alpine View Road, Tahsis
- The Board of Education is contractually obligated to guarantee the availability of rental accommodation to all teachers living outside of Gold River.
- Zeballos Elementary-Secondary School in Zeballos has a design capacity of 50 Elementary/25 Secondary students.
- Only 43 students were enrolled in 2020/21, requiring six teachers.
- Teaching staff are adequately housed at four other teacherages owned by the School District and two self-owned accommodations.
- These three Zeballos lots have remained undeveloped for use as teacherages.
- Captain Meares Elementary-Secondary School in Tahsis has a design capacity of 20 Kindergarten/ 225 Elementary/200 Secondary.
- Only 19 students were enrolled in 2020/21, requiring three teachers.
- This existing Tahsis teacherage has not been rented to a teacher in 20 years, with teaching staff having self-owned own accommodations.

**DISCUSSION:**

- The Board has been able to meet its contractual obligations of providing rental accommodations, as required, to teachers working at Zeballos Elementary-Secondary School and Captain Meares Elementary-Secondary School.
- The Board confirms that the four properties are not required by the School District for any other educational purposes.

- All proceeds from the sales of the surplus properties will be allocated as local capital funds and used to reduce outstanding loans for teacherage purchases made by the Board.

**CONCLUSION:**

Capital Management Branch staff recommends that four separate Disposal Approval Forms be signed to allow Vancouver Island West School District to dispose of each of the four surplus properties individually.

**Attachments**

1. Attachment 1 - 214 Pandora Crescent Zeballos Disposal of Land or Improvements Approval Form (for signature), Subdivision Plan, and Title Search Print
2. Attachment 2 - 118 Maquinna Avenue Zeballos Disposal of Land or Improvements Approval Form (for signature), Subdivision Plan, and Title Search Print
3. Attachment 3 - 626 Keno Crescent Zeballos Disposal of Land or Improvements Approval Form (for signature), Subdivision Plan, and Title Search Print
4. Attachment 4 - 200 Alpine View Tahsis Disposal of Land or Improvements Approval Form (for signature), Subdivision Plan, and Title Search Print

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**Program ADM/Branch:** Reg Bawa, ADM/Capital Management Branch

**Program Contact:** John Woycheshin, Regional Director, Capital Programs Unit

**Drafter:** John Woycheshin, Regional Director, Capital Programs Unit

**Date:** August 9, 2021



## DISPOSAL OF LAND OR IMPROVEMENTS

The Board of Education of School District No. 84 (Vancouver Island West) is seeking to dispose of land or improvements in accordance with Section 96 (3) of the *School Act* and Section 5 of the Disposal of Land or Improvements Order (M193/08), as follows:

<input checked="" type="checkbox"/> Sale of Land or/ Improvements	<input type="checkbox"/> Conveyance	<input type="checkbox"/> Dedication
<input type="checkbox"/> Exchange	<input type="checkbox"/> Lease of Land or/ Improvements	<input type="checkbox"/> Other

### Property Description:

The Board of Education of School District No. 84 (Vancouver Island West) requests that ministerial approval be granted to dispose of the Property, in whole or in part, located at 214 Pandora Crescent in the Village of Zeballos, and more particularly described as:

Parcel Identifier:  
005-989-914

Legal Description:  
LOT 3 BLOCK D DISTRICT LOT 502 NOOTKA DISTRICT PLAN 4623

with boundaries approximately as shown in the attached Subdivision Plan.

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The request and supporting documentation have been reviewed and the granting of ministerial approval for the disposal of the Property is recommended.


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ADM, Resource Management Division

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Date

### Approved:

  
Deputy Minister

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August 10, 2021  
Date



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## DISPOSAL OF LAND OR IMPROVEMENTS

The Board of Education of School District No. 84 (Vancouver Island West) is seeking to dispose of land or improvements in accordance with Section 96 (3) of the *School Act* and Section 5 of the Disposal of Land or Improvements Order (M193/08), as follows:

<input checked="" type="checkbox"/> Sale of Land or/ Improvements	<input type="checkbox"/> Conveyance	<input type="checkbox"/> Dedication
<input type="checkbox"/> Exchange	<input type="checkbox"/> Lease of Land or/ Improvements	<input type="checkbox"/> Other

### Property Description:

The Board of Education of School District No. 84 (Vancouver Island West) requests that ministerial approval be granted to dispose of the Property, in whole or in part, located at 118 Maquinna Avenue in the Village of Zeballos, and more particularly described as:

Parcel Identifier:

005-989-876

005-989-892

Legal Description:

LOT 1 BLOCK D DISTRICT LOT 502 NOOTKA DISTRICT PLAN 4623

LOT 2 BLOCK D DISTRICT LOT 502 NOOTKA DISTRICT PLAN 4623

with boundaries approximately as shown in the attached Subdivision Plan.

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The request and supporting documentation have been reviewed and the granting of ministerial approval for the disposal of the Property is recommended.

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ADM, Resource Management Division

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Date

**Approved:**

  
Deputy Minister

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August 10, 2021

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Date

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## DISPOSAL OF LAND OR IMPROVEMENTS

The Board of Education of School District No. 84 (Vancouver Island West) is seeking to dispose of land or improvements in accordance with Section 96 (3) of the *School Act* and Section 5 of the Disposal of Land or Improvements Order (M193/08), as follows:

<input checked="" type="checkbox"/> Sale of Land or/ Improvements	<input type="checkbox"/> Conveyance	<input type="checkbox"/> Dedication
<input type="checkbox"/> Exchange	<input type="checkbox"/> Lease of Land or/ Improvements	<input type="checkbox"/> Other

### Property Description:

The Board of Education of School District No. 84 (Vancouver Island West) requests that ministerial approval be granted to dispose of the Property, in whole or in part, located at 626 Keno Crescent in the Village of Zeballos, and more particularly described as:

Parcel Identifier:  
029-273-676

Legal Description:  
LOT 1 DISTRICT LOT 53 NOOTKA DISTRICT PLAN EPP36726

with boundaries approximately as shown in the attached Subdivision Plan.

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The request and supporting documentation have been reviewed and the granting of ministerial approval for the disposal of the Property is recommended.

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ADM, Resource Management Division

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Date

### Approved:

  
\_\_\_\_\_  
Deputy Minister

August 10, 2021  
\_\_\_\_\_  
Date

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## DISPOSAL OF LAND OR IMPROVEMENTS

The Board of Education of School District No. 84 (Vancouver Island West) is seeking to dispose of land or improvements in accordance with Section 96 (3) of the *School Act* and Section 5 of the Disposal of Land or Improvements Order (M193/08), as follows:

<input checked="" type="checkbox"/> Sale of Land or/ Improvements	<input type="checkbox"/> Conveyance	<input type="checkbox"/> Dedication
<input type="checkbox"/> Exchange	<input type="checkbox"/> Lease of Land or/ Improvements	<input type="checkbox"/> Other

### Property Description:

The Board of Education of School District No. 84 (Vancouver Island West) requests that ministerial approval be granted to dispose of the Property, in whole or in part, located at 200 Alpine View Road in the Village of Tahsis, and more particularly described as:

Parcel Identifier:  
001-229-010

Legal Description:  
LOT 50 DISTRICT LOTS 14 AND 595 NOOTKA DISTRICT PLAN 30721

with boundaries approximately as shown in the attached Subdivision Plan.

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The request and supporting documentation have been reviewed and the granting of ministerial approval for the disposal of the Property is recommended.

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ADM, Resource Management Division

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Date

### Approved:

  
Deputy Minister

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August 10, 2021  
Date

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Withheld pursuant to/removed as

s.3

**MINISTRY OF EDUCATION  
INFORMATION BRIEFING NOTE**

**DATE:** August 20, 2021  
**CLIFF:** 249290

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

**SUBJECT:** Long-term lease of a portion of the Children's Development Centre in School District No. 63 (Saanich)

**PURPOSE:** Deputy Minister signature on a Disposal Approval Form, in accordance with the Disposal of Land or Improvements Order

**BACKGROUND:**

- The Disposal of Land or Improvements Order requires that the Minister of Education, or designate, approve the proposed disposal of any board-owned property, either through its sale, exchange, or lease of greater than 10 years.
- In August 2019, SD63 and EDUC co-signed a Capital Project Funding Agreement (CPFA) for the replacement of the existing Children's Development Centre (CDC) under EDUC's Seismic Mitigation Program.
- Additional Neighbourhood Learning Centre (NLC) space was approved as part of the replacement project.
- The NLC space is to be used by Beacon Community Services (BCS), allowing it to continue the provision of programming to support the social and emotional health of students, families and youth, addressing fetal alcohol spectrum disorder and early years learning.
- The decision to partner with BCS at the new CDC was informed through consultation with community partners.

s.12; s.13

**DISCUSSION:**

- BCS will provide a prepaid lease payment of \$200,000.

s.12; s.13

**CONCLUSION:**

Capital Management Branch staff recommends that the Disposal Approval Form be signed to allow Saanich School District to enter into a 25-year lease agreement with Beacon Community Services for its use of a portion of the Children's Development Centre.



**Attachments**

- Disposal of Land or Improvements Approval Form (for signature), Subdivision Plan, and Title Search Print

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**Program ADM/Branch:** Reg Bawa, ADM/Capital Management Branch

**Program Contact:** John Woycheshin, Regional Director, Capital Programs Unit

**Drafter:** John Woycheshin, Regional Director, Capital Programs Unit

**Date:** August 20, 2021



## DISPOSAL OF LAND OR IMPROVEMENTS

The Board of Education of School District No. 40 (New Westminster) is seeking to dispose of land or improvements in accordance with Section 96 (3) of the *School Act* and Section 5 of the Disposal of Land or Improvements Order (M193/08), as follows:

<input checked="" type="checkbox"/> Sale of Land or/ Improvements	<input type="checkbox"/> Conveyance	<input type="checkbox"/> Dedication
<input type="checkbox"/> Exchange	<input type="checkbox"/> Lease of Land or/ Improvements	<input type="checkbox"/> Other

### Property Description:

The Board of Education of School District No. 40 (New Westminster) requests that ministerial approval be granted to dispose of the Property, in whole or in part, commonly known as the Massey Theatre, located at 735 8th Avenue in the City of New Westminster, and more particularly described as:

Parcel Identifier:  
028-745-680

Legal Description:  
LOT 3 DISTRICT LOTS 2055 AND 5678 GROUP 1 NEW WESTMINSTER DISTRICT  
PLAN EPP17131

with boundaries approximately as shown in the attached subdivision plan.

The request and supporting documentation have been reviewed and the granting of ministerial approval for the disposal of the Property is recommended.

