

**MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE**

DATE: June 03, 2021 (Current as of February 16, 2022)
CLIFF: 251961

PREPARED FOR: Honourable Jennifer Whiteside, 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 Ministry of Education (the “Ministry”) 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 Ministry’s capital plan in 2019.
- The VSB has mentioned, within their Long-Range Facility Plan (LRFP), the potential use of the site for housing.

DISCUSSION:

CSF/BC Housing Acquisition Process

- The CSF remains interested in acquiring the Carleton site for a secondary school location.
- The process for CSF to operate a school on the Carleton site requires tripartite participation from the VSB, CSF, and the Ministry. The process may also involve consideration for creating affordable housing on the site, involving coordination with BC Housing.
- s.13; s.17

Land Sale Proceeds

- The VSB retains full control of any proceeds in its “local capital” account from land sales that were originally acquired completely by board funds (i.e. when boards had taxing authority).
- If the origin is not substantiated or if any provincial funds were used to purchase the site, the proceeds are split between school district restricted capital (75%, requires minister approval to spend) and local capital (25%, board control to spend).
- The Ministry records indicate the school opened on that site in 1896 – making this almost certainly a site fully acquired by the board and therefore proceeds 100% to the VSB controlled local capital account.
- The School and site are expected to be worth approximately \$54 million (See Attachment 2).

Cost-sharing – VSB Investment Plan

- Following a long-term lease or land-sale, VSB would have additional funds to contribute to school capital projects.
- The VSB set a precedent by selling a subterranean parcel in downtown Vancouver to BC Hydro to entirely fund two new schools: Coal Harbour Elementary and a replacement Lord Roberts Annex.

- s.13; s.17

- s.12; s.13; s.17

**MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE**

CONCLUSION:

- A number of steps involving the VSB, the Ministry and City of Vancouver are required for CSF and/or BC Housing to acquire the School and site.
- Proceeds of the lease or land-sale of the School and site could generate significant funds that could be used on future VSB capital projects.

UPDATE – February 16, 2022

- VSB has indicated that they are currently undertaking an educational programming review to assess the long-term viability of Carleton as an SD39 facility.

s.13

Attachment(s)

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

Program ADM/Branch: Chris Brown, Assistant Deputy Minister

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

Drafter: Geoff Croshaw

Date: June 3, 2021 (Updated January 6, 2022)

Attachment 1.

Sir Guy Carleton Site Map and Site Acquisition Scenario
School District No. 39 (Vancouver)


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Attachment 2.


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Total value

\$53,611,000

2022 assessment as of July 1, 2021

Land	\$49,295,000
Buildings	\$4,316,000

Previous year value

\$44,997,000

Land

\$41,047,000

Buildings

\$3,950,000

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
DECISION BRIEFING NOTE**

DATE: February 9, 2022
CLIFF: 253349

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

SUBJECT: Routine Capital Projects Approval for Fiscal Year (FY) 2022/23

PURPOSE: Seeking Minister's approval of recommended Routine Capital projects for FY 2022/23 allocations to school districts

BACKGROUND:

- Each year, the Ministry receives Five-Year Capital Plan submissions from school districts requesting approval and funding for a variety of Routine Capital projects.
- Ministry staff evaluate the capital requests in these submissions against the eligibility criteria of routine capital programs (see attachment 6), and available program budgets.
- The routine capital programs consist of the School Enhancement Program (SEP), Carbon Neutral Capital Program (CNCP), Playground Equipment Program (PEP), Bus Replacement Program (BUS) and Building Envelope Program (BEP).
- Following Budget release, the Ministry notifies school districts of project approvals and funding amounts via a Capital Plan Response Letter, including a requirement that districts complete routine capital projects within the upcoming government fiscal year.

DISCUSSION:

- s.13

School Enhancement Program (SEP)

- Subject to confirmation as part of Budget 2022, FY 2022/23 SEP budget is \$70,000,000.
- FY 2022/23 SEP recommended 123 project allocations valued at \$69,972,149 that includes 48 HVAC projects valued at \$34,062,901.

