

MINISTRY OF EDUCATION  
INFORMATION BRIEFING NOTE

**DATE:** November 25, 2021

**CLIFF:** 252146

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

**SUBJECT:** Provincial School Food Program

**PURPOSE:** Confirming proposed program approach

**BACKGROUND:**

- The Minister's mandate is: *To help make sure students are properly fed for learning, work with school districts to create more local school meal programs based on district data and priorities, and work with the Minister of Agriculture, Food and Fisheries to integrate Feed BC into this plan so that districts can include locally grown food.*
- The current school food landscape in BC is diverse and varies district by district, and school by school depending on need, funding availability, human resources available to support, and access to kitchen facilities. Currently, a variety of fragmented inter-provincial services contribute to school food programs (see Appendix A).
- In September 2021, the ministry led a school food survey to conduct an evidence-based review of the current school landscape in BC. Key findings from the survey are summarized in Appendix B and key data points are provided in further detail in Attachment 1.
- Three hundred schools responded to the open-ended survey questions about improvement opportunities to the current school food landscape. The responses are summarized in Appendix C and divided into the themes of funding, staffing, facilities, access to choices, student access, stigma, the pandemic, and other.
  - These responses/themes will inform options for school food program development to target the range of barriers identified by school districts.
- The following note provides a series of decision points for Minister direction that will allow ministry staff to prepare options for government consideration. A timeline for CCSI is proposed in Appendix D.
- Staff are working closely with Ministry of Agriculture, Food and Fisheries to ensure FeedBC and Food Hubs are integrated into any approach EDUC chooses to implement.

**DISCUSSION:**

s.12; s.13

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s.12 ; s.13

**MINISTRY OF EDUCATION  
DECISION BRIEFING NOTE**

**DATE:** December 8, 2021  
**CLIFF:** 251903

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

**SUBJECT:** Open School BC operating model

**PURPOSE:** Provide direction on the future of Open School BC

**BACKGROUND:**

- Open School BC (OSBC) joined the Ministry of Education in 2010 as a partial cost recovery unit within the Services & Technology Division. OSBC develops and delivers online and printed learning content and services to the public sector including the K-12 sector, Ministries, and the broader public sector.
- s.12; s.13

- s.12; s.13

**DISCUSSION:**

- s.12; s.13
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Strengths	Challenges
s.12; s.13	

Strengths	Challenges
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s.12; s.13

- Regardless of the model selected, significant business and financial planning will need to take place over the remainder of this fiscal year and the following fiscal year, to improve the efficiency and effectiveness of OSBC's systems and practices to ensure financial accountability and sustainability into the future.

**OPTIONS:**

s.13

**Cons**

s.13; s.17

n

**Option 2 - OSBC remains at EDUC and transitions to a full cost recovery operating model starting April 1, 2022**

**Pros**

- Continued provision of valuable and in-demand cost recovered services to ministries and the public sector, including EDUC

2



- i.e. OSBC staff would be available to work, on a cost recovery basis, to support initiatives such as modernization of Online Learning, resource development and educator professional learning.
- Cost recovered projects with EDUC branches tends to be more successful than projects where ownership is shared. When the program area holds the accountability for the initiative, there is clearer project governance, stronger ownership over the product and better adherence to timelines, budget and scope.
- Clarifies and narrows the focus of the unit which enables future looking business planning and development.
- Simplifies financial tracking and accountability, as there would be a single financial operating model.

#### **Cons**

- Increased financial risks related to under-recovery of expenses.
- EDUC branches will be required to budget for OSBC's services as needed.

#### **Financial implications of Option 2**

- Risk that recoveries will not fully offset expenditures, particularly salary and benefit costs (STOB 50 & 52), especially in the first fiscal year (2022/23) as OSBC transitions and builds the business.
- Frees up EDUC funding for allocation to other program areas within the division.

#### **Financial implications of both models:**

- Some years, higher than expected recoveries have helped offset other EDUC pressures.  
For example:
  - in FY 2019/20, \$1M went back to EDUC to allocate to other projects
  - in FY 2020/21, the cost of a provincial Zoom license for the K-12 system was offset by OSBC's recoveries.

#### **RECOMMENDATION:**

Option:   2  

  
☒ Approved / Not Approved  
 Scott MacDonald  
 Deputy Minister, Education

December 14, 2021  
 \_\_\_\_\_  
 Date Signed

s.12; s.17

Attachment:

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**Program ADM/Branch:** Eleanor Liddy/Online Learning and Educational Resources Branch  
**Program Contact (for content):** Jennifer Riddel  
**Drafter:** Jennifer Riddel  
**Date:** December 8, 2021

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s.12 ; s.17

MINISTRY OF EDUCATION  
DECISION BRIEFING NOTE

**DATE:** December 13, 2021  
**CLIFF:** 252405

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

**SUBJECT:** Sole Source Procurement Over \$25,000

**PURPOSE:** Decision to Procure via Notice of Intent

**BACKGROUND:**

- A 2021/22 goal of the Governance and Analytics Division (GAD) of the Ministry of Education is a revised analytics strategy (last updated in 2019) to strengthen the use of education sector data by Ministry and School District staff.
- Effective data use is a core component of the Continuous Improvement (CI) focus under the *Framework for Enhanced Student Learning* (FESL) headed by the Sector Performance Branch (SPB).
  - School district leaders are very interested in strengthening quantitative and qualitative data use.
- GAD staff in the Education Analytics Office (EAO) and SPP identified the opportunity to augment current analysis capabilities with the application of qualitative observations and contextual information. Refined evidence from this exercise serves two purposes:
  - Ensuring the optimal student learning experience and improved outcomes for every student through CI and program development.
  - Following the advice of school district leadership and educators to incorporate narrative and context into analyses that can change a students' trajectory (at the micro level) and program/policy development (at the macro level).
- Shane Safir is the author of the book "Street Data."
- The Street Data concept is a strength-based approach of building up information from the student to classroom, school and system.
- The underlying problem Street Data addresses is a fixation on system measures (i.e., satellite and map data) such as standardized test scores that are not sufficient to address equity and learning gaps.
- Street Data has a particular focus on anti-racism that emphasizes what is right with a student and community instead of what is wrong.
- A pillar of the current analytics strategy is building data use capacity among Ministry and school district staff and educators.
  - The Ministry seeks to incorporate Street Data into the capacity building pillar.
  - Procurement of services from the author of Street Data is a credible approach to building data capacity in the sector.

**DISCUSSION:**

- Dr Safir is the author of the Street Data concept and, as the inventor/proprietor of this approach, has the sole expertise.

- GAD has two streams of work which would benefit from the Street Data approach.
- The EAO proposes the following deliverables:
  - Engage and build data use and problem-solving capacity with Ministry of Education staff in the application of qualitative and quantitative information with an emphasis on equity and anti-racism.
  - Support interested school districts to engage in data cycles of inquiry with subsequent presentation of findings and learning at a provincial symposium.
  - Articulate a framework for Competency Based Performance Assessment that can be applied in school districts interested in a pilot project.
- The FESL team proposes the following deliverables:
  - Plan and facilitate a three-part virtual workshop series for BC Superintendents participating in the POD structure, with an emphasis on 1.) collecting and evaluating satellite, map and street level data to effectively inform strategic and continuous improvement planning efforts and 2.) “Equity Leadership” prior to March 31<sup>st</sup>, 2021.
  - Provide a three-hour follow-up workshop with new and nearly new Superintendents participating in the Cooperate Cohort prior to March 31, 2021.

#### **OPTIONS:**

- 1. Post a Notice of Intent on BC Bid for one week stating that the ministry intends to directly award a contract to Dr. Safir. If no other providers object to the direct award, then procure the services of Dr Safir.**
  - PRO: the procurement principles of transparency and openness and are followed by issuing the Notice of Intent.
  - PRO: enables allowable avenue for obtaining the services of the Street Data author with an innovative approach geared to addressing equity and learning gaps that will only add to current efforts effecting system improvement.
  - PRO: the Superintendent of Indigenous Education is supportive.
  - PRO: sector leadership is supportive.
  - PRO: Dr Safir is available and has experience and connections to the BC education system.
  - PRO: SPB and EAO are jointly funding and coordinating, creating organizational efficiencies.
  - CON: does not formally enable process of obtaining multiple bids through a competitive procurement process.
- 2. Proceed with a full procurement.**
  - PRO: enables the procurement to follow a competitive and open process.
  - CON: Dr Safir is the author of the concept we seek to apply to our analytical and CI strategies; as such, sole sourcing is appropriate and justified because a competitive process will not likely identify any other vendors who can provide the services.
- 3. Do nothing.**
  - PRO: Proposed expenditure could be applied to another priority.
  - CON: An opportunity to address persistent systemic equity and learning gaps through innovative data analysis is missed.

**FINANCIAL IMPLICATIONS:**

- Based on the alignment of Ministry goals and on her sole expertise, Dr Safir is a candidate for a sole source procurement.
- The Ministry proposes to post a Notice of Intent on BC Bid for an arrangement from January to March 2022 with a budget of up to \$75,000.
  - The Notice of Intent would include the possibility of an extension into 2022/23.
    - EAO to contribute \$45,000
    - Sector Performance Branch to contribute \$30,000

**INFORMATION TECHNOLOGY AND PRIVACY IMPLICATIONS:**

Not applicable.

**LINKS TO OTHER MINISTRIES: (include only if applicable)**

Not applicable.

**RECOMMENDATION:**

Option: \_\_1\_\_



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

December 21, 2021

Date Signed

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**Program ADM/Branch:** Keith Godin, GAD

**Program Contact (for content):** Jeremy Higgs (ED, EAO), Marnie Mayhew (ED, SPB)

**Drafter:** Jeremy Higgs

**Date:** December 13, 2021



MINISTRY OF EDUCATION  
INFORMATION BRIEFING NOTE

**DATE:** December 1, 2021  
**CLIFF:** 252179

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

**SUBJECT:** Southeast Kootenay Principals' and Vice-Principals' Association (SKPVPA)

**PURPOSE:** Provide an update on the SKPVPA application for unionization.

**BACKGROUND:**

- In March 2020, the local principals' association from School District No. 5, the SKPVPA, applied to the Labour Relations Board (LRB) for certification to be the exclusive bargaining agent for all principals and vice-principals employed in the school district.
- The SKPVPA was seeking the exclusive right to represent principals and vice-principals in full collective bargaining under the Labour Relations Code, with the aim of negotiating a collective agreement applying to all principals and vice principals in the district.
- SKPVPA's application received the support from the BC Principals' and Vice-Principals' Association (BCPVPA), as a vehicle to pursue provincial negotiating agency.
- Through negotiation agency, BCPVPA's goals are to:
  - establish a common provincial contract template for all principals and vice-principals that includes more aspects of working conditions than what exists currently; and
  - create the ability for BCPVPA to negotiate working conditions and address disputes on behalf of association members.
- BCPVPA's stated desire is to establish a model similar to Ontario where all the major aspects of working conditions are negotiated provincially with the principals and vice-principals' association acting as bargaining agent.
- Rationale for negotiation agency is primarily related to what the BCPVPA views as a lack of consistency across the province with respect to terms and conditions of employment.
- BCPVPA's 2020-2023 strategic plan lists "achieving contract provisions that reflect the skills, responsibilities, and needs of Principals and Vice-Principals" as a top priority.
- To accomplish that goal, BCPVPA has recently contracted Bluestone Government relations, a government relations and public affairs firm.
- BCPVPA has also stated publicly that other local principals' and vice-principals' association might want to take a similar approach as SKPVPA to address employment inequities.
- In February 2020, the Ministry appointed a special advisory committee to examine the state of school leadership across the province.
- The advisors completed an objective review of principals and vice-principals' terms and conditions of employment across all 60 school districts, and also engaged with BCPVPA and other key sector partners, such as BCSTA, BCSSA and BCPSEA.
- The advisors found that principals and vice-principals' contracts across the province are largely consistent, but there is some variability in certain key provisions (i.e.,

indemnification, leaves, vacations, bridging to long term disability). (See Appendix 1 for the Special Advisors' Report.)

#### **DISCUSSION:**

- In May 2021, the LRB rendered a decision that dismissed the certification application of SKPVPA.
- The rationale for dismissal was that principals and vice-principals are excluded from the definition of “employees” as per the Labour Relations Code.
- In June 2021, SKPVPA filed an appeal to this decision. SKPVPA argued the original decision from the LRB made three errors:
  - it should have made a decision regarding SKPVPA’s argument that Section 20(2) of the *School Act* is unconstitutional – this section outlines that principals and vice-principals are not considered to be “employees” for the purpose of the Labour Relations Code;
  - it should have allowed certain evidence to be called; and
  - it misapplied the test for managerial exclusion.
- On November 25, 2021, the LRB released its decision to deny all three grounds and to dismiss SKPVPA’s application for reconsideration. (See Appendix 2 for the LRB Formal Decision.)

#### **CONCLUSION:**

- At this point, SKPVPA has exhausted all its proceeding options before the LRB.
- The next step available to SKPVPA is to seek judicial review in the Supreme Court of BC. They have 60 days to file an application.
- Given SKPVPA and BCPVPA’s focus and efforts on pursuing negotiation agency, the Ministry should anticipate both associations will continue to take measures to achieve this goal.

#### **Attachment**

1. s.13; s.17
- 2.

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

**Program Contact (for content):** Cloe Nicholls

**Drafter:** Linda Beddouche

**Date:** December 1, 2021

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**MINISTRY OF EDUCATION  
INFORMATION BRIEFING NOTE**

**DATE:** November 9, 2021  
**CLIFF:** 249791

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

**SUBJECT:** BC Offshore School Program Expansion

**PURPOSE:** Criteria for Identifying Target Markets – Updated September 2021

**BACKGROUND:**

- The Ministry of Education has certified schools outside BC to deliver the BC curriculum since 1998.
- In 2020/21, 9,017 students are studying at 45 BC offshore schools in eight countries (Bahrain, China, Colombia, Egypt, France, Japan, Thailand and Qatar).
  - 37 offshore schools are in China with 76.4% (6,892) of total offshore school enrolment.
- The Offshore School Program (OSP) serves to enable strategic relationships and economic connections with global markets through the delivery of BC educational programming.
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**DISCUSSION:**

- The Education Policy Branch (EPB) has identified priority markets to guide offshore school expansion and promote diversification.
- With 37 out of 45 schools in China, the OSP is currently heavily reliant on this market and vulnerable to policy decisions made within the country. (see Attachment 1)
- There is precedent for BC offshore school closures in a foreign jurisdiction as a result of decisions by the host government. In 2017, all five BC offshore schools in South Korea halted operations due to issues with local school licensing and teacher work visas.
- Through the BC Offshore School Expansion Plan, and the withdrawal of 11 Maple Leaf owned/operated offshore schools from China (as of June 2022), there is an opportunity to recalibrate the proportion of BC offshore schools operating in other international jurisdictions, consistent with Government's economic and social policies.
- The EPB has developed a contingency plan for situations in which an offshore school must cease operations abruptly. (see Attachment 2)
- Despite the risk of over-reliance upon China as a host country for BC offshore schools, the country remains a market with potential for further OSP growth due to:
  - strong local demand for English-medium international education, and
  - Chinese government encouragement of local students to access international curriculum locally.