\_\_\_\_\_  
ADM, Resource Management Division

\_\_\_\_\_  
Date

### Approved:

  
\_\_\_\_\_  
Deputy Minister

\_\_\_\_\_  
June 10, 2021  
Date

**MINISTRY OF EDUCATION  
INFORMATION BRIEFING NOTE**

**DATE:** August 18, 2021  
**CLIFF:** 249291

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

**SUBJECT:** Ombudsperson Report and Recommendations – Ministry's Report

**PURPOSE:** To provide an update to the Minister

**BACKGROUND:**

- On July 29, 2019, the Ministry of Education (EDUC) released incorrect results for English 12, Communications 12 and French Language Arts 12 provincial exams<sup>1</sup>, due to a data entry error in the Transcripts and Examination System (TRAX). Corrected results were issued on July 31, 2021.
- In total, 18,839 students had an exam mark that went up or down after the correction.
- In August 2019, the Office of the Ombudsperson notified EDUC that they were initiating an investigation of EDUC's response to the error. The report - Course Correction: The Ministry of Education 2019 Provincial Exam Errors - was publicly released on August 20, 2020 and included six recommendations. EDUC accepted all recommendations.
- Recommendations 1 through 4 relate to EDUC processes and protocols for quality assurance, escalation of issues and communication protocols.
- Recommendations 5 and 6 require EDUC to establish a *"compensation fund for students who can demonstrate that a financial loss was incurred, or an expense reasonably arose from the exam tabulation errors"* and *"apologize to all students whose exam results were impacted by the errors"*.
- The Ombudsperson notified EDUC in October 2020 of their plans for monitoring implementation of the recommendations and indicated they will publish a progress report.

**DISCUSSION:**

Enhancements to former internal processes were successfully implemented in response to Recommendations 1 to 4.

- R1: Implemented a quality assurance process to validate assessment data
- R2: Cross-divisional planning sessions are taking place prior to July graduation run
- R3: GCPE communication protocol is in place for public statements and news releases
- R4: All correspondence to Minister or Deputy Minister's office is logged and assigned through Ministry's tracking system. Branches responsible for retaining records inquiries use the Administrative Records Classification System.

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<sup>1</sup> June 2019 was the last provincial exam session (apart from August 2019 rewrites) before completing full transition to assessments.

- To ensure EDUC has capacity to fulfill Recommendations 5 and 6, as well as deliver a more independent implementation of the compensation program as recommended by legal counsel, EDUC procured a third party to provide adjudication services.
- The Office of the Ombudsperson agreed to extend the implementation timelines so that EDUC could ensure appropriate procurement processes and potential privacy impacts were addressed.
- Under the revised timeline, the Compensation Program (R5) was launched March 1, 2021.
  - As of May 31, the compensation website had over 10,905 views.
  - EDUC received a total of 68 claims out of which five were successful for a total reimbursement of \$669.11.
  - 32 claims were incomplete, and we could not determine if they were financially impacted
  - 24 claims were unsuccessful as they were not financially impacted
  - 7 claims were incomplete or inaccurate
  - 5 successful claims were for expenses relating to exam remarks, transcript orders and additional application fees to post-secondary institutions.
- Recommendation 6 – The apology letter with a link to the compensation program website went to students via email or regular mail.
  - Of the 18,839 students identified as having had a grade adjusted, EDUC sent 16,650 letters via email on March 1 and 2, 2021. The additional students received a letter by regular mail.

#### **CONCLUSION:**

- As expected, EDUC received only five claims where claimants were able to provide evidence of direct financial loss or incurred expenses resulting from the two-day error.
- The final cost incurred in procuring a third-party adjudication services was \$51,544.
- EDUC worked closely with Ombudsperson person assigned to our file to provide the necessary documents relating to all recommendations.

#### **Attachment**

1. The Ombudsperson Report - Course Correction: The Ministry of Education 2019 Provincial Exam Errors
2. EDUC report to Ombudsperson
3. Final Adjudicator Report – R5 Financial Compensation Program

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**Program ADM/Branch:** Eleanor Liddy

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

**Drafter:** Nicole Couture

**Date:** August 18, 2021

# COURSE CORRECTION:

## The Ministry of Education 2019 Provincial Exam Errors



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MINISTRY OF EDUCATION  
INFORMATION BRIEFING NOTE

**DATE:** July 28, 2021  
**CLIFF:** 248406

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

**SUBJECT:** Curriculum and Assessment Ongoing Evaluation

**PURPOSE:** Information regarding reviewing, changing, and monitoring the curriculum.

**BACKGROUND:**

- British Columbia's new curriculum was developed by teams of experienced teachers and academics from a variety of disciplines. The new curriculum was released in 2016 for Kindergarten to Grade 9, in 2018 for Grade 10, and in 2019 for Grades 11-12.
- Following the implementation of the curriculum, the Ministry continues to rely on key stakeholders (teachers, parents, administrators, students, advocacy groups) to provide feedback on successes, challenges and potential enhancements for ongoing implementation of the curriculum.
- Feedback received has predominantly requested the further support of the curriculum through classroom assessment mechanisms to date. To facilitate this, the Ministry had worked with sector partners including the BCTF to draft a new curriculum-aligned K-12 Student Reporting Policy which will be released for sectoral feedback in late August.
- The Ministry has also initiated a large-scale project to develop new curriculum aligned Performance Standards in numeracy and literacy, K-12, to replace the original and highly regarded performance standards which are now a decade old and no longer suitable for use with BC's new curriculum. This project is well underway and is being approached in collaboration with sector partners and the BCTF. It is due for completion in draft in 2023.
- Subject or topic specific feedback from the sector is frequently actioned to continue to develop the curriculum and its supporting resources to meet the needs of teachers. These undertakings are responsive to perceived gaps or areas for enhancement as BC's new curriculum continues to "settle" into place across the province. Recently, these have included:
  - Establishment of an Indigenous Education Resources inventory in partnership with FNEESC, MNBC, and the BCTF along with supporting instructional resources.
  - Anti-Racism and diverse cultural histories and experiences resource inventory and gap assessment being facilitated through Ministry funding allocated to Focused Education as part of the Ministry's Anti-Racism Action Plan.
  - Climate Change and Adaptation curriculum enhancements. The Ministry is currently partnered with the Climate Action Secretariat to secure financing to enhance curriculum elaborations and supporting teacher and student resources across the K-12 curriculum in partnership with the BCTF.
  - Consideration of an Indigenous mandatory course or bundle of credits. The Ministry is currently assessing options and opportunities in partnership with FNEESC.

- The Ministry partnered with the BCTF to produce the Supporting Student Health guides for elementary and secondary teachers in response to teacher requests for resources.

## **DISCUSSION:**

- In the event of a curriculum review or redesign, the Ministry works with key stakeholders to conduct the review (usually of discrete portions or components), with teachers playing a central role in any curriculum review. The public is usually given opportunities to provide their feedback and suggestions as well. Ultimately, the Minister of Education provides final review and sign-off of any new curriculum documents.
- Frequent reviews can allow the curriculum content to be more frequently updated (which is ultimately more important for content-based curricula rather than concept-based variants such as BC's), it can also cause increased stress and confusion for educators as they adapt to frequent curriculum change. This can especially cause issues in ensuring that materials like resources and lesson plans are aligned with the curriculum.
- Curriculum review processes vary considerably across jurisdictions. New Zealand, a similar jurisdiction with a concept-based curriculum, refreshed their curriculum on long cycles with major revisions taking place concluding in 1992, 2007, and now an upcoming revision concluding in 2025. Alberta has undertaken three different curriculum review and revision processes, largely driven by political considerations and due to their concept-based curriculum that requires more frequent review.
- Currently, the BCTC does not have responsibility or authority to monitor the curriculum. They are a respondent to any curricular changes in the sense that professional development practices and teacher qualifications must change to reflect any changes to the curriculum
- School districts and independent school authorities are responsible for the delivery and supervision of educational programs. The Ministry of Education relies on districts to provide supervision and guidance for teachers as they implement the curriculum as well as feedback where and when they discover gaps or opportunities for enhancement.
- The Ministry gathers feedback about the development of key literacy and numeracy skills through our Foundation Skills Assessments and graduation assessments as well as the performance of students on national and international assessments.
- Frequent curricular change has unintended consequences in terms of implementation. In a system where change is constant, teacher practice can fail to adapt out of change exhaustion, impacts on teacher workload to respond to shifts in their teaching and assessment, and overall uncertainty. In addition, frequent and routinized review and change prevents accurate assessment of whether a curriculum is having the impact it is intended to in total (k-12) on student success as the variables continue to shift.

## **NEXT STEPS:**

- The Ministry is working on options for strengthening ongoing evaluation of curriculum an assessment and will bring these forward for discussion at the August 30, 2021 Minister's Council for discussion.

---

**Program ADM/Branch:** Melanie Stewart  
**Program Contact (for content):** Nick Poeschek  
**Drafter:** Tracey Van Dam  
**Date:** July 28, 2021

MINISTRY OF EDUCATION  
INFORMATION BRIEFING NOTE

**DATE:** August 12, 2021  
**CLIFF:** 248984

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

**SUBJECT:** Trans Student Deadnaming

**PURPOSE:** To provide information on the issue of trans student deadnaming in the graduation assessments and related correspondence.

**BACKGROUND:**

- Deadnaming is the act of referring to a transgender or nonbinary person by their birth, given, or former name without their consent.
- Deadnaming can have impacts to student mental health.
- In March 2021, the Ministry received emails from two non-binary students regarding the issue of deadnaming and the challenges they face when they are confronted with their deadnames as they log on to graduation assessments.
- In our response, we mentioned our commitment to providing safe and inclusive environments for all students and that we are actively working to modernize our systems and practices.

**DISCUSSION:**

- A. Willock Information Systems (AWIS) is our current e-assessment provider. When students log in to an assessment through the AWIS system, the system asks students to confirm their PEN and name on the log in screen. This name is the student's legal name, and for trans students, it might be a deadname if the legal name change process has not been completed.
- The Ministry is undertaking a digital transformation program and staff are actively working to modernize current e-assessment systems and business practices. Vretta Inc. will be the new e-assessment provider starting in the 2021/22 school year.
- We are committed to changing the login practice with our new service provider.

**CONCLUSION:**

- This issue has been discussed with Vretta and we are working on potential solutions to ensure trans students are not faced with a deadname during the login to graduation assessments.

---

**Program ADM/Branch:** Melanie Stuart/Curriculum and Assessment  
**Program Contact (for content):** Geoffrey Wiggins  
**Drafter:** Elmas Atabay  
**Date:** August 12, 2021

**MINISTRY OF EDUCATION  
INFORMATION BRIEFING NOTE**

**DATE:** August 6, 2021  
**CLIFF:** 248993

**PREPARED FOR:** Minister's Office – **FOR INFORMATION**

**SUBJECT:** MO IBN REQUEST: Pathways to Education

**PURPOSE:** Background for MLA Anderson meeting with Pathways to Education as Premier's special advisor on youth.

**BACKGROUND:**

- Pathways to Education Program works with high school students living in low-income communities across Canada. Their program's focuses on a combination of academic, financial, social, and one-on-one supports to remove barriers to graduation and promote positive youth development.
- Founded in 2001, Pathways to Education was born out of the Regent Park Community Health Centre's (RPCHC) vision in Ontario that the children and youth of Regent Park would become the future doctors, nurses, social workers, health workers, and administrators within the community. Today, Pathways supports over 6,000 students in 27 low-income communities across Canada, helping each of them to reach their full potential.
- Currently, Pathways to Education has a partnership with Vancouver and Surrey School Districts, with a focus on the Downtown Eastside and Walley working directly with vulnerable student populations with a focus on graduating high school and transitions to post-secondary education.
  - More than 70 per cent of all students who graduate from high school while registered in the Pathways Program go on to post-secondary education or training.
  - Pathways to Education current government partners include Manitoba, Ontario, Quebec, Nova Scotia, and the Government of Canada.
- Pathways to Education were invited and attended the Careers Summit in May 2019 hosted by Minister Fleming and Mark and have active partnerships with School Districts (SD).
- The National Bureau of Economic Research conducted an evaluation in 2019, finding that the Pathways Program increased employment by 14 per cent and reduced reliance on social assistance by more than a third.
- Enrollment for 2019-2020 school year for B.C. comprised of 394 students and 99 new students (see Attachment 1).
- From the 2020 annual report, Pathways Program spending breakdown included:
  - 81 per cent - academic, social and one-on-one supports
  - 12 per cent - short-term financial supports
  - 7 per cent - scholarships and post-secondary support

- Pathways to Education Canada has partnered with the Canadian Council on Social Development (CCSD) to develop the Community Mapping Tool, a resource to help understand the barriers youth face in their communities as a result of poverty.
- The Pathways Program's competencies support the Ministry of Education's vision to develop the educated citizen (see Attachment 2).
- Ministry of Education staff has met with Pathways to Education on several occasions and attended their virtual Forum on Supporting Youth Post-Pandemic on June 10<sup>th</sup>, 2021.
- The Ministry of Education to-date has not provided any funding to Pathways, with decisions around funding and partnerships best determined by the local level with School Districts.