Carbon Neutral Capital Program (CNCP)

- Subject to confirmation as part of Budget 2022, FY 2022/23 CNCP budget is \$23,000,000.

s.13

Playground Equipment Program (PEP)

- Subject to confirmation as part of Budget 2022, FY 2022/23 PEP budget is \$5,000,000.
- FY 2023/23 PEP recommended 30 project allocations valued at \$4,950,000.

Note: \$50,000 is left unprofiled in order to manage potential emergent playground equipment project requests that arise in 22/23.

Bus Acquisition Program (BUS)

- Subject to confirmation as part of Budget 2022, FY 2022/23 BUS budget is \$15,000,000.
- FY 2022/23 BUS recommended 78 project allocations valued at \$11,911,081.

Note: A total of \$3,088,919 is left unprofiled in order to address escalation of costs given inflation and supply chain challenges with buses (\$1,786,662); and to supplement potential electric bus purchases and to manage any emergent bus replacement requests that may arise in 22/23 (\$1,302,257).

Building Envelope Program (BEP)

- Subject to confirmation as part of Budget 2022, FY 2022/23 BEP budget is \$8,000,000.
- s.13

OPTIONS:

Option 1 - Approve recommended FY 2022/23 projects and funding amounts under each Routine Capital Program (SEP, CNCP, PEP, BUS, BEP), as outlined in attachments 1 to 5.

Pros:

- Enables EDUC to complete and distribute Capital Plan Response Letters and Annual Program Funding Agreements to school districts in early to mid March 2022, to

establish Certificate of Approvals for school districts to pursue approved projects in a timely fashion, and for school districts to complete approved projects by the end of the fiscal year.

- Reinforces EDUC's integrity and diligence in evaluating requested projects based on their merits in accordance with district prioritization as well as eligibility criteria of each respective Routine Capital Program.
- Investments will help address deferred maintenance items therefore improving facility conditions, as well as health and safety of schools for students throughout BC, in a manner aligned with the Ministerial Mandate Letter key deliverable to continue investing to modernize schools.

Cons:

- Does not allow for potential updating of project information or priorities that EDUC staff were not aware of during recent evaluation process, and correspondences with school district staff.

Option 2 –s.13

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RECOMMENDATION:

Option: 1



☒ Approved ☐ Not Approved
Jennifer Whiteside, Minister

February 10th, 2022

Date Signed

Attachment(s):

1. 2022/23 Recommended School Enhancement Program (SEP) Projects
2. 2022/23 Recommended Carbon Neutral Capital Program (CNCP) Projects
3. 2022/23 Recommended Playground Equipment Program (PEP) Projects
4. 2022/23 Recommended Bus Acquisition Program (BUS) Projects
5. 2022/23 Recommended Building Envelope Program (BEP) Projects
6. Routine Capital Program Eligibility Criteria

Program ADM/Branch: ADM Chris Brown, Resource Management Division, (778) 698-7584

Program Contact (for content): ED Francois Bertrand, Capital Management Branch, (250) 415-1970

Drafter: Director Damien Crowell, Capital Management Branch, (250) 893-6477

Date: February 9, 2022

Page 10 of 66 to/à Page 22 of 66

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6. Routine Capital Program Eligibility Criteria

The following is a brief description of the Ministry's routine capital programs;

School Enhancement Program (SEP)

- SEP funding supports repair and maintenance projects that contribute to the function of the school and extend the life of the existing asset. Eligible project categories include:
 - Roofing upgrades (i.e., replacement, repair);
 - Exterior Wall System upgrades (i.e., cladding, insulation, windows, building envelope);
 - Interior Construction upgrades (i.e., interior accessibility, flooring, wall partitions);
 - HVAC upgrades (i.e., heating, ventilation, air conditioning);
 - Electrical upgrades (i.e., power supply, distribution systems, fire protection systems); and,
 - Plumbing upgrades (i.e., washrooms, water fountains, re-piping).
- The Ministry's evaluation process compares the merits of:
 - project type (i.e., roof, HVAC, plumbing, etc.);
 - primary driver (i.e., safety, system renewal, operational saving, energy-saving);
 - school district project prioritization;
 - project alignment with VFA Canada Corporation's priority assessment;
 - forecasted change to the Facility Condition Index (FCI);
 - estimated operational savings; and,
 - alignment with the Ministry's overarching mandate and priorities.
- An additional evaluation consideration is to continue funding previously approved SEP projects that are phased over a number of successive years.
- Criteria are weighted with an emphasis on safety and health, and an initial priority ranking for SEP projects is established. Further priority refinement is determined through discussions with school district staff.
- Working within the approved SEP budget, the Ministry seeks to ensure an equitable distribution of project funding is allocated across all 60 public school districts.