## Country Selection Criteria

s.13

1. International school countries of opportunity, as identified by ISC Research, the world's largest international school consultancy firm (Table 2 below);
  2. Alignment with international education student cohorts in British Columbia, as demonstrated by the top 40 source countries to the Province (Table 3 below); and
  3. Alignment with government trade and investment objectives, as demonstrated by BC's top export destinations (Table 4 below).
- The criteria are being used to inform the development of the Ministry's comprehensive outreach plan.
  - Six countries meet all three criteria, 16 countries meet two criteria, while 22 countries meet one criterion. Three countries meet criteria but will not be included in the Ministry's outreach plan due to geopolitical considerations. Please see Table 1. Priority Markets below for the list of countries.
  - Opportunities for expansion in other countries will be considered on an individual basis.

s.16

s.21

**MINISTRY OF EDUCATION  
INFORMATION BRIEFING NOTE**

**Table 3. Top 40 Sources of International Students to British Columbia (2019)**

Country/region	Students	Country/region	Students	Country/region	Students	Country/region	Students
1 India	57,755	11 Philippines	2,285	21 Italy	1,145	31 Egypt	405
2 China	42,935	12 Germany	2,235	22 Thailand	1,095	32 Jamaica	395
3 South Korea	12,900	13 Hong Kong	2,090	23 Saudi Arabia	1,080	33 Singapore	375
4 Japan	7,080	14 Bangladesh	1,635	24 Russia	890	34 Ecuador	360
5 Brazil	6,975	15 Nigeria	1,510	25 Pakistan	850	35 Peru	355
6 Vietnam	6,195	16 Colombia	1,440	26 France	820	36 Chile	350
7 United States	5,610	17 Turkey	1,410	27 Kenya	625	37 Zimbabwe	340
8 Mexico	5,430	18 Indonesia	1,405	28 Ukraine	590	38 Australia	335
9 Iran	4,390	19 Spain	1,310	29 Malaysia	580	39 Switzerland	325
10 Taiwan	2,965	20 United Kingdom	1,185	30 Kazakhstan	555	40 Sri Lanka	285

*Note: Numbers are for study permit holders for all levels of education, e.g., K-12 and post-secondary*

*Source: Immigration, Refugees and Citizenship Canada*

**Table 4. BC's top export destinations (2020)**

Country/region	Value (\$m)	Country/region	Value (\$m)	Country/region	Value (\$m)
1 United States	\$22,196	5 India	\$951	9 Germany	\$243
2 Mainland China	\$5,712	6 Taiwan	\$746	10 Hong Kong	\$192
3 Japan	\$3,556	7 United Kingdom	\$471	11 Mexico	\$134
4 South Korea	\$2,115	8 Australia	\$250	12 other	\$3,417

*Source: [BC Data Catalogue](#)*

**Total exports \$39,984m**

**CONCLUSION:**

- The Education Policy Branch has applied three main criteria to identify priority markets under the Offshore School Program's expansion plan.
- Opportunities for OSP expansion in other countries will also be considered on an individual basis.

**ATTACHMENTS:**

Attachment 1 – Implications of Potential BC Offshore Schools Closures in China

Attachment 2 – Mitigation Plan in the Event of an Offshore School Closure

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

**Program Contact (for content):** Linda Beddouche, Acting ED, Education Policy

**Drafter:** Alan Schroeder and Dwayne Cover

**Date:** June 23, 2021

## ATTACHMENT 1 – Implications of Potential BC Offshore Schools Closures in China

### Financial implications

- The Ministry collected **\$3.16 million** in program and school inspection fees from 37 BC schools in China in 2020/21.
  - In comparison, the Ministry recovered **\$899,600** from the 8 BC schools outside of China.
- In 2019/20 BC school districts generated \$258M in revenue from all K-12 international students.
- BC post-secondary institutions may lose a source of new students. Roughly 200 graduates of BC schools in China have transitioned annually over the past 3 years to BC PSIs.

### Legal implications / contractual obligations

1. There is a provision in the certification agreement (Section 23.04) that allows either side to terminate the agreement where there is no event of default.
2. The certification agreement executed annually with each operator requires that the operator provide documentation from the relevant local government entity demonstrating approval of the BC offshore school in the jurisdiction (section 5.03).
3. If the operator no longer has local approval to operate the BC program, the Ministry would deem it to be out of compliance with the certification agreement, which would constitute an event of default for which the Province could terminate the agreement (section 23.01).

### Human Resource Implications

- In 2020/21, there are 636 BC-certified teachers employed at offshore schools worldwide of which 495 are employed in China.
  - Approximately 24% of BC-certified offshore schoolteachers completed their teacher education program in B.C.
- The Ministry is not party to the contracts signed between teachers and operators, so the Ministry has no legal standing to intervene in conflicts. However, the Ministry requests that operators fulfill all contractual obligations with teachers, including salaries and return airfare, taking into account local labor law.
- Offshore School Representatives (OSRs) are also employed directly by the owner/operator.
- The Ministry requires that schools have on file emergency plans that would be implemented in the case of an unplanned temporary or permanent closure of a school.
  - Plans are to include provisions for BC-certified teachers such as assistance in finding alternate employment at a BC public or independent school, a BC offshore school in another country, or at another local school.
- Under the annual certification agreement, all BC Offshore Schools must undergo an annual onsite inspection conducted by qualified inspectors.
  - All 37 BC programs in China were inspected virtually in the 2020/21 inspection cycle.
- If offshore school closures commenced during a school year, branch staff would work closely with Owner/Operators, Offshore School Representatives and Canadian consular staff to coordinate and facilitate the safe departure from China of Canadian citizens, including teachers, administrators and inspectors.



**MINISTRY OF EDUCATION  
INFORMATION BRIEFING NOTE**

**ATTACHMENT 2 - Mitigation Plan in the Event of an Offshore School Closure**

Implementation of a School Wind-Down

1. In cases where a BC offshore school must close, the Ministry would request the school operator to develop a school wind-down plan in collaboration with the Ministry that incorporates elements to ensure that students and BC-certified teachers are supported.
2. The Ministry manages the wind-down process while receiving regular updates from the school's Offshore School Representative.
3. Elements of a school wind-down plan include the following:
  - a. Approval of the plan by the operator and the Ministry;
  - b. Financial commitments to teachers in alignment with teacher contracts and local labor law;
  - c. Provision of teacher residences, as appropriate;
  - d. Assistance to teachers in finding alternate employment;
  - e. Support for appropriate visa authorizations;
  - f. Requirements of the local education authority;
  - g. Communication plan with students and parents;
  - h. Student tuition refunds; and
  - i. Support for student transitions to alternate schools.
    - The operator must transfer student records to other BC public, independent or offshore schools upon student request, or to the Ministry if no request is made. In the event of closure of the BC OSP in China, the Ministry would request that all such records be transferred to the Ministry.

Supporting students

1. 25 of the 37 BC programs in China are dual diploma programs in which students can receive graduation certificates from both BC and China.
  - a. It is expected that some students would drop out of the BC program and simply complete the Chinese portion of their high school program.
  - b. For students who are not in dual diploma programs, they may be required to duplicate courses, incur additional tuition costs, and face delays in graduation when transitioning into local programs.
2. The Ministry would consider options that could reasonably be provided to support students who desire to complete the BC Graduation Program, including:
  - a. Encouraging students to transfer to BC public or independent schools or to BC offshore schools in other countries.
    - Some operators, such as Kezhi BC Offshore Schools and Canadian-Sino Education Exchange Centre (CSEEC), operate group 4 independent schools in BC to which offshore students could transfer.
    - The Ministry could explore the possibility of offering scholarships (e.g., International Student Ambassador Scholarships – value \$1,250/award) to students to incent their transfer to schools in the Province.

- The Ministry could work with districts and independent schools to establish preferred tuition rates for affected students.
- b. Promoting the enrollment of students in distributed learning.
  - This option would require exceptions to the Distributed Learning for Non-Resident Students Agreement with SD73 Business Company.
- 3. Operators may pursue certification in other jurisdictions.
  - Operators may pursue certification with international programs administered by other governments (e.g., an Australian state) or international bodies (e.g., International Baccalaureate) if the Chinese government requires the closure of Canadian curriculum schools.
  - Certification with another jurisdiction commonly takes between six months and three years.

MINISTRY OF EDUCATION  
DECISION BRIEFING NOTE

**DATE:** December 6, 2021  
**CLIFF:** 252064

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

**SUBJECT:** 2021/22 Enrolment Data

**PURPOSE:** Seeking decision on public, routine release of 2021/22 Enrolment Data

**BACKGROUND:**

The Ministry of Education collects and routinely releases data on overall enrolment of BC's K-12 students in the education system. These data are collected for public, independent, and homeschooled students and is the principal dataset used for funding, system planning, and monitoring.

Reports are released publicly on both the [DataBC catalogue](#) as well as on [Student Success](#). There are seven datasets for student statistics on DataBC that include 2021/22 Enrolment Data:

- Student Headcount by Grade
- Student Enrolment and FTE by Grade
- Headcount of Homeschooled Children
- Headcount by Grade Range
- Headcount by School Calendar Type
- Headcount by Special Needs Category
- Headcount by Home Language.

Headcount is defined as the number of individual/unique students enrolled by September 30<sup>th</sup> in a district, school, grade, program, or course. It includes all school-aged students and all adult students working towards graduation.

**DISCUSSION:**

- Compared with 2020/21, there is a 1.8% increase in the total number of students enrolled in BC K-12 schools (public and independent combined), from 655,574 in 2020/21 to 667,517 in 2021/22 (+11,943 students).
  - This is the highest year-over-year growth rate in the past twenty years.
- Public school enrolment increased by 10,515 students over last year to 578,798 in 2021/22 (+1.8%), while independent school enrolment increased by 1,428 students to 88,719 (+1.6%).
- Total Indigenous student enrolment declined for the fourth year in a row to 73,952 (-0.8%).

- There are four key drivers to changes in student enrolment in BC's public school system: migration, demographics, independent to public student transition, and student retention rates.
- Migration and demographics (i.e., birth rates) have had the most impact on enrolment numbers over the past few years.
  - This reflects high levels of inter-provincial migration and increased Federal government immigration targets in the past year.
  - 20,687 students moved to a new school district in 2021/21, an increase of 3,763 from the 16,924 who moved in 2020/21.
- There was a net movement of students from independent schools to public schools (+967) which is typical each year. However, in 2020/21, this longstanding trend reversed with more students moving to independent schools from public.
- After the decline in public school enrolment in 2020/21 that was attributable to the COVID-19 pandemic, enrolment significantly increased in 2021/22.

#### **OPTIONS:**

##### **Option 1: Release data**

###### **PROS:**

- Proactive public disclosure of information
- Opportunity for positive messaging around enrolment trends

###### **CONS:**

- Possible public criticism though this risk is very minimal with enrolment data
- Public release of enrolment data aligns with the negotiated BC Tripartite Education Agreement (BCTEA) commitment to release the Aboriginal How Are We Doing? (AbHawd) Report by December 10, 2021.

##### **Option 2: Do not release the data at this time**

###### **PROS:**

- Lack of potential criticism regarding content

###### **CONS:**

- Appears government is actively suppressing information
- Further delays of a standard data release commonly used by schools and districts
- Would have implications for the release of the AbHawd Report, a negotiated BCTEA commitment.
- Lack of public knowledge/disclosure regarding the education system

#### **FINANCIAL IMPLICATIONS:**

N/A

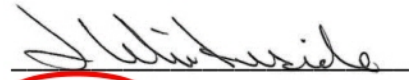
#### **INFORMATION TECHNOLOGY AND PRIVACY IMPLICATIONS:**

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



**RECOMMENDATION:**

Option:   1  



Approved / Not Approved  
Honourable Jennifer Whiteside  
Minister of Education

December 6, 2021

Date Signed

Attachment:

1. 252064 DBN-MJW Attachment 1\_2021-22 Enrolment Data.pptx

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

**Program Contact (for content):** Jeremy Higgs, Executive Director, 778-698-1136

**Drafter:** Nicole Gardner

**Date:** November 26, 2021

# 2021 / 2022 K-12 Enrolment Data

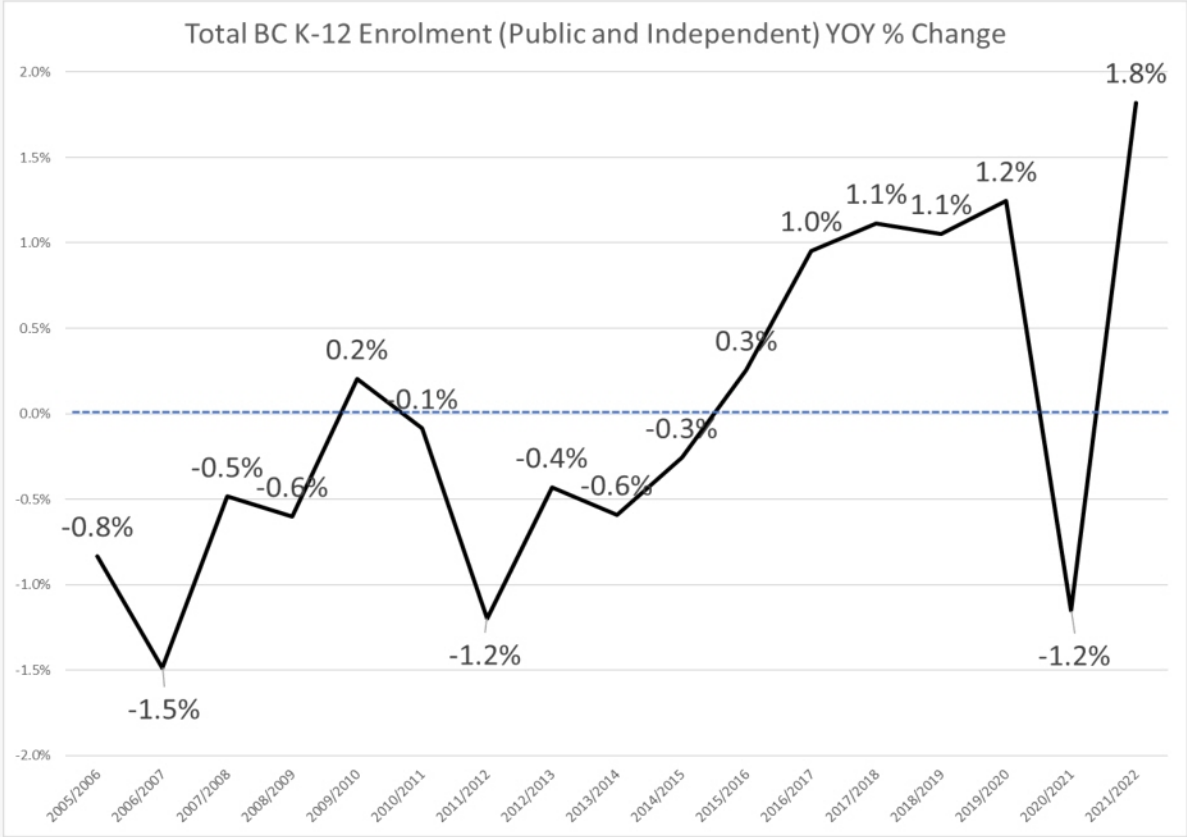
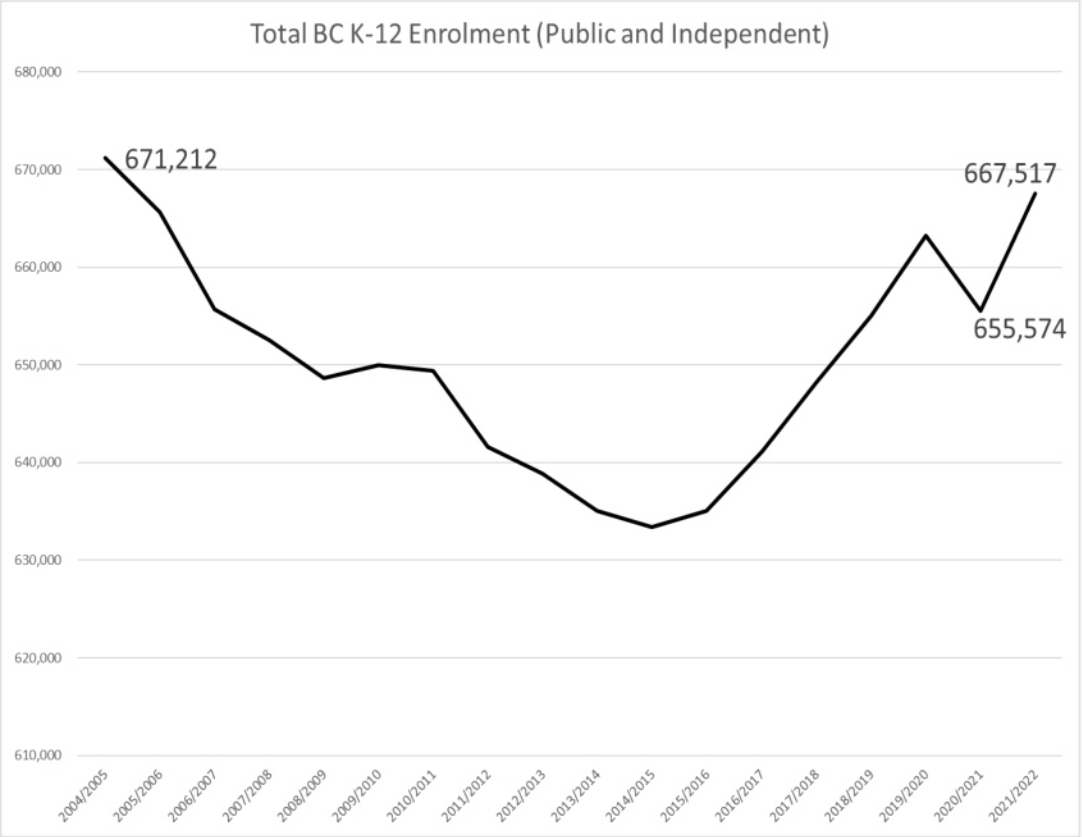