#### **DISCUSSION:**

- Pathways to Education submitted a funding proposal in December 2018 to expand that program.
  - Their request was \$1 million per year over 3 years and the proposal was not funded while the K-12 careers strategy was under development.
- The Careers Strategy currently contemplates actions where a partnership with Pathways could be possible.
- The Careers Strategy remains under review/development due to the ongoing global pandemic for future consideration.

#### **CONCLUSION:**

The Ministry of Education remains committed to career development. It is fundamental to the mandate of the ministry as a key pillar in creating 'Educated Citizens'. Ministry staff welcome ongoing dialogue and engagement with Pathways to Education.

Suggested topics for discussion include how COVID-19 has impacted vulnerable student populations they serve and if they have been in contact with other B.C. school districts about expanded program offerings.

#### **Attachments:**

1. Pathways to Education Annual Report 2020
2. Pathways to Education - Preparing Youth for Success in the Workplace

---

**Program ADM/Branch:** Education Programs Division

**Program Contact (for content):** Mario Miniaci

**Drafter:** Melissa Zacharias

**Date:** August 5, 2021

Annual Report Highlights

**2020**

**Future**   
 **Ready**



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## Our Leadership

As the governing body of Pathways Canada, the National Board of Directors oversees our policy development, sets our strategic direction, and monitors our performance against our goals.

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Partner, Davies Ward Phillips  
and Vineberg LLP

**Lori Pearson, Vice-Chair**

Managing Partner and COO,  
Brookfield Asset Management

**Jad Shimaly, Treasurer**

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Reviewer – Independent Civilian  
Review into Missing Person  
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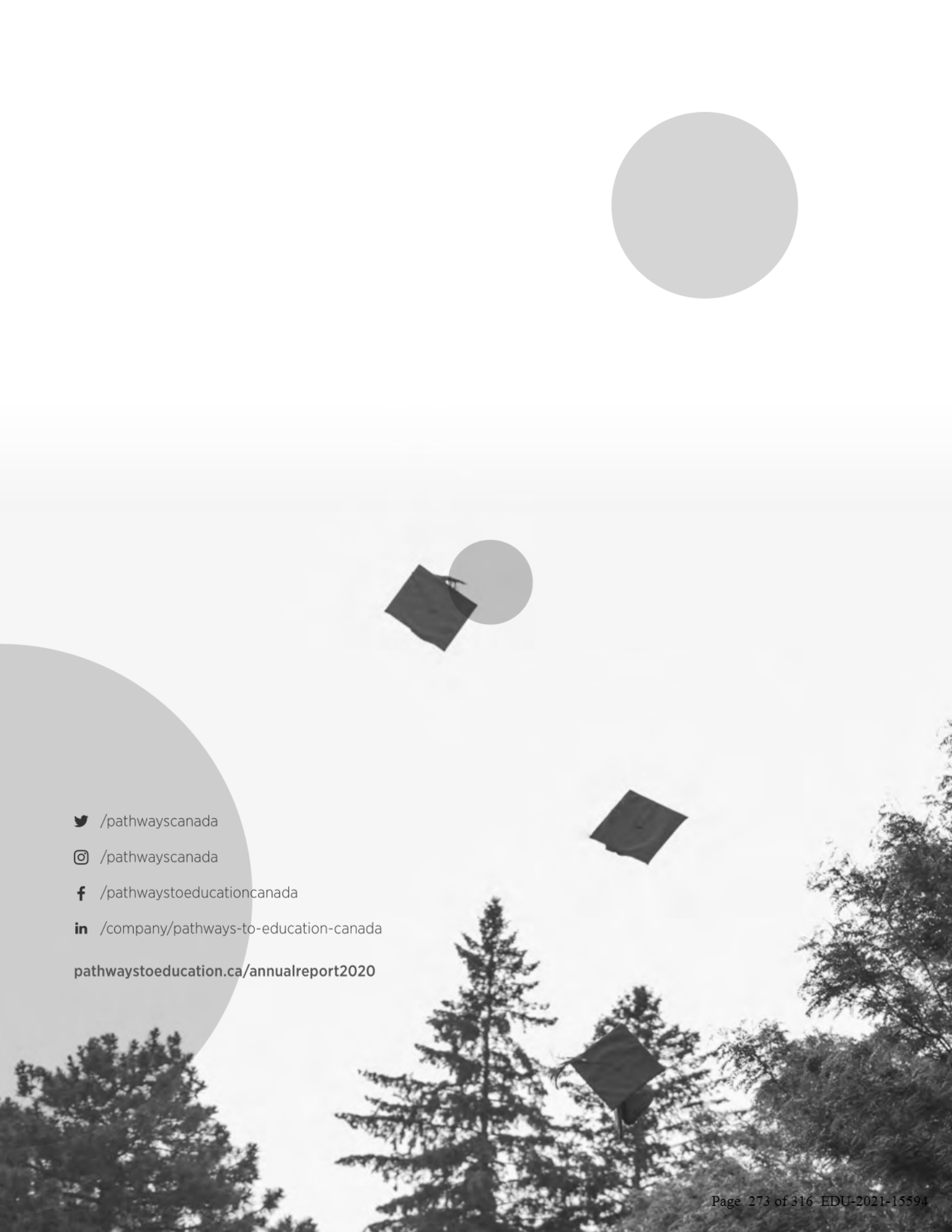
**Nisita Tappata**

(Pathways Alum)  
Digital Strategy Innovator,  
Oxford Properties Group

**Lara Skripitsky**

Vice-President and  
Chief Technology Officer,  
McDonald's Canada





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# **PREPARING YOUTH FOR SUCCESS IN THE WORKPLACE**

**Pathways**  
to Education

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MINISTRY OF EDUCATION  
INFORMATION BRIEFING NOTE

**DATE:** August 6, 2021  
**CLIFF:** 248837

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

**SUBJECT:** Mental Health in Schools Strategy

**PURPOSE:** Status on the Mental Health in Schools Strategy's Key Actions

**BACKGROUND:**

- The Province of BC is committed to transforming BC's system of care for mental health and addictions through a whole of government approach as outlined in A Pathway to Hope Strategy, a ten-year vision and strategy for making mental health and addictions care better for people in British Columbia.
  - In support of this strategy, the Ministry of Education plays a lead role in mental health promotion, universally supporting the positive mental health of children and youth in schools.
- The Ministry of Education's *Mental Health in Schools (MHIS) Strategy*, released in September 2020 is a foundational initiative within A Pathway to Hope Strategy. The MHIS Strategy provides the K to 12 system with evidence-based tools, resources and supports to enable mental health promotion in school culture, as a part of leadership, within curriculum, and learning environments.
- The *MHiS Strategy* was built with thirteen key deliverables that are organized under three elements.
  - **Compassionate systems leadership (CSL):** An approach that embeds the CSL methods into professional learning.
  - **Capacity building:** The tools and infrastructure that improve service delivery in schools and within school districts.
  - **Mental Health in Classrooms:** Mental health and well-being resources that are part of the learning environment.

**DISCUSSION:**

- Since the release of the MHIS Strategy, each of the thirteen key actions identified in the strategy have been initiated (see Attachment 1). Highlights under each of the areas include:
  - **Compassionate systems leadership (CSL):** CSL training workshops for K-12 sector, CSL into Early Learning, Integrated Child and Youth (ICY) Teams (see eApproval 9997 for IBN on the ICY Teams).
  - **Capacity building:** Capacity Building Grants to school districts and the Federation of Independent Schools Association (FISA), evaluation of capacity building actions school districts/FISA engaged in, SOGI Educator Network.
  - **Mental Health in Classrooms:** Two online courses on Adult well-being, Mental Health Working Group and Resource, Changing Results for Young Children Project.

- The BC Teachers' Federation has requested more of a focus on teacher resources and allocated release time for educators to learn and talk about mental health. Budget has been allocated to support this request in alignment with the recommendations from the Mental Health Working Group.
- Funding for the MHiS Strategy is reliant on funding through the Federal Early Action Initiative (EAI) program, in collaboration with the Ministry of Health (HLTH) and Ministry of Mental Health and Addictions (MMHA) with a \$3M 3-year (2019 -2022) funding commitment. In September 2020, the Province boosted funds for school-based wellness programs and supports by \$2M. Funds were provided to school districts and FISA BC to promote mental wellness during the Covid-19 Pandemic. An addition \$5M Covid-19 funding has been allocated this fiscal to support Mental Health and recovery from the Pandemic.
- In Budget 2021, government announced more than \$56 million would be invested over the next 3 years to support the health and wellbeing of children and youth and their families, including \$40.1 million to create 15 new Integrated Child and Youth Teams in BC.

#### **CONCLUSION:**

- The release of the MHiS Strategy has provided a foundation for promoting evidence-based and culturally safe programs and resources for school's province-wide. It represents the Ministry's commitment to supporting and improving the mental health and well-being of children, youth and adults in the school system.

#### **Attachments:**

1. Attachment 1\_MHiS Placemat strategy

---

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

**Program Contact (for content):** Patricia Kovacs, Executive Director, Learning Division

**Drafter:** Menny Giatsios, Policy Analyst, Learning Division

**Date:** August 6, 2021

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MINISTRY OF EDUCATION  
INFORMATION BRIEFING NOTE

**DATE:** August 5, 2021  
**CLIFF:** 248980

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

**SUBJECT:** UBCIC Resolution 2021-45

**PURPOSE:** UBCIC Chiefs Council calls BC to commission an external systemic review of anti-Indigenous racism in K-12 and post-secondary public education

**BACKGROUND:**

- The Union of British Columbia Indian Chiefs (UBCIC) is guided by constitution principles including advancing and improving educational achievement of Indigenous people of BC.
- UBCIC fully supports the First Nations Education Steering Committee (FNESC) in its continued advocacy for systemic changes to address ongoing and persistent racism and discrimination experienced by First Nation learners in the BC public school system.
- On June 30, 2021, UBCIC endorsed Resolution 2021-45 “Call for Independent Investigation and Report into Indigenous-Specific Racism and Discrimination in Provincial Public Education System” (Appendix A).
- UBCIC calls upon the province to immediately commission an independent and distinctions-based investigation and report to address systemic and Indigenous-specific racism and discrimination in the K-12 and post-secondary provincial public education.
- UBCIC requested this review be similar to the 2020 *In Plain Sight* report which examined anti-Indigenous racism in the BC public health care system and concluded that the inherent systemic racism found in the health care system is likely to exist in other government led systems, such as the BC public education system.
- FNESC has requested a meeting with Minister Whiteside to discuss an anti-Indigenous racism systemic review. This meeting is scheduled for August 26, 2021.