Carbon Neutral Capital Program (CNCP)

- CNCP funding supports projects that have the greatest impact on reducing GHG emissions and providing operating cost savings from energy efficiency. The CNCP was established to recognize the cost of carbon offsets school districts pay in order to be carbon neutral, but it's important to note that the CNCP is a discretionary application-based capital grant program, not a direct reimbursement for the cost of carbon offsets.
- EDUC's evaluation process compares the merits of:
 - a project's total GHG emission reductions;
 - forecasted energy cost savings;
 - school district's project prioritization;
 - project alignment with VFA Canada Corporation's priority assessment;
 - forecasted change to the Facility Condition Index (FCI);
 - estimated operational savings; and,

- alignment with the Ministry's overarching mandate and priorities.
- As with SEP, an additional evaluation consideration for CNCP is to continue funding previously approved CNCP projects that are phased over a number of successive years.
- Criteria are weighted with an emphasis on GHG emission reduction and energy cost savings, as well as balancing the dollar value of project allocations against what each school district has paid in carbon offsets. An initial priority ranking for CNCP projects is established, with further refinement through discussions with school district staff.
- Approved CNCP projects help support the CleanBC targets for public sector organizations to reduce their GHG emissions by 50 percent by 2030 for school facilities.

Playground Equipment Program (PEP)

- PEP funding supports the purchase and installation of Universally Accessible Playground Equipment as requested by school districts, and submissions are evaluated against the following eligibility criteria:
 - schools must have a majority of elementary grades
 - preference given where no playground equipment exists onsite
 - existing playground equipment onsite is deemed unsafe due to age and/or condition
- Additional lenses are then applied to the priority rankings through discussions with school district staff, as well as working within the approved PEP budget.
- From FY 2019/20 and onwards, the PEP project approvals and funding have been distributed on an equitable basis, whereas school districts with larger student populations typically receive more projects (as they have more schools and playgrounds).
- From FY 2021/22 onwards, the per project funding amounts for each PEP project was increased from \$125,000 to \$165,000.

Bus Acquisition Program (BUS)

- BUS funding supports the acquisition of new buses that are evaluated against the following eligibility criteria:
 - surpassing established thresholds for school bus age and/or mileage;
 - demonstrating existing buses have significant safety and/or mechanical issues;
 - school district requires new school buses to support new trips on existing routes due to increased student enrolment, or new routes to newly serve areas of the school district without current student transportation service.
- Additional lenses are then applied to the priority rankings through discussions with school district staff, as well as working within the approved BUS budget.
- In 2022/23, school districts will continue to have the opportunity to purchase electric school buses through a co-funding arrangement by the Ministry of Education, the Ministry of Energy, Mines and Carbon Innovation, and the Association of School Transportation Services of BC, in an effort to help meet GHG emission reduction targets as per the CleanBC Plan.
- Approved BUS projects regarding electric bus purchases help support the CleanBC targets for public sector organizations to reduce their GHG emissions by 40% by 2030 for vehicle fleets.

Building Envelope Program (BEP)

- BEP was established in 2002 to help BC school districts with remediation of schools suffering damage from water ingress due to premature building envelope failure. School facilities eligible for BEP funding were built between 1985 and 2000, and have a Building Envelope Condition Assessment (BECA) completed by BC Housing.
- The Ministry's evaluation process is based on reviewing eligible projects from a pre-determined list of schools as informed by BC Housing's BECAs, and refined through discussions with school district staff, coordinating synergies with other capital projects at those schools, as well as working within the approved BEP budget.

MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE

DATE: February 14, 2022
CLIFF: 253873

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

SUBJECT: s.16

PURPOSE:

s.16; s.17

Page 27 of 66 to/à Page 28 of 66

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s.13 ; s.16 ; s.17

Page 29 of 66 to/à Page 31 of 66

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s.16 ; s.17

Page 32 of 66 to/à Page 33 of 66

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MINISTRY OF EDUCATION
DECISION BRIEFING NOTE

DATE: November 17, 2021
CLIFF: 250915

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

SUBJECT: s.13; s.17

PURPOSE:

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Page 35 of 66 to/à Page 52 of 66

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**MINISTRY OF EDUCATION
MEETING NOTE**

CLIFF: 252354

PREPARED FOR: Honourable Jennifer Whiteside, Minister
Honourable Katrina Chen, Minister of State

MEETING DATE: February 15, 2022

MEETING WITH: Canadian Union of Public Employees (CUPE)

ATTENDEES: Karen Ranalletta, CUPE BC President
David Fleming, CUPE National
Sheryl Burns, CUPE BC Board Member

MEETING PURPOSE: Discuss current child care engagement and Government's plan for childcare delivery, including the connection between school districts and provision of childcare

BACKGROUND:

- CUPE BC represents 30,000 education workers across the province. Their membership includes education assistants (EAs), library technicians, bus drivers, custodians, Indigenous education workers, early childhood educators and school office staff.
- CUPE BC is very supportive of government's plan to create a universal childcare system, including the mandate to move childcare into the broader education environment.
- In August 2020, CUPE BC began a public campaign for the integration of before-and after-school care into the school system.
- In November 2021, they launched a new campaign for childcare with two key messages:
 - The most efficient way to get universal childcare up and running is to create spaces in public schools.
 - Staffing for the expansion of childcare spaces is available through education assistants already working in the system who have Early Childhood Educator (ECE) credentials, or those that are willing to complete an ECE designation.
- As part of this campaign, they are asking their members to email their school trustees to voice their support for this model.
- The Ministry of Education works closely with CUPE BC on childcare and broader workforce issues. Examples of recent Ministry engagement with CUPE BC on childcare include:
 - Collaboration between the Ministry, BCPSEA and CUPE BC to support the extension of the "Seamless Day" pilot project to 25 schools; and
 - Engagement through a childcare workforce advisory committee in spring 2021
- CUPE BC previously met with Minister Chen on December 16, 2021.
- On January 28, 2022, the Vancouver Sun published an op-ed by CUPE BC president Karen Ranalletta in support of school districts providing more before- and after-school child care options on school grounds for families.

DISCUSSION:

- CUPE has a vested interest in their prospective role in childcare delivery, leveraging their members – Educational Assistants (EAs) – to deliver childcare services.
- Though they believe that Government is moving in the right direction when it comes to childcare, they feel there is a gap when it comes to new spaces for school-aged children.
- To address this gap, CUPE BC is advocating for a larger-scale integration of childcare into public schools. They argue that facilities are already in place and it is an opportunity to integrate EAs into childcare while increasing hours of work for EAs.
- In January 2021, CUPE BC provided the Ministry with a position paper to make a case for standardizing credentialing for all new EAs by 2025 (see Position Paper in Attachment 1).
- CUPE BC is advocating for EAs to support early learning and care programs due to what they see as an “unrecognized overlap” between EA and ECE education, training, and experience.
- Following a meeting with the Minister on the position paper, CUPE BC and the Ministry formed the EA Working Group (EAWG) in May 2021 to gather information and data to better understand the current state of the EA workforce and implications of standardized credentials (see the Terms of Reference for the EAWG in Attachment 2).
- The EAWG has met seven times since May 2021. The work of the group will conclude in February 2022 with the submission of a final report to the Minister.
- The report will provide insights and policy considerations on the current state of the EA workforce (e.g., training, work experience) as well as the current and potential intersections between EAs and ECEs.