# 2021/22 Enrolment Data Insights

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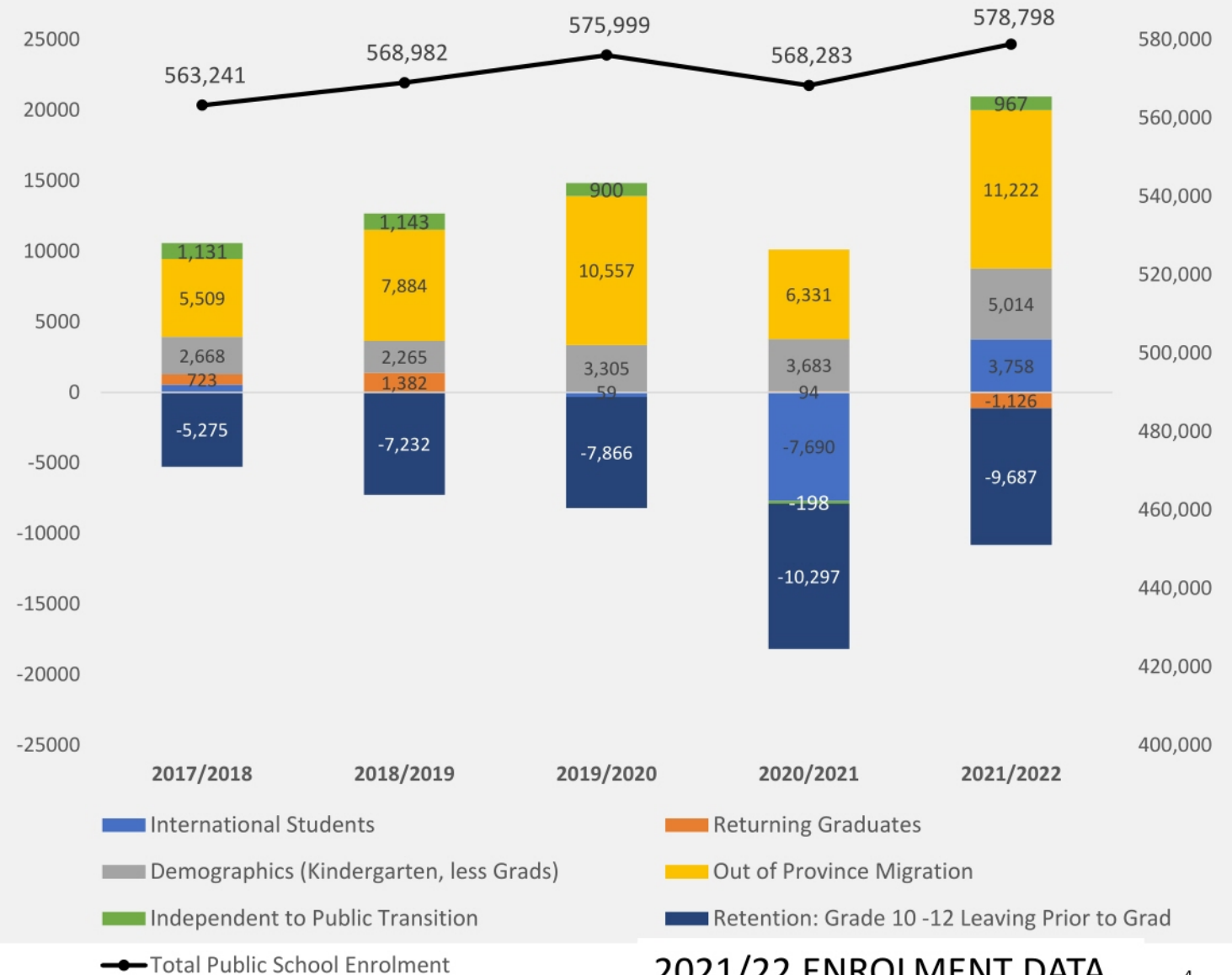
- A routine annual release of student demographic information.
- Overall headcount enrolment (public + independent) in 2021/22 increased to over 667,000 which is the highest level since 2004 and accompanied by the highest year-over-year growth rate (+1.8%) since then (slide 3).
- Public school enrolment increased by 10,515 students over 2020/21 to 578,798 (+1.8% year-over-year) (slide 4)
  - Independent school enrolment increased by 1,428 (+1.6%) to 88,719
  - Independent school enrolment remains at 13.3% of total enrolment (slide 5)
- The largest factor is migration to B.C. from elsewhere in Canada and immigration from other countries. (slide 4)
  - This reflects high levels of inter-provincial migration and increased Federal government immigration targets.
- There was a significant increase in the number of students who changed districts in 2021/22 (slides 6 to 16).
- Total Indigenous enrolment (Public and Independent) declined slightly (-0.8%). (slide 18)
- Diverse Needs students are a larger proportion of total enrolment (slides 20 to 23)

# Enrolment Trends Over Time



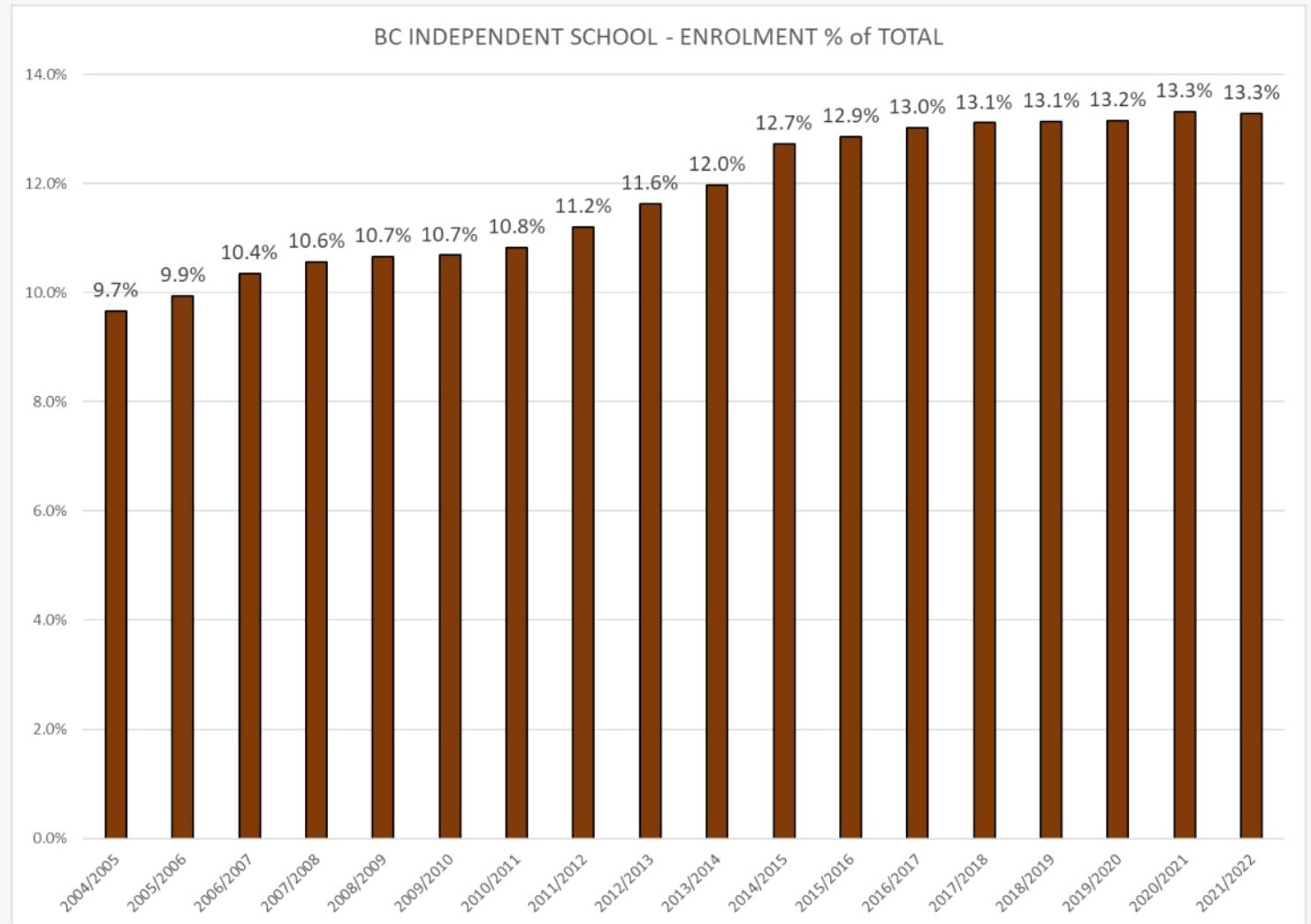
# 2021/2022 Public School Net Enrolment Changes

- Enrolment increased by over 10,000 students this year
- Increases in inter-provincial of province migration (+11,222) and a rebound of international student enrolment (+3,758) are the largest drivers for overall public school enrolment
- There is also a net gain from Independent to Public (+967)



# Enrolment Trends Over Time

- Independent school enrolment increased by 1,428 (+1.6%) to 88,719
- As a proportion of total K-12 enrolment, independent schools remain at about 13%, which was first attained in 2016/17.
- 2021/22 marks a reversal in the annual trend of independent school enrolment growing faster than public school enrolment.



# School District Changes and Mobility



### Student headcount changes between 2020/21 and 2021/22

- The most notable declines occurred in:

- The most notable increases occurred in:

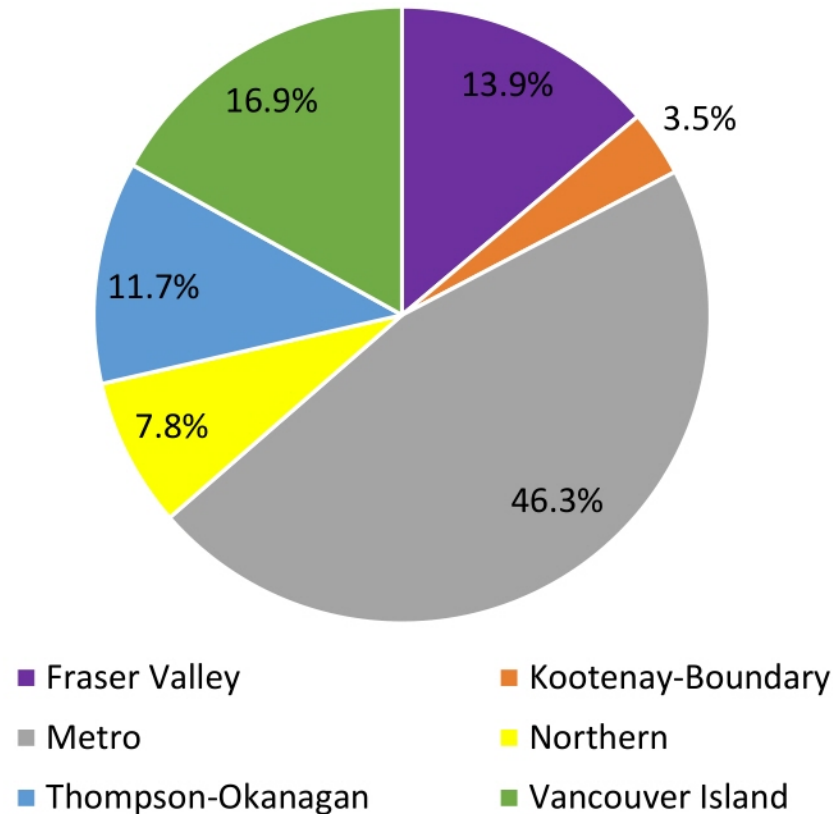
- [illegible]