**DISCUSSION:**

s.12; s.13

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s.12 ; s.13



Appendix A

# OUR LAND IS OUR FUTURE

UNION OF BRITISH COLUMBIA INDIAN CHIEFS

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Web: [www.ubcic.bc.ca](http://www.ubcic.bc.ca)

July 28, 2021

Hon. Jennifer Whiteside  
BC Minister of Education

Hon. Anne Kang  
BC Minister of Education

Via Email Only: [EDUC.Minister@gov.bc.ca](mailto:EDUC.Minister@gov.bc.ca) Via Email Only: [AVED.Minister@gov.bc.ca](mailto:AVED.Minister@gov.bc.ca)

**RE: UBCIC Resolution 2021-45 “Call for Independent Investigation and Report into Indigenous Specific Racism and Discrimination in Provincial Public Education System”**

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Grand Chief Stewart  
Chief Don Tom  
President



Vice-President



Kukpi7 Judy Wilson  
Secretary-Treasurer

Phillip

CC: UBCIC Chiefs Council; First Nations Education Steering Committee

# OUR LAND IS OUR FUTURE

UNION OF BRITISH COLUMBIA INDIAN CHIEFS

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UNION OF B.C. INDIAN CHIEFS  
CHIEFS  
COUNCIL  
JUNE 30<sup>TH</sup>,  
2021  
VIRTUAL MEETING

**Resolution no. 2021-45**

**RE: Call for Independent Investigation and Report into Indigenous-Specific Racism and  
Discrimination in Provincial Public Education System**

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MINISTRY OF EDUCATION  
INFORMATION BRIEFING NOTE

**DATE:** August 24, 2021  
**CLIFF:** 249597

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

**SUBJECT:** Anti-racism Action Plan

**PURPOSE:** To provide information on current anti-racism work to support a meeting between Minister Jennifer Whiteside and the Vancouver School Board (VSB) on September 1<sup>st</sup>.

**BACKGROUND:**

- The K-12 Anti-Racism Action Plan was developed based partially on community feedback from the July 24, 2020 Community roundtable on Anti-Racism hosted by the former Minister of Education. A second Community roundtable on Anti-Racism was held on July 15, 2021 by Minister Whiteside. Feedback from this roundtable will be used to finalize the action plan.
- EDUC staff have met frequently with VSB staff to learn about their approach to anti-racism initiatives in their district. VSB staff have readily shared their learnings and ideas around anti-racism with the ministry.

**DISCUSSION:**

- On October 26, 2020, VSB passed the following motion:
  - That the Board of Education add an additional non-instructional day to the calendar in September 2021 for the purpose of completing anti-racism training for all staff. In addition, that the non-instructional day for anti-racism training be in place for all school districts and financed by the Ministry of Education.
- On January 19, 2021, VSB Chair, Carmen Cho, wrote to Minister Whiteside to inform of the motion and to seek funding for the additional training resources.
  - The Ministry responded to applaud VSB efforts and to confirm that no additional funding is available to VSB at this time.

Current Anti-racism work in VSB

Board:

- Adopted Policy 21: Anti-Racism and Discrimination (issued December 2019, updated December 2020).
- Hired a district resource teacher to deliver programs and build staff capacity to provide anti-racism education.
- Re-examined school naming policy and procedures and committed to place-based names only moving forward.

- Directed staff to create a strategic plan to address racism and discrimination.

#### District:

- Listed “Inclusion” as one of the district Strategic Plan Guiding Principles and stated, “*We value and celebrate diversity by supporting the well-being of every individual, creating a sense of belonging*”
- Developed a *7-step plan Anti-Racism and Non-Discrimination Response Plan* for Principals and Vice-Principals to address incidents of racism and discrimination in schools.
- Drafting A *Celebrating DEI (diversity, equity and inclusion)* Framework.
- Creating a Restorative Justice resource page to be included into updated administrative procedures.
- Incorporating new professional development opportunities. Examples include:
  - In October 2020, the district hosted an anti-racism workshop for staff and trustees to learn new strategies to use in learning and work environments. The workshop was titled Cultural Humility Initiative: A Candid Conversation About Race
  - In November 2020, district principals, vice-principals and teachers took part in a day of learning with an Indigenous and anti-racism focus.

#### Students:

- In February 2020, hosted a student-organized Anti-Racism Summit for secondary students to share and voice their concerns about racism in recognition of Black History Month.
  - The summit was partially funded by the K-12 Gang and Gun Violence Prevention Initiative through the school support grants s.13; s.17

#### **SUGGESTED RESPONSE:**

- VSB is showing commendable leadership with both the scope of their anti-racism initiatives and their thoughtful approach.
- The Ministry is looking forward to continuing to work together on anti-racism initiatives with the VSB.

---

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

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

**Drafter:** Kara Freeborn

**Date:** August 24, 2021



MINISTRY OF EDUCATION  
DECISION BRIEFING NOTE

**DATE:** July 13, 2021  
**CLIFF:** 248449

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

**SUBJECT:** Mental Health School Start-Up Supports

**PURPOSE:** To approve the spending plan for \$5 million in one-time mental health specific COVID-19 Recovery Plan funding.

**BACKGROUND**

- In partnership with the BC Centre for Disease Control (BCCDC), the Ministry of Education initiated a Mental Health School Start-up Working Group (the Working Group) with membership from education, mental and public health, and government partners. The Working Group:
  - Reviewed data and research (completed and in progress) on mental health impacts of COVID-19 and the pandemic response and literature on mental health promotion.
  - Developed the *Key Principles and Strategies for K-12 Mental Health Promotion in Schools* (Attachment 1), identifying key principles and strategies that expand on the elements of the Ministry's *Mental Health in Schools (MHIS) Strategy*.
    - The recommended actions and resources augment those already present throughout the education system to support mental health and well-being and the Restart Guidelines, however this resource has a more direct school-based focus.
- On June 17, the Ministry announced \$25.6 million new one-time, COVID-19 Recovery Plan funding including \$5 million for mental health services to address the impacts on students of isolation and stress in response to the pandemic and begin the recovery from COVID-19, to be allocated in conjunction with EDUC's Mental Health Working group support and complementary to the work being done through Foundry BC and the *erase* initiative.
- Since 2018/19, the Ministry of Education has been distributing Early Actions Initiatives (EAI) grants annually to School Districts and FISA BC to enhance mental health and well-being activities. The 2021/22 grants preparations are in progress for planned distribution August 31, 2021.

**DISCUSSION:**

- The \$5 million COVID-19 Recovery Plan one-time, pandemic-specific funding for mental health services has been approved by the Treasury Board to be tied to the COVID-19 restart plans and address COVID-19 and pandemic response mental health concerns.
- Understanding that the overall short- and long-term mental health impacts of COVID-19 and the pandemic response are yet to be fully uncovered, the Working Group recommended funds be allocated equitably to school districts with clear language that these funds be used to address mental health impacts of COVID-19 and the pandemic response, and:
  - Be informed by the *Key Principles and Strategies for K-12 Mental Health Promotion in Schools* to provide proportionate responses and supports.

- Enhance existing school district strategic plans and MHIS promotion actions to ensure alignment.
- Enhance existing school district capacity building measures to provide extra support.
- Ensure collaboration at school and district levels to promote flexibility and local decision making to encourage partnerships with the school district.
- The \$5 million allocation method breaks the School Districts into size categories (small to large) based on student headcount.
- Each category has a fixed value of allocation, each district is then allocated funding based on the category it fits within.
- The allocations are slightly biased to smaller districts which may have fewer economies of scale.
- This method is consistent with how other mental health grants are allocated. (Attachment 2).

**OPTION 1** Distribute the \$5 million in one time funding to school districts and FISA BC in conjunction with the 2021/22 EAI grants, using the described proportional funding formula (Attachment 2).

Pros:

- Proportionate responses and supports has been identified as a Key Principle in *Key Principles and Strategies for K-12 Mental Health Promotion in Schools*. This approach offers the greatest flexibility in implementing short-term and fundamental solutions to address the intersectionality of the COVID-19 pandemic and response and underlying conditions influencing mental health in school district and FISA BC communities.
- School districts and FISA BC have experience responding to the EAI action plans with a 100% response rates two of the three years issued.
- Reduces redundant reporting actions for school districts and FISA BC.

Cons:

- Reduces focus on COVID-19 specific actions.

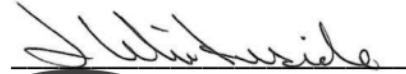
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**FINANCIAL IMPLICATIONS:**

NA

**RECOMMENDATION:**

Option: 1



Approved/Not Approved  
Honourable Jennifer Whiteside

August 17, 2021

Date Signed

**Attachments:**

1. Key Principles and Strategies for K-12 Mental Health Promotion in Schools
2. 2021/22 COVID-19 Recovery Plan and Early Actions Funding Allocation

---

<b>Program ADM/Branch:</b>	Reg Bawa/Resource Management Division Jen McCrea/Learning Division
<b>Program Contact (for content):</b>	Jonathan Foweraker
<b>Drafter:</b>	Katy Winship, Learning Division
<b>Date:</b> July 13, 2021	

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

## Introduction

The K-12 system continues to demonstrate great resilience, flexibility, and innovation to meet student, school, and community needs during the COVID-19 pandemic and response. It is important to acknowledge the important roles of adults throughout the system in supporting students to process their COVID-19 experiences, and build resiliency, skills and knowledge that contribute to their overall well-being. This resource was developed as a supplement to the district-focused resources in the K-12 Recovery Plan to support district and school-based staff, families, and students as they prepare for the start of the 2021/22 school year. The return to school in the Fall provides opportunity for reconnection and a focus on holistic health promotion with intentional actions that address systemic inequities.

## Objectives

In partnership with the BC Centre for Disease Control (BCCDC), the Ministry of Education initiated a Mental Health School Start-up Working Group with membership from education, mental and public health, and government partners. This working group reviewed data and research (completed and in progress), on mental health impacts of COVID-19 and the pandemic response and literature on mental health promotion to identify key principles, strategies, recommend actions, and resources to support school start-up 2021/22 and the recovery from the COVID-19 pandemic.

General information on mental health and specific information on the mental health impacts of COVID-19 is included at the end of this resource as background information. The document begins with Key Principles that expand on the elements of the Ministry's *Mental Health in Schools Strategy* and follows with strategies, recommended actions, and resources to support mental health and well-being with a school-based focus. Please use discretion and professional judgement in applying principles and strategies that will most benefit your school communities, classrooms, students, colleagues, and yourselves.