KEY MESSAGES:

- The provision of quality childcare is a key priority for Government.
- We are appreciative of CUPE’s support regarding the implementation of Government’s ten-year plan to provide universal, affordable, accessible, quality and inclusive childcare to every family that wants or needs it.
- We know CUPE BC is in regular contact with staff in both Ministries and the BC Public School Employers’ Association (BCPSEA). This ongoing collaboration is crucial to ensure we take a system-wide approach to supporting childcare.
- The recent expansion of the seamless day kindergarten pilots is a good example of Government, BCPSEA, and CUPE BC working together to support access to quality, inclusive care and early learning.
- We are committed to continuing to work closely with CUPE BC to ensure the successful integration of childcare into the broader learning environment.
- We would welcome a follow-up meeting in a month or so once the EA Working Group has finalized its report to discuss the findings.

Attachments

1. Attachment 1 – CUPE’s Position Paper on Standardizing Credentialing of EAs
2. Attachment 2 – EAWG Terms of Reference

Program ADM/Branch: Keith Godin/Governance & Analytics Division, Jennifer McCrea/Learning Division

Program Contact (for content): Linda Beddouche

Drafter: Lina Branter

**MINISTRY OF EDUCATION
MEETING NOTE**

Date: February 3, 2022

Attachment 1 – CUPE’s Position Paper on Standardizing Credentialing of Education Assistants



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

January 26, 2021

Position Paper Regarding Standardizing Credentialing of Education Assistants

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Page 57 of 66 to/à Page 60 of 66

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Attachment 2 – EAWG Terms of Reference

Working Group on the Current State of the Education Assistant (EA) Workforce in B.C. Terms of Reference

Purpose

The purpose of this working group is to gather information and data to better understand the current state of the EA workforce and potential implications of standardized certification. Topics of interest include, but are not limited to, the current education and work experience of EAs, the current and potential intersections between EAs and Early Childhood Educators, as well as insights from other jurisdictions' and/or other sectors' current policies and practices on certification standards.

Deliverable

The working group will submit a report to the Ministry of Education by January 31, 2022 outlining the following information:

- Data on the current EA workforce (e.g., demographic information, workforce count, geographic distribution across the province).
- Information on EAs' scope of practice and hiring requirements in school districts.
- Information on EAs' profile (e.g., level of education, certification, work experience, professional aspirations) – this information might be collected through a survey/an engagement tool with the EA workforce.
- An overview of current EA training program offerings in BC (e.g., length, breadth, scope, similarities/difference in curriculum and requirements, regions served by the program).
- Information concerning policies, practices and initiatives implemented in other sectors to introduce standards for paraprofessionals (e.g. healthcare aids).
- A jurisdiction scan of similar professions in BC and for EAs across Canada.
- Academic research on best practices for regulation and certification of the EA workforce.
- A list of stakeholder groups who should be engaged in future consultations to provide additional insights on the EA workforce.

Membership

The Working Group will include representatives from the Ministry of Education (EDUC) and CUPE.

EDUC will be represented by:

- Linda Beddouche, Director, Workforce Development
- Lina Branter, Policy Analyst/Project Manager, Workforce Development
- Brett Wilmer, Director, Education Economics and Data Science Lab
- Veronica Horgan, Education Officer, Inclusive Education

CUPE will be represented by:

- Kirsten Daub, CUPE National Representative
- Stephen Elliott-Buckley, CUPE National Researcher
- Nicole Edmondson, CUPE Local 3500
- Sarah Poberg, CUPE Local 947

MINISTRY OF EDUCATION
MEETING NOTE

Where both parties are in agreement, additional members may be added to the working group.

Communications, Meetings and Timeline

Working group meetings will be called and facilitated by the Director of Workforce Development or designate, or a duly authorized representative of the Ministry of Education and take place virtually.

It is anticipated that the Working Group will meet monthly between May and December 2021.

Where both parties are in agreement, additional meetings may be added if required.

Working group communications between meetings will be initiated and facilitated by the director of Workforce Development or her designate, or a duly authorized representative of the Ministry of Education.

**PUBLIC SECTOR EMPLOYERS' COUNCIL SECRETARIAT
DECISION NOTE**

PREPARED FOR: Honourable Selina Robinson, Minister responsible for the *Public Sector Employers Act*

Honourable Jennifer Whiteside
Minister of Education

ISSUE: s.13; s.17

s.13; s.17

Page 64 of 66 to/à Page 66 of 66

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