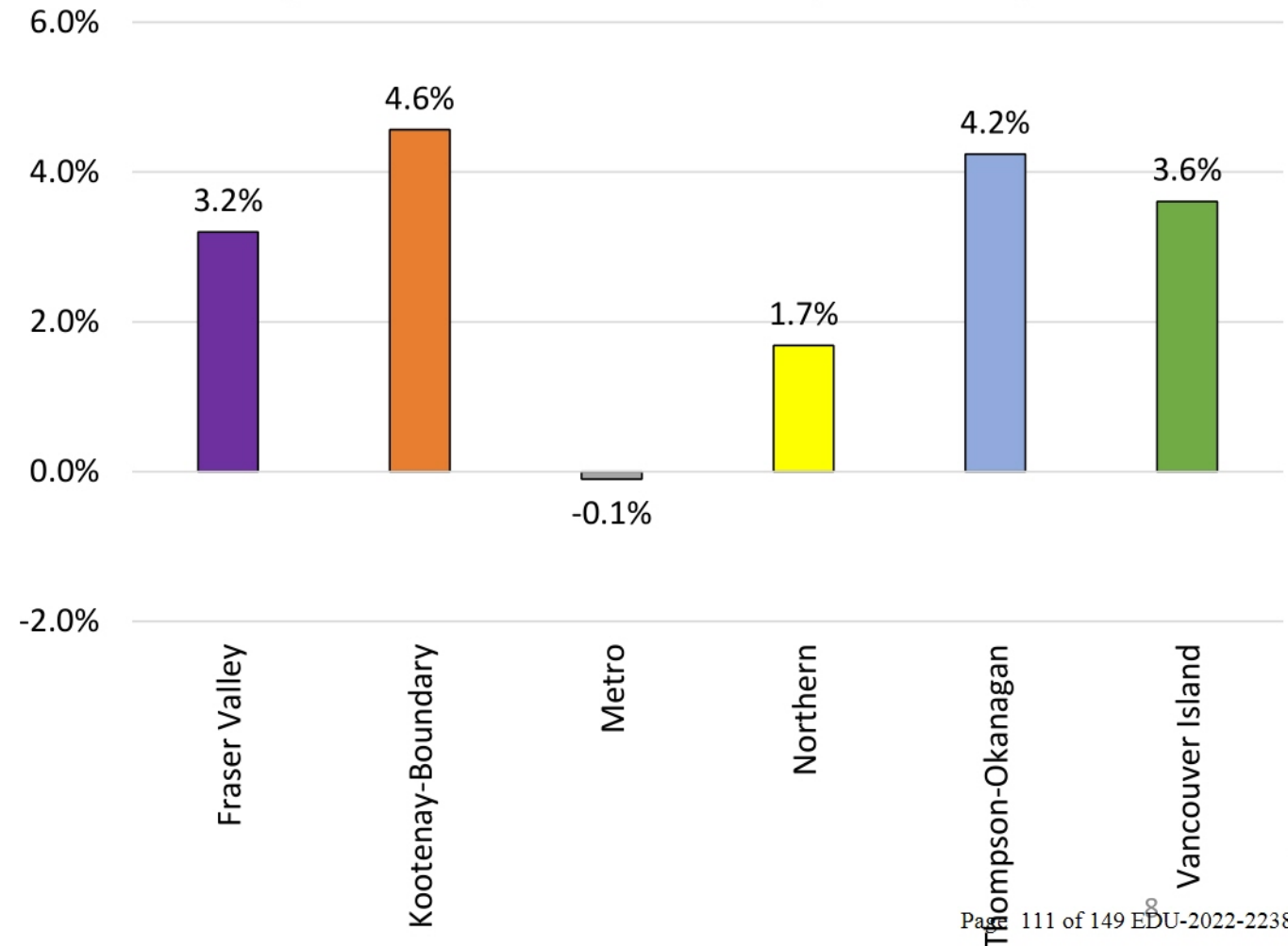
# Regional Analysis – Public

While the Metro region makes up 46.3% of the overall student population in BC public schools, other regions have higher year-over-year growth rates (in terms of headcount) between 2020/21 and 2021/22

Regional Analysis



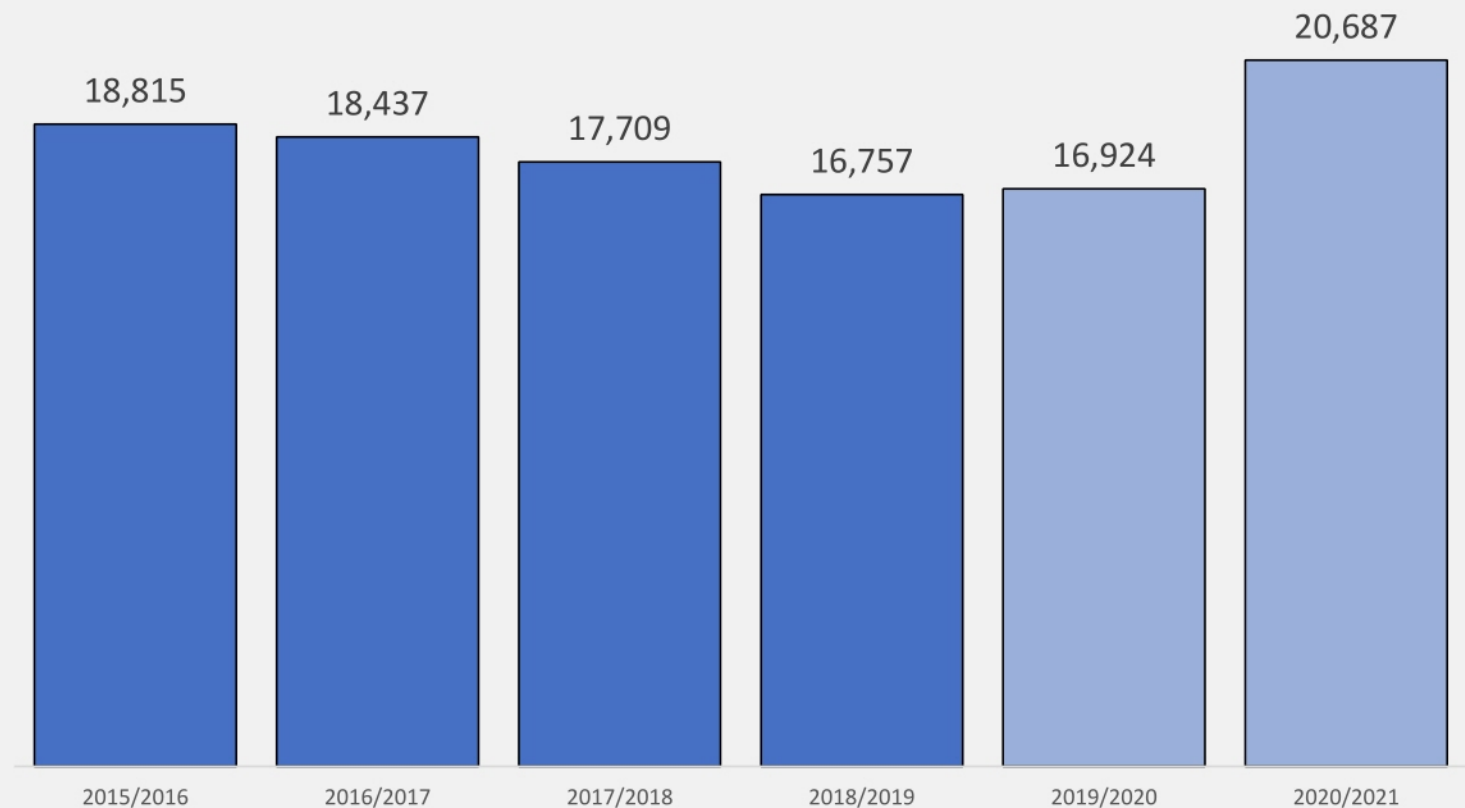
Regional Growth Rate (Year-over-year % change)



## Total District Outflows

Number of students who changed districts at the end of the school year

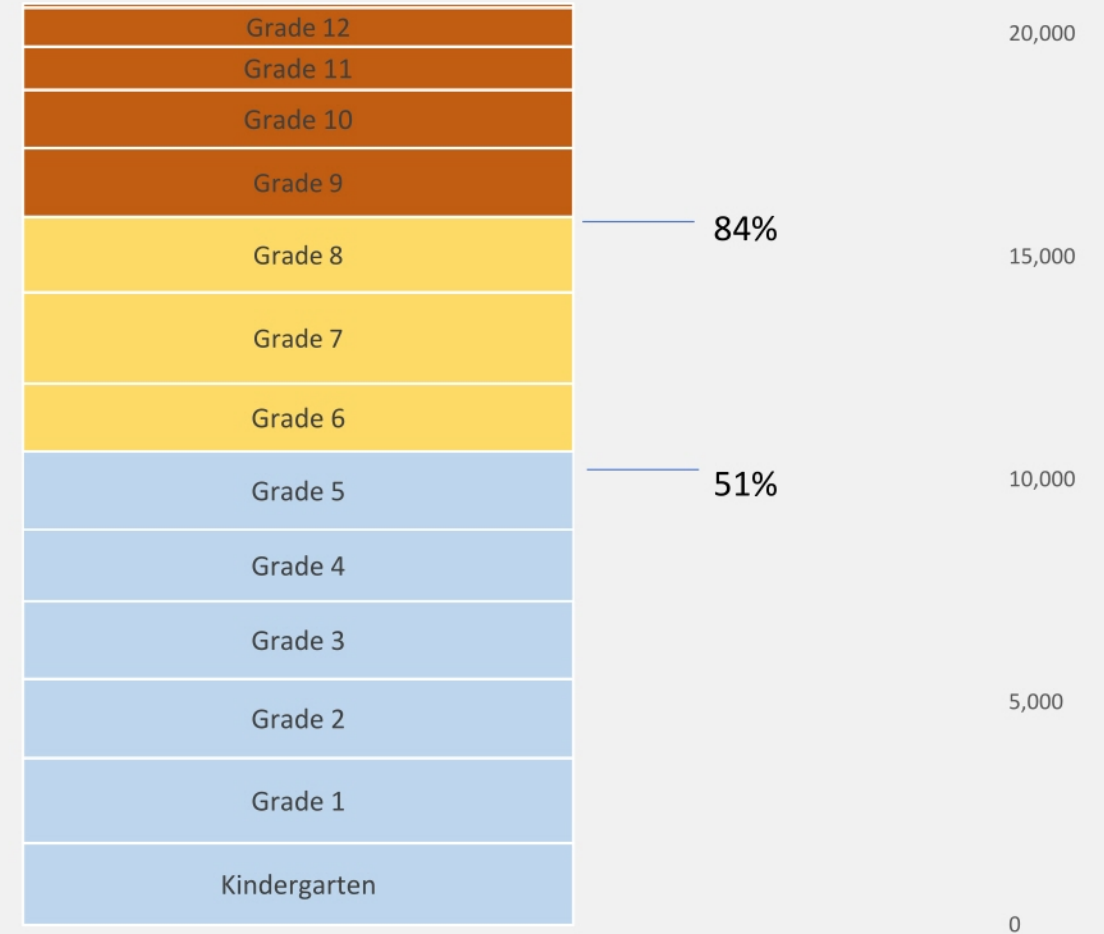
- There was a significant increase in students changing districts at the end of the 2020/2021 school year.
- 3,763 more students changed districts at the end of 2020/2021 relative to the previous school year.



## Which Grades Moved?

What grades are these students associated with

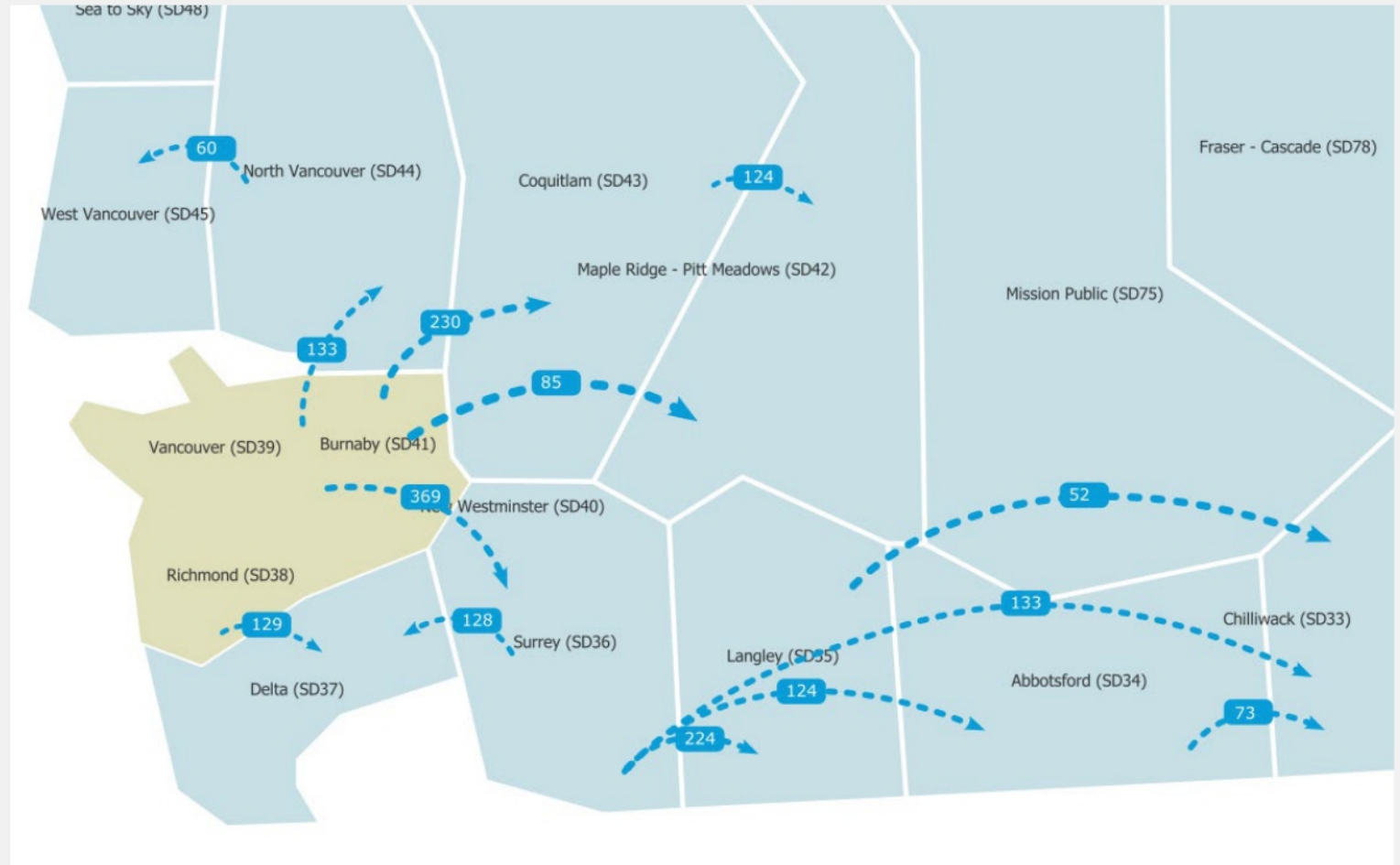
- The majority of the students that moved districts were younger students
  - 51% of the 20,687 students who moved were in grades K-to-5 prior to changing districts.
  - 84% of students were in grades K-9 prior to changing districts.



# District to District Movements

How students are moving in the lower mainland

- The lower mainland accounted for the largest proportion of district to district movement.
- The overall trend is for students to move Eastward.
- Those in the heart of downtown Vancouver tend to flow to all immediately adjacent districts.
- Those in Surrey tend to move further Eastward to Langley, Abbotsford, and Chilliwack.