## Contents

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Background information .....	14
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Key Principles	<u>Cultural Responsiveness and Humility</u> <u>Proportionate Responses and Supports</u> <u>Trauma Informed Practices</u> <u>Strengths Based Approaches</u>		
	<u>MENTAL HEALTH IN SCHOOLS STRATEGY</u>		
Strategies	<u>Compassionate Systems Leadership</u>	<u>Capacity Building</u>	<u>Mental Health in the Classroom</u>
	<ul style="list-style-type: none"><li>• <u>Compassionate Systems Leadership</u></li><li>• <u>Adult Well-Being</u></li></ul>	<ul style="list-style-type: none"><li>• <u>Mental Health Literacy</u></li><li>• <u>Social and Emotional Learning</u></li><li>• <u>Resilience</u></li><li>• <u>School Connectedness</u></li><li>• <u>Play</u></li></ul>	<ul style="list-style-type: none"><li>• <u>Comprehensive School Health</u></li><li>• <u>Core Competencies</u></li><li>• <u>First Peoples Principles of Learning</u></li><li>• <u>Physical and Health Education Curriculum</u></li></ul>

## Key Principles

The following four key principles apply to all elements of the *MHiS Strategy* and are intended to provide a general framework for planning and implementing Fall 2021 school opening processes.

### Key Principles

#### [Cultural Responsiveness and Humility](#)

#### [Proportionate Responses and Supports](#)

#### [Trauma Informed Practices](#)

#### [Strengths Based Approaches](#)

**Cultural Responsiveness and Humility Key Principle:**  
*Demonstrate cultural humility by reflecting on your own and systemic cultural biases when choosing actions/resources to support mental health as we return to our school communities in September.*

Cultural humility is a process of self-reflection to help understand personal and systemically conditioned biases and to develop respectful processes and relationships. It involves humbly acknowledging oneself as a life-long learner when it comes to understanding another's experience. Cultural safety is about

fostering a climate where Indigenous Peoples and peoples of all cultures are recognized, respected and reflected without discrimination. School connectedness is impacted by implicit bias and privilege, expectations, sense of belonging and identity, cultural relevance, Indigenous worldviews and perspectives, connection to communities, cultures of reflective practice, and many other factors.

Actions	Resources
<p>Everyone:</p> <ul style="list-style-type: none"> <li>• Practice awareness and sensitivity regarding the complex and devastating history that pandemics have had on many Indigenous communities.</li> <li>• Make a personal commitment to cultural responsiveness and humility and set goals to stay accountable.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Truth and Reconciliation Commission of Canada: Calls to Action</a></li> <li>• <a href="#">First Nations Health Authority Cultural Safety and Humility</a></li> </ul>

<ul style="list-style-type: none"> <li>• Humbly acknowledge oneself as a learner when it comes to understanding another's experience of the COVID-19 pandemic.</li> <li>• Engage in self-reflection to understand personal and systemic biases and to develop and maintain respectful processes and relationships.</li> <li>• Learn about and support Indigenous language revitalization in your community.</li> <li>• Recognize and honour the traditional territories and communities among which you live, work, and those of your students.</li> </ul> <p>School and District Leadership:</p> <ul style="list-style-type: none"> <li>• Actively participate in respectful engagement that recognizes and strives to address power imbalances inherent in the K-12 system.</li> <li>• Establish structures and processes for shared decision making with Indigenous peoples.</li> <li>• Consult with local First Nations to incorporate First Nations language and culture into 2021-22 school ceremonies.</li> <li>• Deliver ongoing authentic in-service and professional development for all school district staff that focuses on enhancing Indigenous student achievement as well as integrating Indigenous world views and perspectives into learning environments.</li> </ul> <p>Educators:</p> <ul style="list-style-type: none"> <li>• Participate and support student participation in First Nations and Métis community events.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Equity in Action Project</a></li> <li>• <a href="#">Métis Nation BC Health &amp; Wellness Newsletter</a></li> <li>• <a href="#">Nahane Creative</a></li> </ul>
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## Key Principles

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Proportionate Responses and Supports Key Principle: *Use curiosity and inquiry to understand how others have experienced or felt in response to the COVID-19 pandemic, how they would describe their mental health, and what services and supports they need or want.*

Proportionate response is the concept that supports and services should be provided in proportion to the impact or needs of the individual. Not everyone has been impacted by the COVID-19 pandemic in the same way; some adults, youth and children have felt

deep negative impacts and others may have felt net positive impacts. Vulnerabilities and inequities existing pre-pandemic and systemic barriers play an influential role in a person's experience.

Actions	Resources
<p>School and District Leadership:</p> <ul style="list-style-type: none"> <li>• Use pivot table data in your school district Mental Health dashboards to identify students that may have additional support needs. <ul style="list-style-type: none"> <li>○ Contact your district SharePoint designate with any questions.</li> </ul> </li> <li>• Review attendance data to identify students who have not been connected to school, chronically absent or those studying</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Equitas</a></li> <li>• <a href="#">erase: Racism</a></li> <li>• <a href="#">Resilience BC</a></li> <li>• <a href="#">A Toolkit for Raising Attendance Rates of First Nations Students in British Columbia (Draft 2020)</a></li> </ul>

<p>remotely for the first time in 2020/21 and develop specific plans to connect with these students to support their return to school.</p> <ul style="list-style-type: none"> <li>○ Contact Education Analytics for support if needed.</li> <li>• Develop specific actions to support the needs of specific populations of students based on data in your school district Mental Health dashboards. Connect with the families of students who were last registered or enrolled in your district and who are no longer active in the BC K-12 system, as provided by the Ministry. <ul style="list-style-type: none"> <li>○ Contact Education Analytics for support if needed.</li> </ul> </li> </ul> <p>Educators:</p> <ul style="list-style-type: none"> <li>• Reach out to parents/caregivers of students with disabilities and diverse abilities to acknowledge their strengths and challenges in coping with changed, often limited, supports and services during the pandemic.</li> </ul>	
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## Key Principles

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Trauma Informed Practices Key Principle: *Use a trauma informed lens when interacting with students, colleagues, and families.*

Trauma-informed practice means integrating an understanding of past and current experiences of violence and trauma into all aspects of school life. The goal of trauma-informed systems is to avoid re-traumatizing students and adults and support safety, choice, and control to promote healing. Trauma informed practices support all students and adults whether they have experienced trauma or not.

Traumatic experiences are always stressful, but stressors are not always traumatic. Trauma is not expressed the same way for all students nor are the experiences that have led to trauma.

Actions	Resources
<p>Everyone:</p> <ul style="list-style-type: none"> <li>• Take time to create and ensure shared understanding when teaching or discussing trauma, anxiety and stress. The language or words we use are influenced by our cultural and contextual biases and often assume shared meaning.</li> </ul> <p>School and District Leadership:</p> <ul style="list-style-type: none"> <li>• Embed trauma informed practices into administrative planning for a return to school – ensuring that communication related to changes in health and safety plans acknowledges trauma and stress experienced by staff and students during the pandemic</li> </ul> <p>Educators:</p> <ul style="list-style-type: none"> <li>• Reflect on pandemic experiences to create a trauma-informed classroom in the Fall, e.g., acknowledge that some students and families, especially students with disabilities, experienced increased stress due to absence of supports – ask questions and validate experiences i.e. “what was different for you and your family?”,</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Routes to Safety</a></li> <li>• <a href="#">Stress vs Trauma</a></li> <li>• <a href="#">Trauma Informed Practice: Compassionate Learning Communities Framework</a></li> <li>• <a href="#">MCFD Trauma Informed Practice Guide</a></li> <li>• <a href="#">Adopting a Trauma-Informed-Informed Approach for LGBTQ2S+ Youth</a></li> <li>• <a href="#">Gender-based Violence Resources</a> <ul style="list-style-type: none"> <li>○ <a href="#">Victoria Sexual Assault Centre</a></li> </ul> </li> </ul>

<p>"what would have helped to make that time less stressful"; ensure strength-focused language if discussing why people might choose not to be vaccinated.</p> <ul style="list-style-type: none"> <li>These four strategies are fundamental to building a trauma-informed classroom             <ol style="list-style-type: none"> <li><b>Trauma awareness:</b> Being 'trauma aware' means that educators understand that the pandemic may have increased in levels of trauma for students that can influence how they learn, socialize and experience emotions in the classroom.</li> <li><b>Safety and Trustworthiness:</b> Physical, emotional, spiritual, and cultural safety are important to trauma-informed practice. By creating a safe classroom, educators build strong and trustworthy relationships that can support students who are living with trauma.</li> <li><b>Choice, Collaboration and Connection:</b> Educators can create opportunities for choice and connection within the classroom to support students' strengths. The experience of choice, collaboration, and connection often involves educators inviting students to be active participants in the decisions that impact their student life.</li> <li><b>Strengths-based and Coping Skills:</b> By promoting resiliency and coping skills in the classroom, educators can help students manage triggers related to past experiences of trauma and support healing and self-advocacy.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li><a href="#">BC Society of Transition Houses</a></li> <li><a href="#">Battered Women's Support Services: Indigenous Women's Programs</a></li> <li><a href="#">QMunity: LGBTQ2S+ Programs</a></li> </ul>
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## Key Principles

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Strengths Based Approaches Key Principle: *Use strength-based approaches and practices that worked well during the pandemic response, highlighting successes and opportunities for growth.*

Strengths-based approaches emphasize the strengths, capabilities and resources of students, educators, classrooms, schools, and communities. They are holistic approaches of combining instruction with support for the student's well-being. Strength-based perspectives are based on the belief that all students, educators, and communities have strengths, resources and the ability to recover from adversity. This perspective replaces an emphasis on problems, vulnerabilities, and deficits, while still acknowledging important individual and contextual risk and protective factors.

Actions	Resources
<p>Everyone:</p> <ul style="list-style-type: none"> <li>Engage students and colleagues in relational ways, supporting connection, that demonstrate positive attitudes about their dignity, capacities, rights, uniqueness and commonalities.</li> <li>Create conditions and unique opportunities that enable educators and students to identify and reflect on strengths used during the pandemic and draw upon their strengths and capacity in ways</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">MindsetKit</a></li> <li><a href="#">Resilient Educator: Building a Growth Mindset for Teachers</a></li> </ul>



<p>that create meaningful and sustainable progression towards change and goals.</p> <ul style="list-style-type: none"> <li>• Provide and mobilize resources in ways that complements individuals' existing strengths and resources.</li> <li>• Identify and address social, personal, cultural and structural constraints to individuals' desired goals, growth and self-determination.</li> <li>• Ensure a growth mindset versus deficit-thinking, as it risks perpetuating inequities for students who have been more severely impacted by the pandemic.</li> </ul>	
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## Strategies

The Strategies are aligned with specific elements of the *MHiS Strategy: Compassionate Systems Leadership, Capacity Building, and Mental Health in the Classroom*.