# Out of Province In Migration

Districts with notably large out of province in migration in the lower mainland

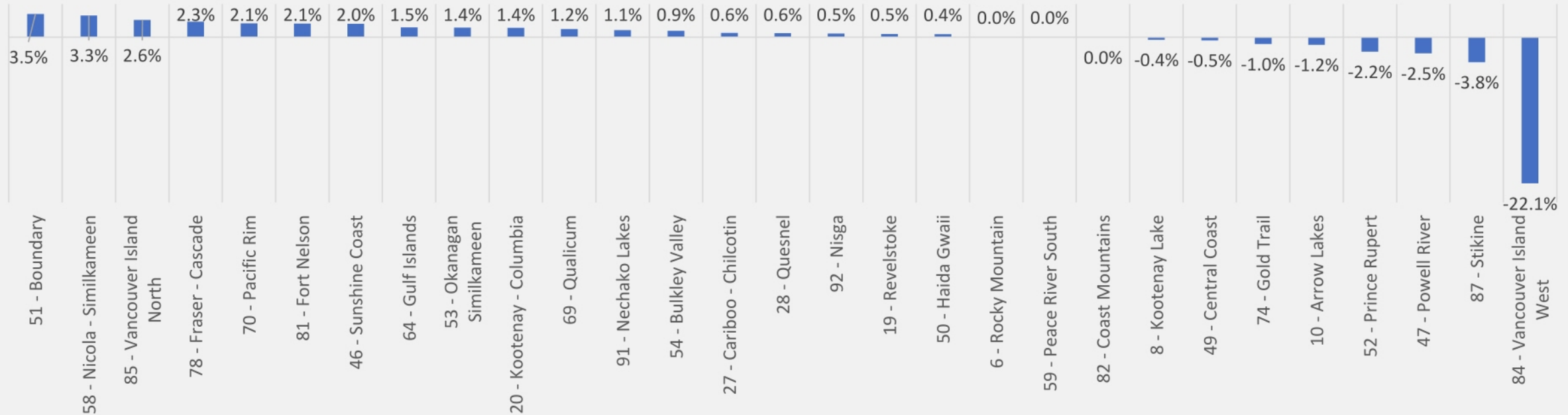
- The top 5 school districts receiving students from out of province are in the lower mainland, accounting for almost 50% of total immigration to public schools this year.





# 2021/2022 BC Student Mobility

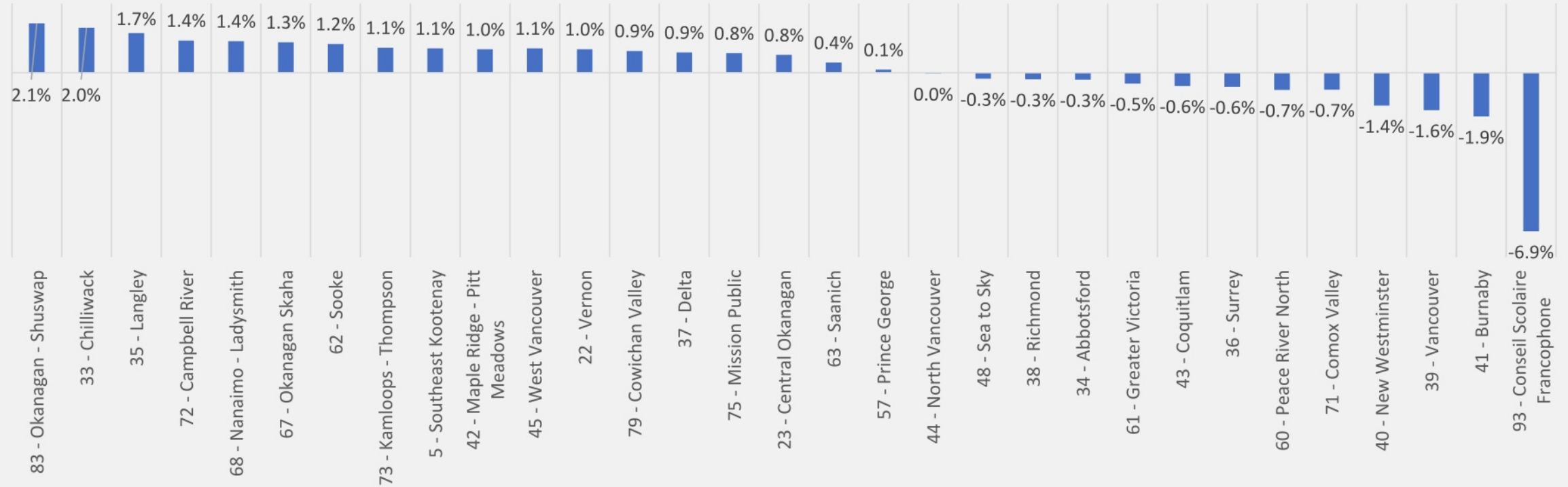
Districts with under 5,000 Students, % Net District to District Migration



- At the school district level, district to district migration is one of the largest drivers of enrolment change
- This year the Boundary school district received the largest number of students from other districts (+3.5%)
- Vancouver Island West had a large decrease due to the enrolment reporting of the Tsawalk Learning Centre now being recorded as SD 68 (Nanaimo-Ladysmith) enrolment

# 2021/2022 BC Student Mobility

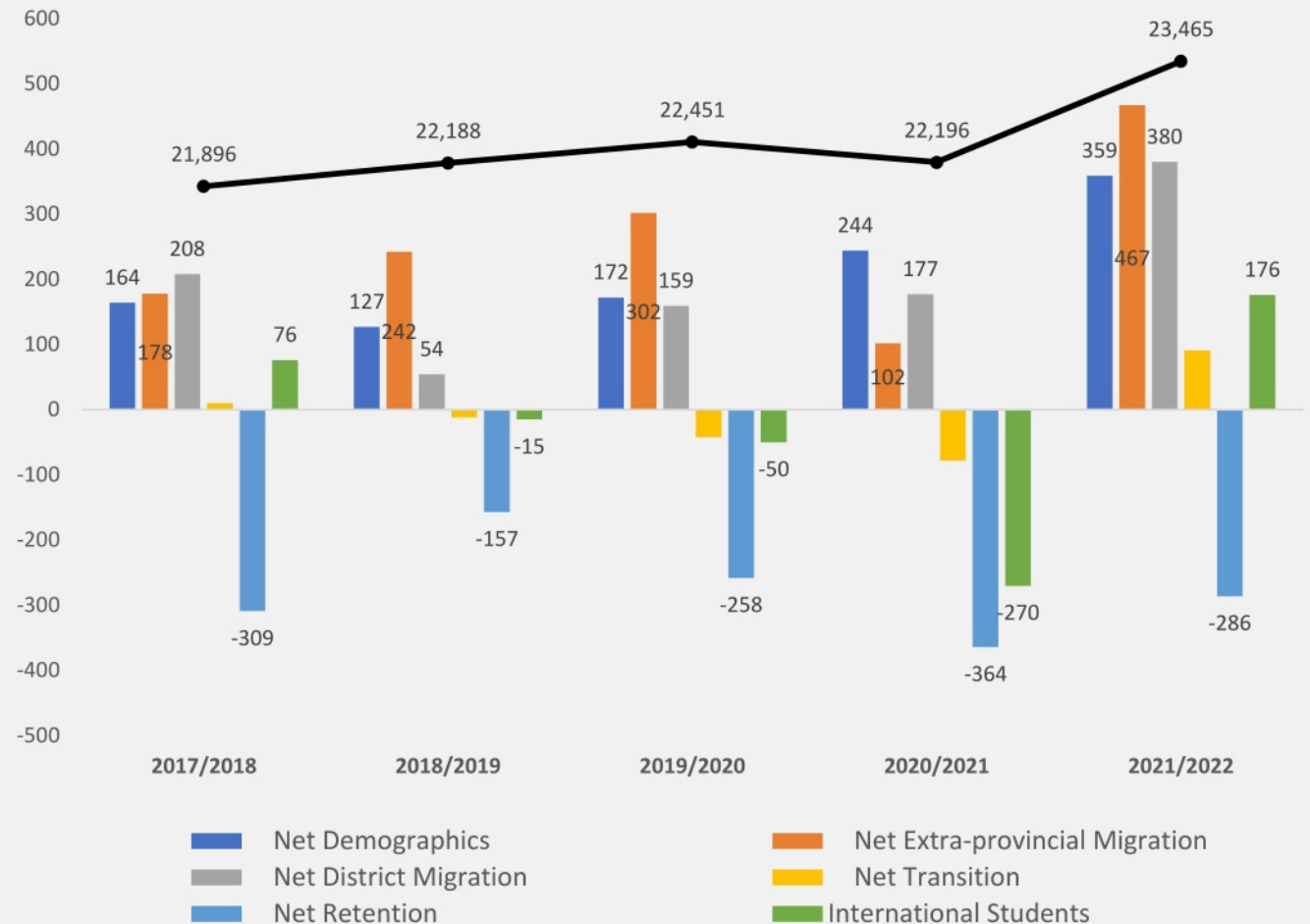
Districts with over 5,000 Students, % Net District to District Migration



- For the larger school districts, Okanagan Shuswap had the largest net increase (2.1%, or 144) in students transferring from other districts
- Conseil Scolaire Francophone had the largest decrease (-6.9% or -446 students)
- Lower Mainland School Districts 36, 39, 40, 41, 43 (-1.1% or over -2,000 students) also had a large declines

# SD 35 – Langley Drivers

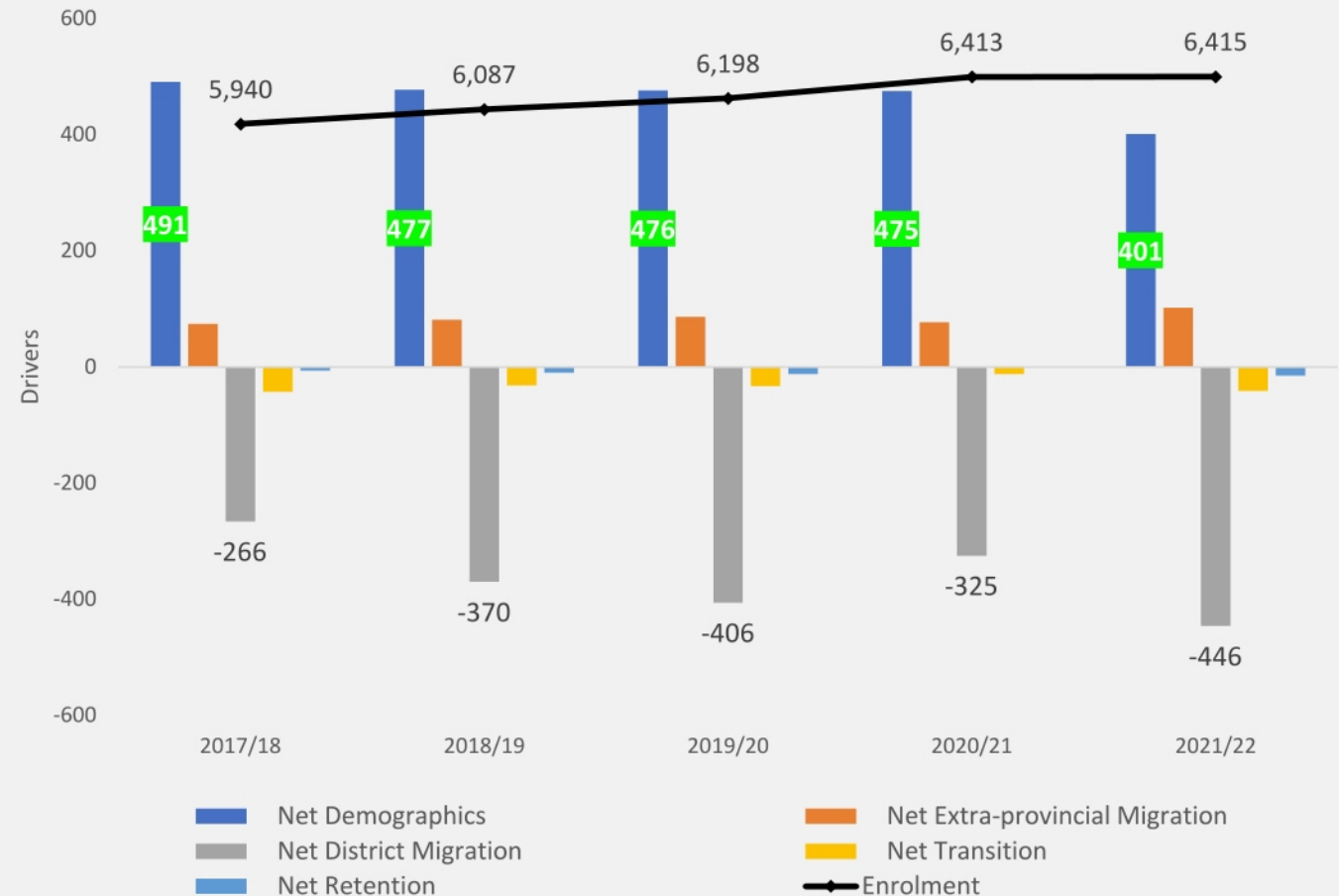
- Langley had the largest enrolment increase of the province with +1,269 students
- This was a result of enrolment increases in many areas including:
  - out of province migration (+467),
  - district migration (+380)
  - a large increase in kindergarten students (+168) over last year





# SD 93 - Conseil Scolaire Francophone Drivers

- This year is the first year that enrolment growth hasn't increased in SD 93 since 2000/2001 school year.
- This pause in enrolment growth is due to:
  - more students leaving for other districts
  - a decrease in students entering in kindergarten
  - an increase in students that graduated from the district last year