MHiS Strategy: Compassionate Systems Leadership

**Compassionate systems leadership (CSL) in education is an approach that inspires transformation and best practices that invite K-12 administrators and educators to consider new system awareness tools and embed compassion in their work.**

*Compassionate Systems Leadership: Respond mindfully and compassionately, taking time to clarify common understanding and perspectives and experiences as school communities process and move on from the pandemic experience.*

Actions	Resources
<p>Everyone:</p> <ul style="list-style-type: none"> <li>• Build on the skills and practices of CSL in three interconnected domains: self (building a practice of personal reflection, mindfulness, and compassion), community (building authentic relationships that can support generative conversations), and the system (developing skills and capabilities to use tools that honour the complexity of the educational work that needs to be done).</li> <li>• Learn about and explore CSL tools, reflecting on how they can be applied personally, relationally and systemically as part of the 2021-22 school year opening: <ul style="list-style-type: none"> <li>○ Use the <a href="#">Ladder of Inference</a> model to slow down, show curiosity, ask clarifying questions and ensure decision making is based on facts and observations rather than based on biases, values and assumptions.</li> <li>○ Use the <a href="#">Shifting the Burden</a> approach to move from applying short-term, reactionary responses to problem solving to long-term fundamental solutions to address underlying conditions.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Compassionate Systems Leadership</a></li> <li>• <a href="#">Discover MDI</a></li> <li>• <a href="#">UBC: Growing Compassionate Systems Leadership: A Toolkit</a></li> </ul>

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Adult Well-Being: Acknowledge the importance of adult well-being, provide opportunities for adults to reflect, connect and collaborate as school communities process and move on from the pandemic experience.

Actions	Resources
<p>Everyone:</p> <ul style="list-style-type: none"> <li>• Recognize that adult mental health and well-being is an influential factor in supporting student well-being</li> <li>• Enhance opportunities and resources for educators' self-care.</li> <li>• Healthy coping strategies and programs are for everyone.</li> <li>• Create time and opportunities for maintaining and investing in collegial relationships both inside and outside of school, as well as with friends and family.</li> <li>• Where possible, identify and implement systemic actions that can support staff well-being.</li> <li>• Be aware of the well-being of parents and caregivers, particularly those of students with disabilities and diverse abilities who, during the pandemic may have experienced or be experiencing increase levels of stress.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">K-12 Staff Wellbeing</a></li> <li>• <a href="#">EdCan Network: Well at Work</a></li> <li>• <a href="#">Managing the mental health effects of COVID-19 in the workplace: A guide for employers</a></li> <li>• <a href="#">Addressing the mental health effects of COVID-19 in the workplace: A guide for workers</a></li> <li>• <a href="#">Kelty Mental Health: Fostering and Supporting Teacher and Staff Well-being</a></li> </ul>

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### MHiS Strategy: Capacity Building

Capacity building is the process by which people, organizations and communities develop their capability over time through improvement of knowledge, skills, and approaches. Related to mental health promotion in schools, capacity building refers to both the growth of personal capacity and capability as well as school, district and overall system capacity and capability to ensure school environments support students' mental health and well-being.

As outlined in the *MHiS Strategy*, the BC education system takes a lead role in supporting the mental health and well-being of students and adults through mental health promotion, prevention and intervention. The system focuses its resources and supports on universal mental health promotion with proportionate responses and supports to bolster prevention and pathways to care in collaboration with community and other ministry partners. This systemic response helps prevent mental health needs from becoming ongoing or lifelong issues.



Mental Health Literacy: Build your mental health literacy to know when to focus on mental health promotion, prevention and intervention as students return to in-person learning and interactions in the coming school year.

Actions	Resources
<p>Everyone:</p> <ul style="list-style-type: none"> <li>• Develop knowledge and understanding of the physical, mental, spiritual and emotional aspects of wellbeing of individuals to promote wellness throughout the lifespan.</li> <li>• Model non-pathologizing or labeling language and focus on strengths and resiliencies and explore these topics with a critical lens.</li> <li>• Be intentional in choice of language or words – model MHL by describing behaviours, feelings, sensations rather than a broad term. E.g. “I feel nervous when I speak in front of a new group of peers, I can tell because my palms sweat, my chest feels tight and it is hard to remember my words” vs. “speaking in front of new peers makes me anxious”.</li> <li>• Understand stress responses and explore how different students and adults in the system experienced this over the past school year.</li> <li>• Acknowledge your own feelings if a person brings up a topic you are uncomfortable discussing and refer them to the appropriate person.</li> <li>• Listen and encourage individuals to get support from mental health professionals when needed.</li> <li>• Support students to know who within the school they can go to for help.</li> <li>• Use established referral pathways to connect students and adults to prevention and intervention services and supports as needed.</li> <li>• Build family and parent/caregiver awareness of services and resources.</li> </ul> <p>School and District Leadership:</p> <ul style="list-style-type: none"> <li>• Support the coordination and alignment of mental health promotion through the identification of school district level leadership.</li> <li>• Support the development of mental health literacy among school staff.</li> </ul> <p>Educators:</p> <ul style="list-style-type: none"> <li>• Use mental health literacy resources to develop the mental health literacy of students.</li> <li>• Use curricular resources to support mental health instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Anxiety Canada: Anxiety in Youth</a></li> <li>• <a href="#">UBC Faculty of Education Mental Health Literacy</a></li> <li>• <a href="#">Mental Health Literacy</a></li> <li>• <a href="#">Everyday Anxiety Strategies for Educators (EASE)</a></li> <li>• <a href="#">Helping Schools (Drug Literacy) (University of Victoria)</a></li> <li>• <a href="#">Stop Wondering, Start Knowing</a></li> <li>• <a href="#">Kelty Mental Health: Mental Health Literacy Resources and Curriculum for the Classroom</a></li> <li>• <a href="#">BC Children’s Kelty Mental Health: Our Approach to Supporting Schools</a></li> <li>• <a href="#">Foundry BC</a></li> <li>• <a href="#">BounceBack</a></li> <li>• <a href="#">BC Children’s Kelty Mental Health Resource Centre - School Professionals Section</a></li> <li>• <a href="#">BC Children's Kelty Mental Health Resource Centre - Resource Library for School Professionals</a></li> <li>• <a href="#">Youth and COVID-19 Resources (fnha.ca)</a></li> <li>• <a href="#">FNHA-Mental-Health-and-Wellness-Resources-for-Youth.pdf</a></li> </ul>

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Social and Emotional Learning: *Co-construct safe spaces to have open conversations about mental health modeling and teaching social emotional skills and validating the experiences of others as school communities process and move on from the pandemic experience.*

Actions	Resources
<ul style="list-style-type: none"> <li>• Develop a personal understanding of social emotional learning (SEL).</li> <li>• Feel and show empathy for others.</li> <li>• Model how to manage or regulate emotions.</li> <li>• Model how to set and achieve goals.</li> <li>• Ask questions, share learning resources and experiences when it is appropriate and comfortable to do so.</li> <li>• Model, foster and teach social emotional competencies through open conversations about feelings, responses and coping skills, validating others' experiences.</li> <li>• Consider implementing social emotional learning programs at the school and/or district levels.</li> <li>• Build capacity and social and emotional competencies and capacity in school staff through in-service and professional development and through supporting the well-being of staff.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">SEL Matters, Vancouver Early Years Partnership</a></li> <li>• <a href="#">Collaborative for Academic, Social, and Emotional Learning (CASEL)</a></li> <li>• <a href="#">Heart-Mind Online Resources for Educators</a></li> <li>• <a href="#">SEL Resource Finder (UBC)</a></li> <li>• <a href="#">Everyday Mental Health Classroom Resource (School Mental Health Ontario)</a></li> <li>• <a href="#">Well-Being BC (also MHL and TIP)</a></li> <li>• <a href="#">SEL BC</a></li> <li>• <a href="#">Winona State University: Grounding Worksheet</a></li> <li>• <a href="#">Kelty Mental Health: Support Social Emotional Learning in Schools and Classrooms</a></li> <li>• <a href="#">North Vancouver School District: Social and Emotional Learning and Mental Health</a></li> </ul>

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Resilience: *Build competencies for resilience through scaffolded practice and play as school communities process and move on from the pandemic experience.*

Actions	Resources
<ul style="list-style-type: none"> <li>• Understand and communicate that being resilient doesn't make dealing with difficult or stressful situations easy or mean that you will not feel angry, sad, or worried during tough times, but it does mean that you will not feel as overwhelmed and will have better coping skills to handle stressful situations in healthy ways.</li> <li>• Understand and communicate that resilience can be strengthened and nurtured through engagement and practice.</li> <li>• Focus on strategies that address the seven integral and interrelated components of resilience: <ul style="list-style-type: none"> <li>○ Build <b>Competence</b>: Use inquiry to allow exploration of interests while building transferable skills and learning new things.</li> <li>○ Build <b>Confidence</b>: Differentiate and provide scaffolding to support students with varying levels of knowledge, skills, and abilities to achieve success. Acknowledge successes.</li> <li>○ Build <b>Connection</b>: Give opportunities for regular periods of undivided attention and listening such as the. Pay attention to the</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Growing Up Resilient: Ways to build resilience in children and youth (CAMH)</a></li> <li>• <a href="#">Staying strong during tough times with the "medicine of resilience" (fnha.ca)</a></li> <li>• <a href="#">2 x 10 Relationship Building</a></li> </ul>

<p>social dynamics in the classroom and school community and foster connections and understanding between students and educators.</p> <ul style="list-style-type: none"> <li>○ Build <b>Character</b>: Cultivate firm, fair, and consistent agreements in the classroom; use classroom management practices that promote responsibility and self-regulation over compliance.</li> <li>○ Provide Opportunities for <b>Contribution</b>: Provide opportunities for students to contribute to their classroom, school, and community such as through the <a href="#">Random Acts of Kindness Curriculum</a>.</li> <li>○ Support Healthy <b>Coping</b>: Help children and adults learn skills to cope with stress and anxiety in healthy ways.</li> <li>○ Support a sense of <b>Control</b>: Provide students with choice and voice by providing appropriate opportunities to make decisions and have a voice in decisions made on their behalf.</li> </ul>	
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*School Connectedness: Foster relationships by ensuring each student has a genuine connection with at least one significant adult at school as school communities process and move on from the pandemic experience.*

Actions	Resources
<p>School and District Leadership</p> <ul style="list-style-type: none"> <li>• Utilize decision-making processes that facilitate student, family, and community engagement; academic achievement; and staff empowerment.</li> <li>• Provide education and opportunities to enable families to be actively involved in their children’s academic and school life.</li> <li>• Provide in-service, professional development and support for school staff to enable them to meet the diverse cognitive, emotional, and social needs of children and adolescents.</li> <li>• Create trusting and caring relationships that promote open communication among administrators, teachers, staff, students, families, and communities.</li> </ul> <p>Educators:</p> <ul style="list-style-type: none"> <li>• Foster connections between students and adults within the school, ensuring there is at the very least an emerging sense of comfort and genuine interest.</li> <li>• Give each student opportunities for regular periods of undivided attention and listening.</li> <li>• Encourage the expression of a full and wide range of emotions, show students they are heard by validating their experiences.</li> <li>• When you observe aggressive, bullying, teasing, angry or “acting-out” behavior, look for the reason behind it and the stress to which they may be responding.</li> <li>• Provide space to process loss. Some student’s losses of loved ones or special opportunities will be more obvious; but keep in mind that the that pandemic has included some level of loss for all.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">BC School Centred Mental Health Coalition</a></li> <li>• <a href="#">School Connectedness: What does the evidence say?</a></li> <li>• <a href="#">Using the 6 strategies that foster school connectedness</a></li> <li>• <a href="#">School Connectedness: Strategies for increasing protective factors among youth</a></li> </ul>

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*Play: Take time for both unstructured and structured intentional play using experiential approaches to learning as school communities process and move on from the pandemic experience.*

Actions	Resources
<p>Educators:</p> <ul style="list-style-type: none"> <li>• Recognize that play is a critical component of learning, development, and well-being. It is important for everyone though it may look different for adults and for students.</li> <li>• Use play to provide opportunities to build social (communication and collaboration).</li> <li>• Use play to provide opportunities to build emotional (resilience and self-regulation) and explore feelings and sensations in an emotionally safe and fun way.</li> <li>• Use play to provide opportunities to build physical (fine and gross motor) skills. Plan outings and activities to ensure accessibility for all students, including students with disabilities or diverse abilities.</li> <li>• Use play to provide opportunities to build cognitive skills, supporting students to build judgement and risk management skills. Ask open-ended questions (how or why?) about what everyone is doing while you play. If students ask for help, restate the problem and ask how they think the problem could be solved before offering solutions. Give students time to think and respond to questions or to make choices.</li> <li>• Use natural spaces for lessons, structured and unstructured play and allow students' interests to guide activities, games and locations to explore.</li> <li>• Look for metaphors and reflect on real-world or classroom applications for the dynamics and experiences you witness during play.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Play Today: A Guide For Families (PDF, 6.3MB)</a></li> <li>• <a href="#">Let's Play! Activities for Families (PDF, 7.5MB)</a></li> <li>• <a href="#">On Joue? ! Activités pour les famille (PDF, 2MB)</a></li> <li>• <a href="#">Megan Zeni - Outdoor classroom blog by BC Educator/PhD student</a></li> <li>• <a href="#">Outsideplay.ca</a></li> <li>• <a href="#">Outdoor Play Canada</a></li> <li>• <a href="#">UBC HELP Expo Series - Promoting Outdoor Play -</a></li> </ul>

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## MHiS Strategy: Mental Health in the Classroom

**Mental health influences all aspects of the classroom environment and student learning and behavior. The best learning is rooted in relationships, and the redesigned K-12 curriculum was developed to honour this by creating safe, nurturing and caring learning environments.**

*Comprehensive School Health: Use a comprehensive, whole-school approach to support student well-being and academic success as school communities process and move on from the pandemic experience.*

Actions	Resources
<ul style="list-style-type: none"> <li>• Understand the interdependence between health and education; healthy students are better learners and better educated students are healthier.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">What is Comprehensive School Health - 2-pager - July 2016.pdf (jcsh-cces.ca)</a></li> </ul>

<ul style="list-style-type: none"> <li>• Focus on teaching and learning opportunities (formal and informal) that help to build knowledge and skills to improve health and well-being.</li> <li>• Pay attention to the social environment and provide opportunities to support the development of quality relationships and emotional well-being of staff and students.</li> <li>• Pay attention to physical spaces including buildings, equipment, and outdoor areas and the impact of the spaces on the emotional well-being of staff and students.</li> <li>• Review classroom and school policies, rules, procedures and or codes of conduct to ensure they are shaping a caring and safe environment and promoting student and staff health and well-being.</li> <li>• Cultivate partnerships and services to support improvements in student educational outcomes. Review school and community partnerships and connections to ensure they are contributing to the health and well-being of staff and students.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">JCSH Positive Mental Health Toolkit (wmaproducts.com)</a></li> <li>• <a href="#">Comprehensive School Health</a></li> <li>• <a href="#">Classrooms to Communities (C2C) Education Network</a></li> <li>• <a href="#">Healthy Schools BC</a></li> <li>• <a href="https://www.fnha.ca/wellness/wellness-for-first-nations/first-nations-perspective-on-health-and-wellness">https://www.fnha.ca/wellness/wellness-for-first-nations/first-nations-perspective-on-health-and-wellness</a></li> </ul>
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Core Competencies: *Use the Core Competencies to promote open dialogue and inquiry about mental health across all grades and learning areas as school communities process and move on from the pandemic experience.*

Actions	Resources
<ul style="list-style-type: none"> <li>• Understand the Core Competencies as are sets of intellectual, personal, and social and emotional proficiencies that all students need in order to engage in deep, lifelong learning.</li> <li>• Apply the Core Competencies as a foundation for learning to incorporate mental health and well-being across all subjects at each grade level addressing mental health and well-being topics. For example, characters' feelings in novels, visual representation of emotions in art.</li> <li>• Use the Personal and Social competency to help students understand what they need to thrive as individuals, teaching students how to understand and care about themselves and others and providing space for concepts related to mental wellness.</li> <li>• Focus on the sub-competency of Personal Awareness and Responsibility to teach students about self-awareness and the responsibility to take steps to ensure their own well-being including: <ul style="list-style-type: none"> <li>○ setting goals and monitoring progress,</li> <li>○ regulating emotions and managing stress, taking the opportunity to reflect on emotional responses to events in the school, community, province, etc. and</li> <li>○ recognizing and advocating for their own rights.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">BC's Curriculum: Core Competencies</a></li> <li>• <a href="#">ShareEd BC</a></li> <li>• <a href="#">TeachBC (BCTF)</a></li> <li>• <a href="#">Focused Education Resources</a></li> </ul>

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*First Peoples Principles of Learning: Integrate the First Peoples Principles of Learning into district/school/classroom practices as school communities process and move on from the pandemic experience.*

Actions	Resources
<ul style="list-style-type: none"> <li>• Understand that the First Nations Education Steering Committee (FNESC) developed the First Peoples Principles of Learning to identify common elements in the varied teaching and learning approaches that prevail within particular First Nations societies.</li> <li>• Incorporate the First Peoples Principles of Learning into classroom environments to support all learners in feeling represented, culturally, and emotionally safe.</li> <li>• Support the well-being of the self, the family, the community, the land, the spirits, and the ancestors; moving from colonial individualistic thinking to community thinking understanding the influence an individual has on and experience from their greater community context, including the land and intergenerationally.</li> <li>• Engage in learning that is holistic, reflexive, reflective, experiential, and relational - focused on connectedness, on reciprocal relationships, and a sense of place.</li> <li>• Understand that many Indigenous communities were in isolation and lockdown for periods of time through the pandemic response, this may influence how students respond returning to school.</li> <li>• Recognize the consequences of one's actions empowering through autonomy, allowing for learning through natural consequences when appropriate and providing opportunities for critical thinking and discussion to link and incorporate learning.</li> <li>• Involve generational roles and responsibilities, connecting Elders/Knowledge-Keepers and learners in and out of classrooms and schools, scaffolding learning to meet students where they are at. Explore the historic and current inequities in pandemic impacts and response</li> <li>• Recognize the role of traditional and present Indigenous knowledge to explore systemic connections and varying perspectives.</li> <li>• Embrace learning that is embedded in memory, history, and story, using metaphors and stories to apply learnings made through pandemic experiences to other life experiences.</li> <li>• Teach and learn in a way that involves patience and time, be flexible in approach, meeting students where they are.</li> <li>• Explore one's identity, provide opportunity for self-discovery, reflecting on what strengths and challenges students experienced over the COVID-19 pandemic and response and what they learned about themselves.</li> <li>• Recognize that some knowledge is sacred and only shared with permission and/or in certain situations, learn about and follow local protocols, model respectful curiosity and reciprocity with those sharing their knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Instructional Samples: First Peoples' Principles of Learning</a></li> <li>• <a href="#">First Peoples Principles of Learning (Blog created by Jo Chrona)</a></li> <li>• <a href="#">Learning First Peoples Classroom Resources - First Nations Education Steering Committee FNESC</a></li> </ul>

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Physical and Health Education Curriculum: *Use big ideas, curricular, and core competencies in the Physical and Health Education curriculum to develop the intellectual, personal, and social and emotional proficiencies of students as they return to in-person learning and interactions in the coming school year.*

Actions	Resources
<ul style="list-style-type: none"> <li>• Understand that the K-12 Physical and Health Education (PHE) curriculum focuses on well-being and the connections between physical, intellectual, mental and social health.</li> <li>• Use concepts from the PHE curriculum in every grade from K-10 and/or in the new grade 11-12 elective PHE courses to teach physical literacy, healthy and active living, and social and community health to: <ul style="list-style-type: none"> <li>▪ acknowledge the challenging year students and families, teachers and schools have collectively experienced due to the COVID-19 pandemic, and</li> <li>▪ foster open conversations with students to acknowledge stresses associated with the COVID-19 pandemic and other pressures effecting mental health and well-being.</li> </ul> </li> <li>• Use the big ideas, curricular, and core competencies in the PHE curriculum to teach students to: <ul style="list-style-type: none"> <li>▪ develop strategies for healthy decision-making, making connections between decisions made during the pandemic response to healthy decision-making in the present/future,</li> <li>▪ identify and respond to abusive and/or unsafe situations, e.g. ask students how they experienced physical and emotional safety through the pandemic response, how they experience it during school start-up and what it means for them to feel safe (understanding safety is defined uniquely and contextually by each person),</li> <li>▪ develop and demonstrate respectful behaviour and relationships, e.g. discuss how consent was highlighted during the pandemic response, in navigating restrictions and connections with others</li> <li>▪ identify feelings and practices that support mental well-being, sharing what worked and did not in response to the COVID-19 pandemic and response</li> <li>▪ recognize potential effects of substance use and strategies for preventing personal harm.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Focused Education Resources</a></li> <li>• <a href="#">BC's Curriculum: Supporting Student Health Elementary (PDF)</a></li> <li>• <a href="#">BC's Curriculum: Supporting Student Health Secondary (PDF)</a></li> <li>• <a href="#">ShareEdBC</a></li> <li>• <a href="#">TeachBC (BCTF)</a></li> <li>• <a href="#">Physical &amp; Health Education BC</a></li> <li>• <a href="#">Options for Sexual Health</a></li> <li>• <a href="#">Physical Literacy</a></li> <li>• <a href="#">School Physical Activity and Physical Literacy Project (Playfinder)</a></li> <li>• <a href="#">WE Schools</a></li> <li>• <a href="#">SOGI Education</a></li> <li>• <a href="#">erase: expect respect and a safe education</a></li> </ul>

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## Background information

### Mental Health

Mental health includes our emotional, psychological and social well-being; it impacts how we think, what we feel and the way we act. It also affects how we handle stress, relate to others and make choices. Mental health is influenced by biological factors, life experiences and environment, as well as our relationships with friends, family, our community, language, culture, and to the land.

There are many factors that influence mental health both positively and negatively; these are commonly referred to as protective or risk factors. These risk and protective factors have been identified as stemming from individual level factors such as genetic and biological makeup, social and emotional learning, and physical health; social factors such as school and peer connections, parental emotional attachment, and community belonging and spiritual well-being; and structural and environmental factors such as socio-economic status, neighbourhood safety, cultural continuity and access to green spaces. Protective factors can act as a buffer to risks and lead to positive developmental outcomes and resilience.

School supports students to develop their potential and acquire the knowledge, skills and abilities they need for lifelong success. In-person learning, as a part of a student peer engagement, promotes social and emotional development as well as overall wellness. It also provides many students access to programs and services that are integral to their overall health and well-being.