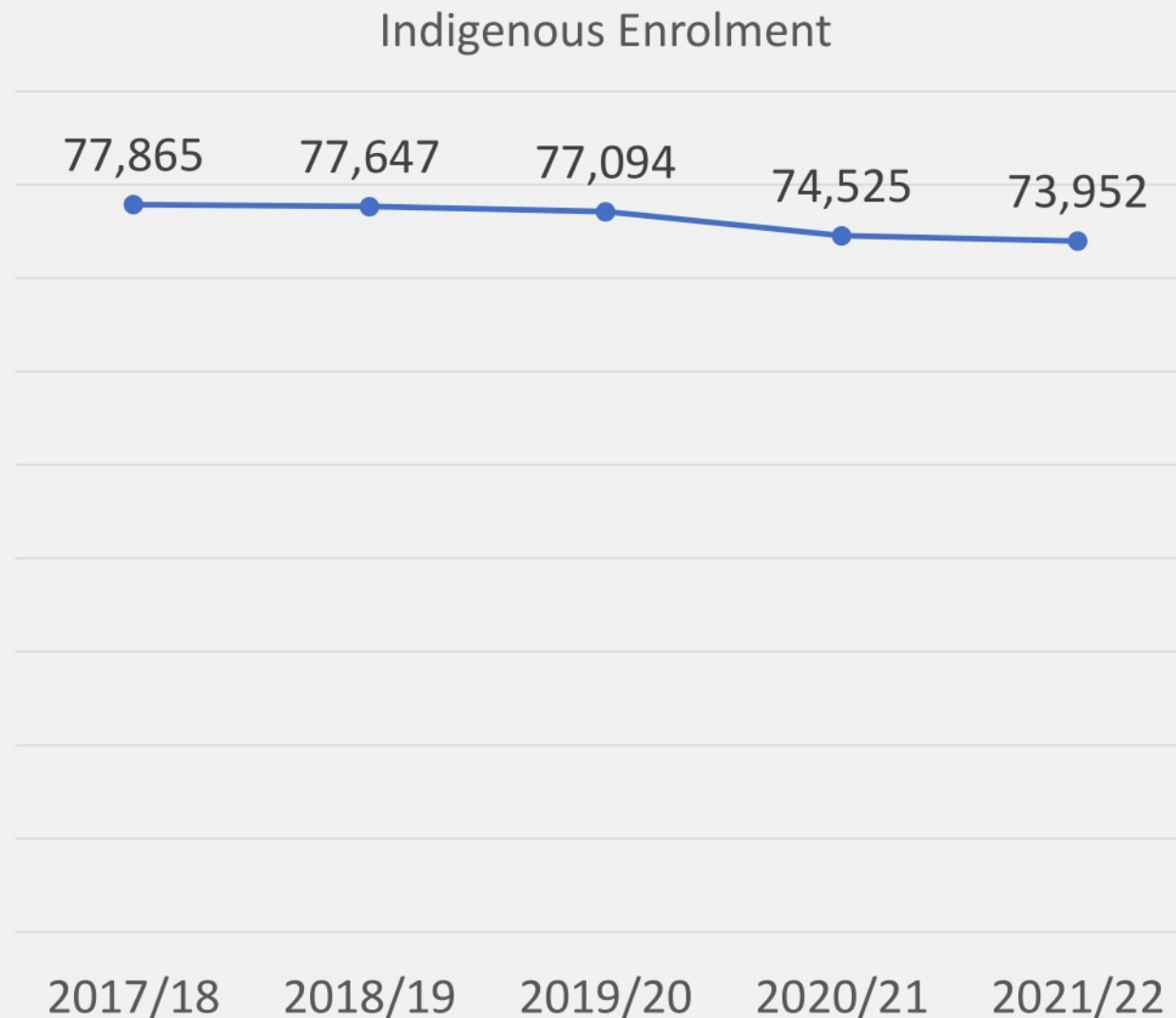


# Indigenous Students

# Indigenous Enrolment

73,952 Indigenous learners enrolled in 2021/22

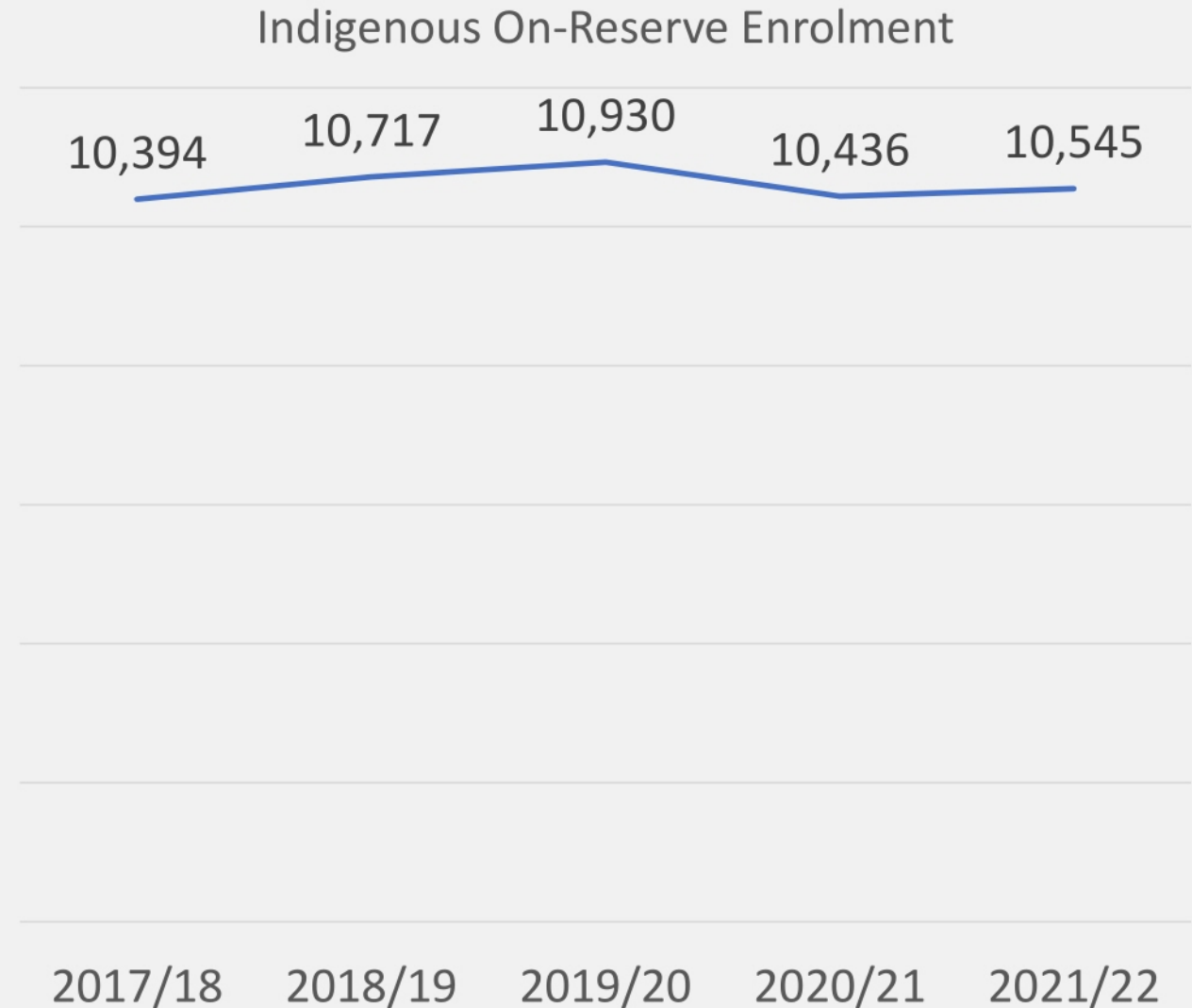
- Continued decline from 2016/17 (77,993).
- 573 fewer than September 2020 (-0.8%)
- 92% in Public
- 14% are On Reserve



# On-Reserve Enrolment

73,952 Indigenous learners  
enrolled in 2021/22

- Includes Public & Independent, but not enrolment in federally-tethered Band schools
- 76% in Public
- 109 more than previous September (+1%)



# GBA+ and Diverse Needs

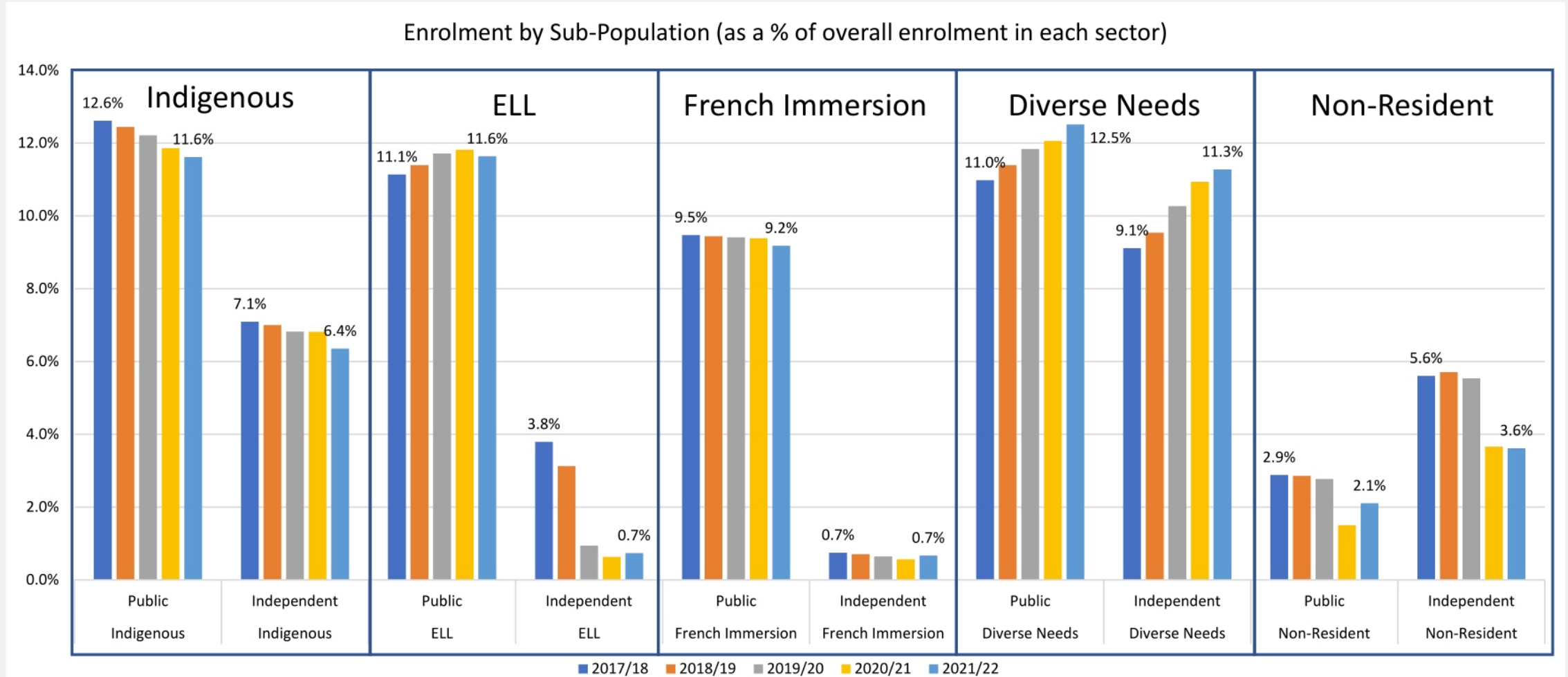
# 2021/22 Enrolment Data Insights – GBA+

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- 48.8% of students are female and 51.2% are male; this is a fairly consistent ratio over the past 20 years.
- Indigenous students represent 10.9% of the total (public + independent) student population in 2021/22 (average from 2004/05 to 2021/22 is 11.8%)
- Diverse needs students represent 12.4% of the total student population in 2021/22 – increased annually since 2011/12 (8.9%)
- Enrolment in French Immersion increased from 5.4% in 2004/05 to 8.4% in 2016/17, but decreased to 8.0% in 2021/22.
- Non-resident numbers had been increasing steadily, peaking in 2019/20 at 21,672, but have decreased substantially during the COVID-19 pandemic (12,007 in 2020/21 and 15,768 in 2021/22) due to international travel restrictions.



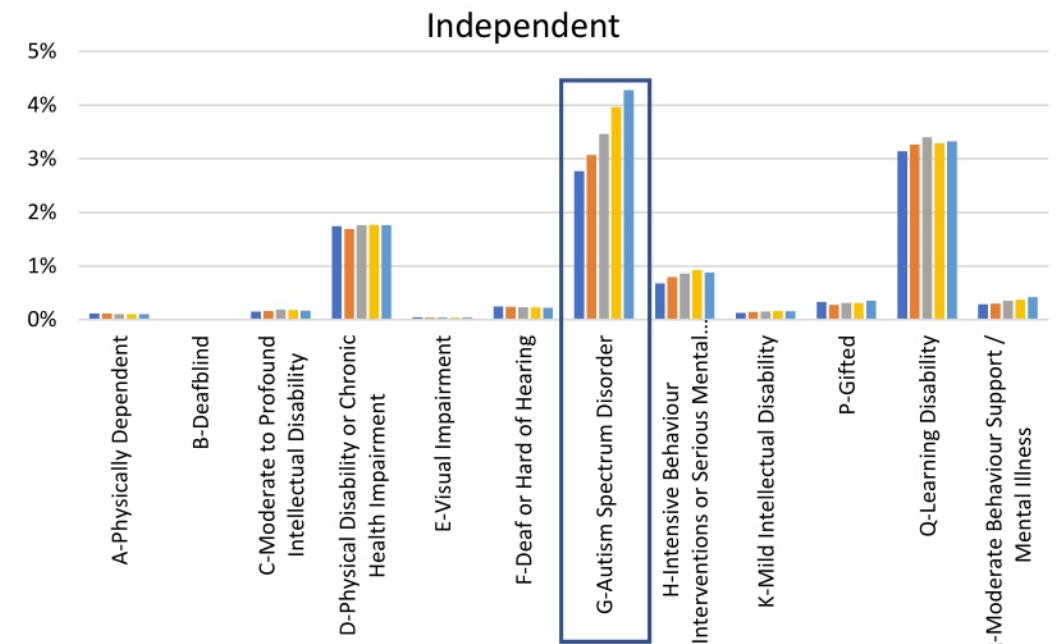
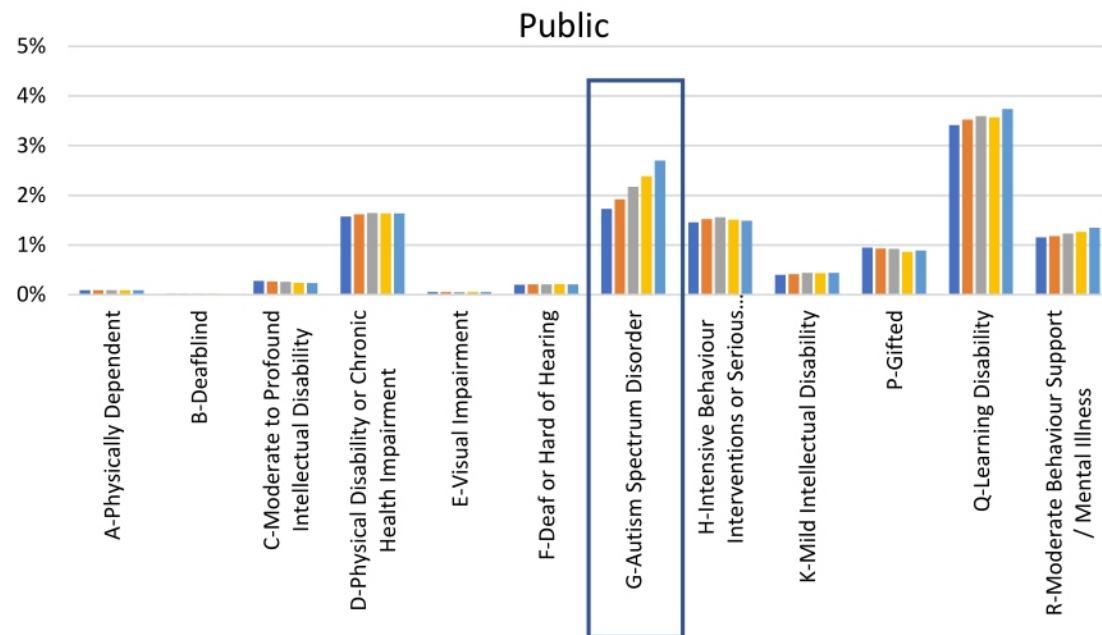
# Enrolment by Sub-Population by sector



# Diverse Needs Enrolment

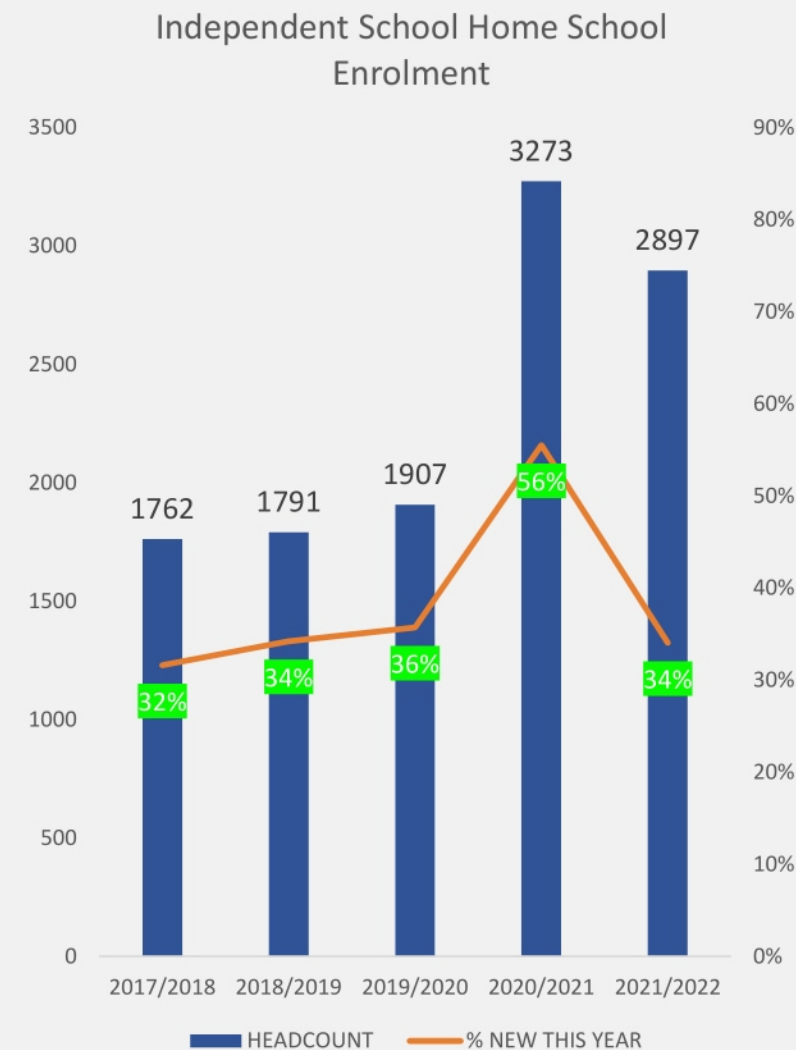
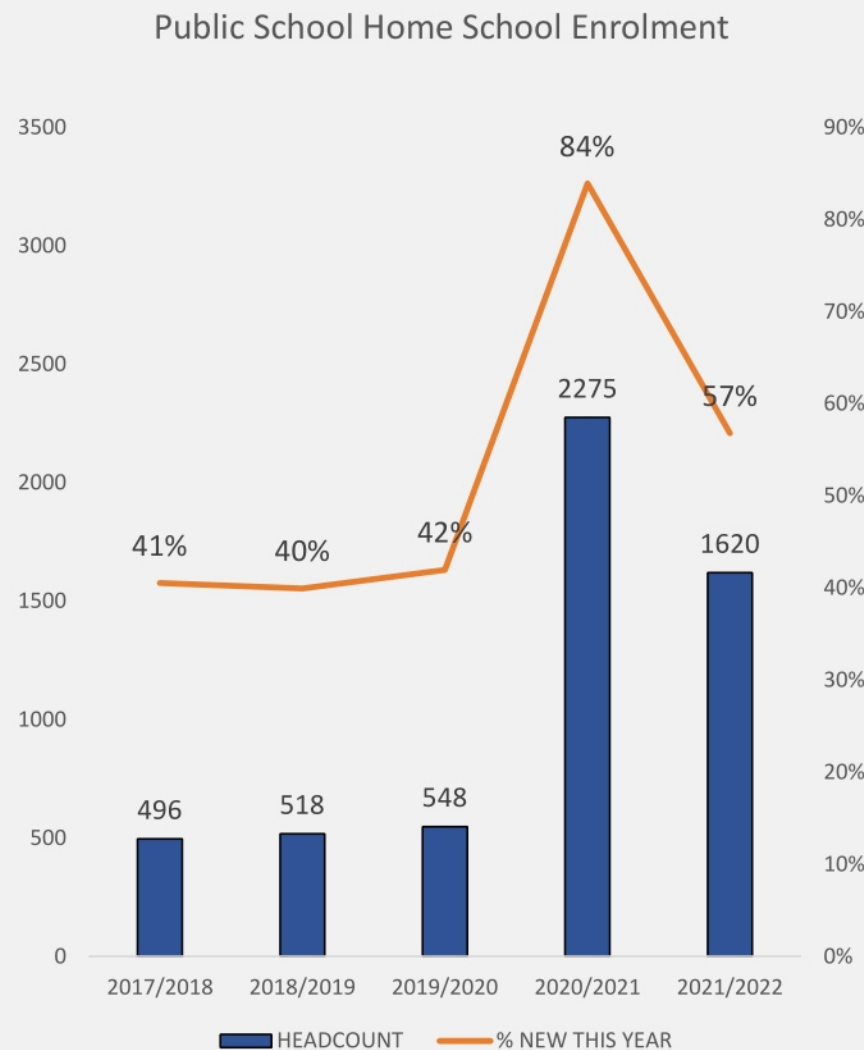
In public schools, the proportion of diverse needs has increased from 11.0% of the population in 2017/18 to 12.5% in 2021/22. In independent schools, the proportion of diverse needs has increased from 9.1% of the population in 2017/18 to 11.3% in 2021/22.

Growth over the past 5 years in diverse needs enrolment in both the public and independent sectors is driven by substantive increases in the proportions of students with Autism Spectrum Disorder (ASD). In the public sector, ASD increased from 1.7% to 2.7% of the student population over the last five years; in the independent sector, it has gone from 2.8% to 4.3%.



# Home School Students Trends

- Prior to COVID, total homeschool enrolment was 2,455 in 2019/20 (548 in public; 1,907 in independent).
- 2020/21 enrolment more than doubled to 5,548 with high levels of new homeschoolers.
- 2021/22 enrolment declined by 1,031 to 4,517 though still with many new to homeschooling.



# Next Steps

- Seeking approval to release data to StudentSuccess.ca, DataBC
- Districts have embargoed reports on SharePoint;
- Ministry will add PowerBI dashboard once release of data is approved
- Further analysis to be undertaken

MINISTRY OF EDUCATION  
INFORMATION BRIEFING NOTE

**DATE:** December 1, 2021  
**CLIFF:** 251916

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

**SUBJECT:** Emergency funding for school districts impacted by flooding

**PURPOSE:** Provide an overview of emergency funding options for school districts impacted by flooding

**BACKGROUND:**

- Due to Atmospheric River events in November 2021, floods and mudslides have caused the closure of schools and school district offices. Some closed facilities require significant remediation and rebuilding (e.g., Merritt) and staff highway/road access to schools has been restricted (e.g., Abbotsford and Chilliwack) (Attachment 2, Ministry Flood Dashboard for November 30, 2021).
- The magnitude of the loss and the complexity of the recovery process requires careful planning and extensive provincial support to support the immediate and long term needs.
- These costs exceed existing Ministry budget appropriations. It is unknown at this time what costs will be recoverable from insurance, the federal government, or the provincial government through the *Emergency Program Act*.
- This is not an issue of cash flow, but of providing school districts with confidence that they will be reimbursed for these significant unforeseen and unexpected costs.
- The Ministry's initial goal is to ensure that undamaged schools are kept open and functioning for in-person instruction so ensuring continuity of learning for student, and to restore in-person instruction as soon as possible in those facilities damaged by flooding, as well as making sure that there is continuity of school district operations.
- Some communities (Princeton, Hope) are dealing with other disruptions which may impact school district operations or educational delivery. These disruptions may incur non-capital costs that the province will also be expected to offset.

**DISCUSSION:**

- Capital Management Branch staff visited flooded school facilities in Merritt on November 29, with District and School Protection Program (SPP, Attachment 3) staff. An expedited assessment of the damage was conducted (Attachment 1), so that development of remediation plans for the facilities can be accelerated. These assessments are subject to change with subsequent inspections.
- A high-level cost estimate of \$15M to \$20M was provided by claims adjusters to repair and remediate damage to facilities and grounds in Merritt alone. This may increase when assessing loss to contents, claims from teachers for material loss of up to \$3,000 per teacher, or additional damage is incurred from subsequent weather events. A professional



quantity surveyor has been contracted to assist in cost estimation and provide oversight of all invoices payable for work completed to mitigate this loss.

- SPP claims for property loss and damage over \$500,000 are funded as emergent SPP projects under the current EDUC Capital Plan. SPP claims related to recent weather events will be treated as one loss from a capital project standpoint.
- In addition to SPP, the provincial government has declared the mid-November overland flooding event eligible for [Disaster Financial Assistance](#) (DFA) for local government bodies (which includes Boards of Education) which reimburses applicants for damaged infrastructure. Applications are open until February 12, 2022 and the DFA covers 80% of eligible costs (see Attachment 4), with a \$1,000 deductible.
- It is unknown if Federal or additional EMBC funding will be available to cover costs not covered by the SPP or DFA.
- Treasury Board Staff (TBS) have asked school districts to track the financial impacts of ongoing expenditures and are supportive of providing funding to districts for reasonable costs incurred due to the flooding.

#### **CONCLUSION:**

- School districts affected by flooding will be able to access SPP and DFA funding. It is unknown whether Federal funding and/or additional Provincial funding will be available to cover the balance of these costs and the magnitude of the funding is required is yet to be determined.

#### **Attachments:**

1. 251916 IBN-MJW Attachment 1\_Capital Impacts as at December 1
2. 251916 IBN-MJW Attachment 2\_Ministry Flood Dashboard for November 30, 2021
3. 251916 IBN-MJW Attachment 3\_Fact Sheet on School Protection Program
4. 251916 IBN-MJW Attachment 4\_Schedule 5 of the Compensation and Disaster Financial Assistance Regulation

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**Program ADM/Branch: Chris Brown/Funding and Financial Accountability**

**Program Contact (for content):** Jonathan Foweraker/Kristin Rutledge/Francois Bertrand

**Drafter:**

**Date: December 1, 2021**



**MINISTRY OF EDUCATION  
INFORMATION BRIEFING NOTE**

**Attachment 1 – Capital Impacts as at December 1**

School District Facility	Students	Issues	Mitigations	Estimated Mitigation Schedule	Estimated Cost Impact
SD 58 General		<ul style="list-style-type: none"> <li>District staff are actively looking for opportunities to lease space within Merritt to create a school program to support the students and staff from Merritt Central Elementary.</li> <li>District staff are actively looking for opportunities to best service the needs of the Board office staff.</li> <li>Students and staff from Diamond Vale Elementary may need to co-locate with Bench and Collettville Elementary for 2-3 months while remediation is completed. (Portables may be required to manage student enrolment)</li> <li>Students and staff at Merritt Secondary will need to utilize the facility on an extended day timetable to allow all students an opportunity to attend in person classes in the areas of the school not impacted by the flood waters.</li> </ul>			
SD 58 Diamond Vale Elementary	144	Moderate flood damage to facility	Planning/Assessment in progress Dewatering, demolition, decontamination, drying, and reconstruction	2-3 months to remediate damage and reinstate school to pre-flood capacity	Exceeding SPP \$500k pool, considered major capital projects based on the value of loss
SD 58 Merritt Secondary	608	Moderate flood damage to facility, major flood damage to site	Planning/Assessment in progress Dewatering, demolition, decontamination, drying, and reconstruction	6 months to remediate damage to facility, approx 1/3 of the facility will be under construction while remaining facility will need to be utilized creatively.	Exceeding SPP \$500k pool, considered major capital projects based on the value of loss
SD 58 Merritt Central Elementary	228	Major flood damage to	Planning/procurement in progress	School closed and under	Exceeding SPP \$500k pool,

		facility and site	Dewatering, demolition, decontamination, drying, and reconstruction	remediation for 9-12 months. Site will need full remediation following spring melt in April 2022	considered major capital projects based on the value of loss
SD 58 Board Office and Maintenance Facility	30 Staff	Major flood damage to facility	Planning/procurement in progress; board office will need to be relocated, maintenance facility prioritized for restoration due to specialized equipment (bus lift, carpentry shop, paint booth, etc) Dewatering, demolition, decontamination, drying, and reconstruction	Board Office closed and under remediation for 9-12 months. Maintenance facility closure and mitigation timeframe unknown	Exceeding SPP \$500k pool, considered major capital projects based on the value of loss
<b>School District Facility</b>	<b>Students</b>	<b>Issues</b>	<b>Mitigations</b>	<b>Estimated Mitigation Schedule</b>	<b>Estimated Cost Impact</b>
SD 34 General	<ul style="list-style-type: none"> <li>District staff have been actively looking for opportunities to lease space within Abbotsford to support the cohort of students and staff displaced from Upper Sumas Elementary.</li> <li>District staff have located an old elementary school that was closed and slated for redevelopment, and the current owners have notionally agreed to lease this facility to the school district for 6 months.</li> <li>Students and staff will be moving into this leased space starting January 4<sup>th</sup>, 2022.</li> </ul>				
SD 34 Upper Sumas Elementary	168	Major flood damage to facility and site	Planning/procurement in progress Dewatering, demolition, decontamination, drying, and reconstruction	School closed and under remediation for 3-6 months.	Exceeding SPP \$500k pool, considered major capital projects based on the value of loss

**MINISTRY OF EDUCATION  
INFORMATION BRIEFING NOTE**

SD 34 Barrowtown Elementary	48	Moderate flood damage to facility	Planning/Assessment in progress, pump out of crawl space, drying, and remediation	Mid December/ early January opening. Work to be completed over Winter Break	Exceeding SPP \$500k pool, considered major capital projects based on the value of loss
SD34 Sandy Hill Elementary	486	No Damage to Site	Monitoring slope and retaining wall. Civil Engineer to inspect as required.	Fencing installed along slope while inspection undertaken	No SPP cost. SD responsible for fencing and inspections

Emergency Dashboard for November 30, 2021  
BC Ministry of Education

**Overview** (since Nov 24, 2021)

	Districts	Facilities	Students (estimated)	Evacuees (estimated)
<b>Evacuation Orders</b>	9 (-1)	7 (-2)	1,355 (-32)	11,467 (-615)
<b>Evacuation Alerts</b>	10 (+2)	10 (+1)	1,012 (+383)	13,590 (+5,110)
<b>No order/alert</b>	47 (-1)			
<b>Program impacts</b>	4	17 (-5)	5,291 (-691)	
<b>Technology impacts</b>	0	0	0	
<b>Capital impacts</b>	2	6	1,207	

**School Districts impacted by Evacuation Orders**

School District	Orders	Facilities	Properties (estimated)	Evacuees (estimated)	Event name causing Evacuation Orders
33 – Chilliwack	12 (+2)	2	100 (+4)	115	Flood from Atmospheric River Nov 15 2021 and Nov 27 2021
34 – Abbotsford	6 (+3)		1,025 (+66)	3,141 (+121)	Flood/Landslide from Atmospheric River Nov 15 2021 and Nov 27 2021
46 – Sunshine Coast	1		1	0	Flood from Atmospheric River Nov 15 2021
53 – Okanagan-Similkameen	0 (-3)		0 (-5)	0 (-33)	Flood from Atmospheric River Nov 15 2021
58 – Nicola-Similkameen	14 (+1)	5 (-1)	2,385 (-352)	7,534 (-719)	Flood from Atmospheric River Nov 15 2021 and Nov 27 2021
63 – Saanich	1		3	377	Flood from Atmospheric River Nov 15 2021
74 – Gold Trail	4		37	60	Flood from Atmospheric River Nov 15 2021
75 – Mission	2		384 (+374)	25	Flood from Atmospheric River Nov 15 2021
78 – Fraser-Cascade	4 (+2)		136 (+18)	78 (+16)	Flood/Landslide from Atmospheric River Nov 15 2021 and Nov 27 2021
79 – Cowichan	1		5	137	Flood from Atmospheric River Nov 15 2021

Notes: Facilities are combined by category (Public, Independent, FN). More detail on the next page.