### Mental Health Impacts of COVID-19

The negative impacts of COVID-19 and response measures on mental health have been widely highlighted by numerous sources including, but not limited to, government announcements, research reports, the media, and education partner organizations. The review completed by the Mental Health School Start-up Working Group confirmed that while there are many research and data collection projects in progress, the overall short- and long-term mental health impacts are yet to be fully uncovered.

BCCDC's *Impact of School Closures on Learning, Child and Family Well-Being During the COVID-19 Pandemic* report identified that 60.3% of households with school aged children interviewed in the BC SPEAK survey in May 2020 reported an increase in child stress and 79.2% reported decreased connection with friends as a result of school closures. BC is one of the few jurisdictions that kept schools open for the entire 2020/21 school year, and while many students may have experienced decreased connection due to cohort separations, the impact may be less impactful than full closure. The *Middle Years Development Instrument (MDI) Data and Trends 2020-2021* report identifies that Children in grade 7 reported lower levels of well-being in 2020-2021 as compared to previous years while children in grade 4 reported consistent levels of well-being to previous years. The Ministry of Education's Student Learning Survey and COVID-19 Impact on Learning Survey data analysis is ongoing.

Forthcoming data will further illustrate trends over the course of the pandemic. The British Columbia Teachers' Federation (BCTF) *Keeping Safe Schools Open in a Pandemic Survey* reported that teachers' mental and physical health has worsened during the pandemic, with ongoing concern about COVID-19 health and safety measures and increased workload. The Human Early Learning Partnership's *The Impact of the COVID-19 Pandemic on Teacher Well-Being in British Columbia* report corroborated this and further highlighted educator experiences of disconnection, with fewer opportunities to connect with others in their school communities.

Research on the impacts of COVID-19 have highlighted that persons with disabilities, LGBTQ2S+, Indigenous, Black and other racialized populations and those with pre-existing mental health challenges have been disproportionately impacted by the pandemic. These individuals may have felt stronger impacts due to social and racial injustice and inequity, ableism, structural bias, economic disadvantage and other health and life circumstances and as a result they may require additional supports as a part of the recovery process. In particular, Indigenous communities have endured a complex and devastating history of pandemics.

The COVID-19 pandemic has disrupted life for everyone and has created ongoing uncertainty and isolation. Coping with this uncertainty has been and continues to be challenging and many people have felt worried, stressed, anxious, and overwhelmed. In addition to the direct influences on day-to-day life, COVID-19 and related response measures have created barriers for many people in accessing their supports and usual coping skills.

## Policy Influences

### A Pathway to Hope

*A Pathway to Hope* sets a ten-year vision and roadmap for an improved system of mental health and substance use care in BC. It is supported by a series of key actions, organized into four focus areas; Improved Wellness for Children, Youth and Young Adults, Supporting Indigenous Led Solutions, Substance Use: Better Care, Saving Lives, and Improve Access, Better Quality. The Improved Wellness for Children, Youth and Young Adults key area includes an emphasis on prevention, wellness promotion and early intervention. Priority actions under this key area include promoting early childhood social and emotional development, expanding Foundry Centers, implementing Integrated Child and Youth Teams, and promoting the Ministry of Education's *Mental Health in Schools (MHIS) Strategy*.

### Mental Health in Schools Strategy

In September, 2020, the Ministry of Education released the *Mental Health in Schools (MHIS) Strategy*, outlining a vision and pathway for mental health promotion in the K-12 education system to create and ensure school environments support well-being and positive mental health.

The *MHIS Strategy* embeds positive mental health and wellness programs and services for students in all areas including school culture, leadership, curriculum and learning environments through three core elements of Compassionate Systems Leadership, Capacity Building, and Mental Health in the Classroom.

EARLY ACTIONS INITIATIVES

Fiscal Year	21/22
Total Funding	\$3,633,000.00
FISA %	13%
Remainder	

SD Name	SD Number	Student Headcount at Sept 19	Category
Central Okanagan	23	23,357	L
Abbotsford	34	19,558	L
Langley	35	22,195	L
Richmond	38	20,677	L
Burnaby	41	25,109	L
Greater Victoria	61	19,429	L
Chilliwack	33	13,581	M
Delta	37	16,255	M
Maple Ridge-Pitt Meadows	42	15,201	M
North Vancouver	44	15,817	M
Prince George	57	12,978	M
Sooke	62	11,793	M
Nanaimo-Ladysmith	68	14,742	M
Comox Valley	71	10,481	M
Kamloops-Thompson	73	15,152	M
Southeast Kootenay	5	5,550	S
Vernon	22	8,547	S
New Westminster	40	7,778	S
West Vancouver	45	7,133	S
Sea to Sky	48	5,175	S
Peace River North	60	6,284	S
Saanich	63	8,867	S
Okanagan Skaha	67	5,659	S
Campbell River	72	5,394	S
Mission	75	6,382	S
Cowichan Valley	79	8,126	S
North Okanagan-Shuswap	83	6,394	S
Conseil scolaire francophone	93	6,413	S
Surrey	36	75,696	XL
Vancouver	39	51,105	XL
Coquitlam	43	32,759	XL
Rocky Mountain	6	3,336	XS
Kootenay Lake	8	4,925	XS
Kootenay-Columbia	20	3,895	XS
Cariboo-Chilcotin	27	4,468	XS
Quesnel	28	2,948	XS
Sunshine Coast	46	3,224	XS
Powell River	47	3,144	XS
Okanagan Similkameen	53	2,358	XS
Nicola-Similkameen	58	2,222	XS
Peace River South	59	3,562	XS
Qualicum	69	4,353	XS
Pacific Rim	70	3,808	XS
Coast Mountains	82	3,956	XS
Nechako Lakes	91	4,325	XS
Arrow Lakes	10	503	XXS
Revelstoke	19	1,015	XXS
Central Coast	49	232	XXS
Haida Gwaii	50	444	XXS
Boundary	51	1,246	XXS
Prince Rupert	52	1,832	XXS
Bulkley Valley	54	1,955	XXS
Gulf Islands	64	1,459	XXS
Gold Trail	74	1,057	XXS
Fraser-Cascade	78	1,626	XXS
Fort Nelson	81	650	XXS
Vancouver Island West	84	381	XXS
Vancouver Island North	85	1,213	XXS
Stikine	87	172	XXS
Nisga'a	92	386	XXS

SD Classification	# of Districts	Student Headcount	% of Province	Allocation	Total
XL	3	159,560	28.08%	\$47,000.00	\$141,000.00
L	6	130,325	22.93%	\$48,000.00	\$288,000.00
M	9	126,000	22.17%	\$51,000.00	\$459,000.00
S	13	87,702	15.43%	\$52,000.00	\$676,000.00
XS	14	50,524	8.89%	\$55,000.00	\$770,000.00
XXS	15	14,171	2.49%	\$57,000.00	\$855,000.00
FISA (13%)	n/a	n/a	n/a	\$472,290.00	\$472,290.00

TOTAL	60	568,282		\$3,661,290.00	
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District Size	Student Headcount
XL	>30,001
L	17,501 - 30,000
M	10,001 - 17,500
S	5,001 - 10,000
XS	2,001 - 5,000
XXS	0 - 2,000

Amount to SDs    \$3,189,000.00

COVID-19 RECOVERY PLAN ONE-TIME FUNDING

Fiscal Year	21/22
Total Funding	\$5,000,000.00
FISA %	13%
Remainder	

FISA \$ 650,000  
Public \$ 4,344,687  
\$ 4,994,687

SD Name	SD Number	Student Headcount at Sept 19	Category	Allocation
Central Okanagan	23	23,357	L	\$ 65,395
Abbotsford	34	19,558	L	\$ 65,395
Langley	35	22,195	L	\$ 65,395
Richmond	38	20,677	L	\$ 65,395
Burnaby	41	25,109	L	\$ 65,395
Greater Victoria	61	19,429	L	\$ 65,395
Chilliwack	33	13,581	M	\$ 69,482
Delta	37	16,255	M	\$ 69,482
Maple Ridge-Pitt Meadows	42	15,201	M	\$ 69,482
North Vancouver	44	15,817	M	\$ 69,482
Prince George	57	12,978	M	\$ 69,482
Sooke	62	11,793	M	\$ 69,482
Nanaimo-Ladysmith	68	14,742	M	\$ 69,482
Cornox Valley	71	10,481	M	\$ 69,482
Kamloops-Thompson	73	15,152	M	\$ 69,482
Southeast Kootenay	5	5,550	S	\$ 70,845
Vernon	22	8,547	S	\$ 70,845
New Westminster	40	7,778	S	\$ 70,845
West Vancouver	45	7,133	S	\$ 70,845
Sea to Sky	48	5,175	S	\$ 70,845
Peace River North	60	6,284	S	\$ 70,845
Saanich	63	8,867	S	\$ 70,845
Okanagan Skaha	67	5,659	S	\$ 70,845
Campbell River	72	5,394	S	\$ 70,845
Mission	75	6,382	S	\$ 70,845
Cowichan Valley	79	8,126	S	\$ 70,845
North Okanagan-Shuswap	83	6,394	S	\$ 70,845
Conseil scolaire francophone	93	6,413	S	\$ 70,845
Surrey	36	75,696	XL	\$ 64,033
Vancouver	39	51,105	XL	\$ 64,033
Coquitlam	43	32,759	XL	\$ 64,033
Rocky Mountain	6	3,336	XS	\$ 74,932
Kootenay Lake	8	4,925	XS	\$ 74,932
Kootenay-Columbia	20	3,895	XS	\$ 74,932
Cariboo-Chilcotin	27	4,468	XS	\$ 74,932
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Coast Mountains	82	3,956	XS	\$ 74,932
Nechako Lakes	91	4,325	XS	\$ 74,932
Arrow Lakes	10	503	XXS	\$ 77,657
Revelstoke	19	1,015	XXS	\$ 77,657
Central Coast	49	232	XXS	\$ 77,657
Haida Gwaii	50	444	XXS	\$ 77,657
Boundary	51	1,246	XXS	\$ 77,657
Prince Rupert	52	1,832	XXS	\$ 77,657
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Gold Trail	74	1,057	XXS	\$ 77,657
Fraser-Cascade	78	1,626	XXS	\$ 77,657
Fort Nelson	81	650	XXS	\$ 77,657
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Vancouver Island North	85	1,213	XXS	\$ 77,657
Stikine	87	172	XXS	\$ 77,657
Nisga'a	92	386	XXS	\$ 77,657

SD Classification	# of Districts	Student Headcount	% of Province	Allocation	Total
XL	3	159,560	28.08%	\$64,032.70	\$192,098.09
L	6	130,325	22.93%	\$65,395.10	\$392,370.57
M	9	126,000	22.17%	\$69,482.29	\$625,340.60
S	13	87,702	15.43%	\$70,844.69	\$920,980.93
XS	14	50,524	8.89%	\$74,931.88	\$1,049,046.32
XXS	15	14,171	2.49%	\$77,656.68	\$1,164,850.14
FISA (13%)	n/a	n/a	n/a	\$650,000.00	\$650,000.00

TOTAL	60	568,282		\$4,994,686.65	
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District Size	Student Headcount
XL	>30,001
L	17,501 - 30,000
M	10,001 - 17,500
S	5,001 - 10,000
XS	2,001 - 5,000
XXS	0 - 2,000

Amount to SDs \$4,344,686.65