*See next page for facilities under Evacuation Order/Alert...*

Emergency Dashboard for November 30, 2021  
BC Ministry of Education

**Facilities under Evacuation Order/Alert**

School District	Evacuation	Issued	Event	Issuing Agency	Location	Facility Name	Category	Enrolment	Grades
34 – Abbotsford	Order	Nov 16, 2021	Flood	City of Abbotsford	Abbotsford	Barrowtown Elementary	Public School	40	K-5
34 – Abbotsford	Order	Nov 16, 2021	Flood	City of Abbotsford	Abbotsford	Upper Sumas Elementary	Public School	177	K-5
58 – Nicola-Similkameen	Alert	Nov 18, 2021	Flood	Town of Princeton	Princeton	John Allison Elementary	Public School	128	K-3
58 – Nicola-Similkameen	Alert	Nov 18, 2021	Flood	Town of Princeton	Princeton	Princeton Alternate	Public School	23	10-12
58 – Nicola-Similkameen	Alert	Nov 18, 2021	Flood	Town of Princeton	Princeton	Princeton Secondary	Public School	178	8-12
58 – Nicola-Similkameen	Alert	Nov 18, 2021	Flood	Town of Princeton	Princeton	Vermilion Forks Elementary	Public School	153	4-7
58 – Nicola-Similkameen	Order	Nov 27, 2021	Flood	City of Merritt	Merritt	SD 58 Board Office	Resource	-	-
58 – Nicola-Similkameen	Order	Nov 27, 2021	Flood	City of Merritt	Merritt	Collettville Elementary	Public School	158	K-7
58 – Nicola-Similkameen	Order	Nov 27, 2021	Flood	City of Merritt	Merritt	Diamond Vale Elementary	Public School	144	K-7
58 – Nicola-Similkameen	Alert	Nov 27, 2021	Flood	City of Merritt	Merritt	Kengard Alternate (AND South Central Interior Distance Ed)	Public School	32 (641)	9-12 (6-12)
58 – Nicola-Similkameen	Alert	Nov 27, 2021	Flood	City of Merritt	Merritt	Merritt Bench Elementary	Public School	147	K-7
58 – Nicola-Similkameen	Order	Nov 27, 2021	Flood	City of Merritt	Merritt	Merritt Central Elementary	Public School	228	K-7
58 – Nicola-Similkameen	Order	Nov 27, 2021	Flood	City of Merritt	Merritt	Merritt Secondary	Public School	608	8-12
58 – Nicola-Similkameen	Alert	Nov 27, 2021	Flood	Thompson Nicola Regional District	Lower Nicola	Nicola Canford Elementary	Public School	145	K-7
74 – Gold Trail	Alert	Nov 27, 2021	Flood	Thompson Nicola Regional District	Lillooet	Fountainview Academy	Independent School	60	10-12
75 – Mission	Alert	Nov 28, 2021	Flood	Fraser Valley Regional District	Dewdney	Dewdney Elementary	Public School	138	K-6
78 – Fraser-Cascade	Alert	Nov 27, 2021	Flood	Squamish-Lillooet Regional District	Mount Currie	Q'aLaTKu7eM School	Public School	8	4-10

*See next page for reported impacts to school programs, technology, and capital...*



Emergency Dashboard for November 30, 2021  
BC Ministry of Education

**Program impacts**

School District	Facilities	Students	Issue	Mitigations
SD 34 – Abbotsford	4 (-5)	2,555 (-691)	<b>School closures (2) due to evacuation:</b> <ul style="list-style-type: none"> <li>Barrowtown Elementary (40 students)</li> <li>Upper Sumas Elementary (177 students)</li> </ul> <b>Functional closures (2):</b> <ul style="list-style-type: none"> <li>Robert Bateman Secondary (921 students)</li> <li>WJ Mouat Secondary (1,417 students)</li> </ul>	Evacuated schools (2) are moving to continuity of learning. The following schools are offering remote online learning due to operational challenges (2): <ul style="list-style-type: none"> <li>Robert Bateman Secondary</li> <li>WJ Mouat Secondary</li> </ul>
SD 58 Nicola-Similkameen	11	2,586	District-wide school closures due to evacuation orders in Merritt and loss of water/gas/roads in Princeton.	No continuity of learning offered at this time.
SD 74 – Gold Trail	1	89	Kumsheen ShchEma-meet School is closed due to road closure.	SD and FN community have agreed to move to remote online learning until roads are reopened.
SD 78 – Fraser-Cascade	1	61	Boston Bar Elementary-Secondary is closed due to road closure. All other schools in district have reopened as of November 30.	Boston Bar Elementary-Secondary has moved to remote online learning.

**Technology impacts**

School District	Facilities	Students	Issue	Mitigations
None			None reported	

*See next page for reported impacts to capital...*



Emergency Dashboard for November 30, 2021  
BC Ministry of Education

**Capital impacts**

School District/Facility	Facilities	Students	Issue	Mitigations
SD 34 – Abbotsford <i>Upper Sumas Elementary</i>	1	177	<ul style="list-style-type: none"> <li>Major flood damage (3/3)</li> </ul>	<ul style="list-style-type: none"> <li>Assessment/Planning in progress</li> </ul>
SD 34 – Abbotsford <i>Barrowtown Elementary</i>	1	40	<ul style="list-style-type: none"> <li>Minor flood damage (1/3)</li> </ul>	<ul style="list-style-type: none"> <li>Planning/Procurement in progress</li> </ul>
SD 58 Nicola-Similkameen <i>Merritt Central Elementary</i>	1	228	<ul style="list-style-type: none"> <li>Major flood damage (3/3)</li> </ul>	<ul style="list-style-type: none"> <li>Planning/Procurement in progress</li> </ul>
SD 58 Nicola-Similkameen <i>Diamond Vale Elementary</i>	1	144	<ul style="list-style-type: none"> <li>Moderate flood damage (2/3)</li> </ul>	<ul style="list-style-type: none"> <li>Assessment/Planning in progress</li> </ul>
SD 58 Nicola-Similkameen <i>Merritt Secondary</i>	1	608	<ul style="list-style-type: none"> <li>Moderate flood damage (2/3)</li> </ul>	<ul style="list-style-type: none"> <li>Assessment/Planning in progress</li> </ul>
SD 58 Nicola-Similkameen <i>SD58 Office/Maintenance</i>	1	30 Staff	<ul style="list-style-type: none"> <li>Major flood damage (3/3)</li> </ul>	<ul style="list-style-type: none"> <li>Planning/Procurement in progress</li> <li>Board office will be temporarily relocated</li> <li>Maintenance facility prioritized for restoration</li> </ul>

## SCHOOLS PROTECTION PROGRAM (SPP)

updated April 19, 2021

### Description:

- Risk Management Branch (RMB), FIN, started provincial self-insurance in March 1987
- Self-insurance has saved the SUCH sector hundreds of millions of dollars in commercial insurance premium costs
- SPP provides self-insurance for the public K-12 education system
- Under authority of the *School Act*, the Minister has designated SPP as the insurer for boards of education to be administered by RMB
- School districts are covered for claims from:
  - Property Loss/Damage
  - Boiler and Machinery Loss/Damage
  - Crime
  - General Liability
  - Employment Practices Liability
  - Directors' & Officers' Liability
- SPP acquires ICBC coverage on behalf of all school districts for their vehicles
- Districts may also purchase Optional Property Program coverage through RMB for surplus buildings leased to other parties (e.g., local government, community groups, Government)

### Statistics:

- 19 "excess of pool" losses over the last 10 years:
  - 12 claims between \$500,000 and \$1M
  - 7 claims greater than \$1M
- Includes 11 fire losses; 8 water losses
- Average of 2.4 claims per year with average value = \$1.9M

### Key Facts:

#### Property - Loss and Damage Coverage

- SPP covers all board-owned property being used for educational purposes against loss and damage
- A property premium is set annually to fund a Property Risk Pool managed by RMB
- This premium is recovered directly from school district operating funds allocated by EDUC
- A school district's *pro-rata* share is based on the EDUC replacement cost for its facilities inventory against the total EDUC replacement cost for all facilities in the K-12 system
- Limits for property loss and damage claims involving existing buildings changed in 2020/21:
  - Claims **under \$500,000 (previously \$250,000)** are funded from the Property Risk Pool
  - Claims **over \$500,000 (previously \$250,000)** are funded as emergent SPP projects under the current EDUC Capital Plan
- School districts must pay a **\$10,000** deductible for each instance of property loss and damage funded from the Property Risk Pool.

#### Property - Course of Construction Coverage

- For property loss and damage claims during active construction projects:
  - if under \$50,000, claims are funded from the Course of Construction Pool created using funds recovered from other at-fault parties by RMB
  - if equal to or over \$50,000, claims funded as emergent projects in the EDUC Capital Plan

#### Liability

- SPP covers all board of education employees against liability claims while performing district duties
- School trustees, volunteers, parent advisory councils, student teachers, and students are also covered, to the extent that liability arises from participation in board-approved activities
- Liability coverage premiums are calculated by an actuary under contract to RMB
- The liability program is backed by a provincial indemnity
- The *pro-rata* cost to a school district is based on its share of total FTE students in the K-12 system
- No deductible applies to liability claims, with RMB managing legal representation for Government

### Key Outcomes:

- Successful annual insurance programming for boards of education, EDUC & Government

## SCHOOLS PROTECTION PROGRAM (SPP)

updated April 19, 2021

### Schools Protection Program Cost:

- 2020/21 Total = **\$7.775M**, including \$4.91M general liability, \$2.60M property loss, \$263K other expenses
- 2019/20 Total = **\$6.926M**, including \$4.45M general liability, \$2.23M property loss, \$245K other expenses

### Agreements:

- MOU between Capital Management Branch, EDUC, and Risk Management Branch, FIN

### Services to Ministry:

- Claims and underwriting services
- Optional Property Program administration
- Contract review
- Risk management advice

### Delivery Partners:

- Risk Management Branch, Ministry of Finance

#### **Attachment 4 – Schedule 5 of the Compensation and Disaster Financial Assistance Regulation**

**1** For the purposes of section 22 (1) "eligible local government body expenses" means eligible costs incurred or required for

- (a) structural repair to or replacement of a public facility including
  - (i) foundations, footings, seals, slab floors, pilings, structural walls and attached garages,
  - (ii) framing, roofing, doors, windows, materials, wall coverings, mouldings, fixtures and finishings,
  - (iii) filling and levelling to restore essential access,
  - (iv) parking areas, pumps, services and connections and space and water heating equipment,
  - (v) retaining walls that form part of a public facility or that are essential to sustain land that is immediately adjacent to and critical to the public facility, and
  - (vi) existing protective works designed to protect banks from erosion,
- (b) repair to or replacement of eligible local government body materials including books, papers and other records essential to local government body functions and operation,
- (c) clean up and debris removal including
  - (i) removal of damaged structures that constitute a threat to public safety,
  - (ii) pruning or removal of trees that constitute a threat to public safety,
  - (iii) removal of emergency works and the restoration of their sites to pre-disaster condition, and
  - (iv) necessary clearance of debris and wreckage from channels and streams, intakes and outfalls of sewers and storm drains and water supply reservoirs, and
- (d) emergency response measures including
  - (i) the rescue and transportation of and the emergency health arrangements and feeding, shelter and clothing for persons evacuated as a result of a disaster,
  - (ii) shelter and feeding for livestock, including the restoration of facilities used for those purposes,
  - (iii) measures taken to reduce the extent of damage by the removal of hazardous materials, valuable chattels, and assets from the area of immediate risk, including the provision of storage space and transportation costs,
  - (iv) measures to determine the area and extent of the disaster,
  - (v) containment of the disaster including the provision of essential services, equipment, material and labour for protective works, both for individual protection and for that of publicly owned institutions and utilities,
  - (vi) the provision of emergency medical care to casualties of the disaster or of a resulting epidemic including the transportation of casualties from an apprehended



**MINISTRY OF EDUCATION  
INFORMATION BRIEFING NOTE**

- disaster area and their return following the disaster or the transportation of regular patients to make way for casualties and their return following the disaster,
- (vii) the establishment and implementation of special security measures, and
  - (viii) the establishment and operation of any one or more of special communications facilities, special registration and inquiry services, emergency control headquarters, and protective health and sanitation facilities,
- (e) the deductible amounts for insurance costs,
- (f) costs of inspection, appraisal, planning or design if the services for which the costs are incurred are essential to the local government body's ability to determine the costs of repair, rebuilding or replacement, provided that the claim, under this paragraph
- (i) must exclude costs incurred by the permanent staff of local government body agencies, and
  - (ii) may include the cost of temporarily filling positions of full-time staff while those full-time staff are engaged in conducting disaster assistance surveys and assessments if documentation is available specifying the positions being filled, the persons employed and the actual time during which they were so employed,
- (g) general administrative costs arising out of individual projects within a recovery plan submitted under section 33 (3) ,
- (h) replacing local government body stores or materials that are damaged or destroyed in responding to emergencies or in repairing public facilities damaged in disasters, and
- (i) payment by the local government body of compensation it is obligated to pay under Part 1 as a result of the disaster,
- but does not include
- (j) loss of operational income,
  - (k) amounts paid to private contractors in excess of the rates listed in the B.C. Equipment Rental Rate Guide, or
  - (l) costs incurred or required for or in relation to
    - (i) damages that are the direct result of inadequate drainage or internal sewer or storm backup for which insurance was reasonably and readily available,
    - (ii) works undertaken as preventive measures to guard against future disasters for which prior approval of the Provincial Emergency Program has not been obtained,
    - (iii) construction materials in storage or available for construction purposes, unless those materials are inventory,
    - (iv) Repealed. [B.C. Reg. 238/95.]
    - (v) landscaping,

- (vi) eroded or damaged land except for essential access routes and the removal of debris,
- (vii) Repealed. [B.C. Reg. 238/95.]
- (viii) illegal encroachments on or improvements of land or structures for the purpose of damage reduction,
- (ix) scalping of gravel beds other than the cost incurred or required to remove a deposition that is unusually heavy and that is directly related to the disaster,
- (x) the purchase of special or additional equipment to fight the disaster,
- (xi) salaries of permanent employees, except for overtime,
- (xii) expenditures related to preventative measures taken before the disaster, including equipment purchased or measures taken that would or should be a normal part of preparations to avoid or mitigate the effects of a disaster,
- (xiii) eroded or damaged land except for essential access routes and removal of debris,
- (xiv) chemicals, preservatives, fuels and other like items,
- (xv) unoccupied government premises under construction,
- (xvi) costs incurred in relation to illegal encroachment on or improvement of land for the purpose of damage reduction, and
- (xvii) costs incurred due to the cancellation or rescheduling of regular works projects.



**MINISTRY OF EDUCATION  
INFORMATION BRIEFING NOTE**

**DATE:** December 7, 2021  
**CLIFF:** 252262

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

**SUBJECT:** Disposal of a portion of property by School District No. 62 (Sooke) in a land exchange with the City of Langford

**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.
- Sooke Board of Education is requesting ministerial approval to dispose of a 0.782 ha./ 1.932 ac. portion of a future school site in a land exchange with the City of Langford for an of an adjacent parcel of equivalent size and value.
- The total value of the portion, located at 7900 McCallum Road, is \$2,712,618, as per the Property Transfer Tax Return.
- The Board of Education acquired the 12-acre property in 2019 as an EDUC-approved site acquisition for a future new North Langford Secondary School capital project.
- The total cost for the site acquisition was \$18.92 M, with EDUC providing \$18.0 M in capital funds and the Board contributing \$0.92M in land capital funds, as generated through the collection of School Site Acquisition Charges from local residential developers.

**DISCUSSION:**

- While no net proceeds are contributable to this property disposal, the receipt of a valuable asset in exchange for the disposal of board-owned land represents a sale for the purposes of the Order, which requires ministerial approval be granted for any property disposal involving both a sale and a transfer in fee simple.
- This ministerial approval request follows a recent road dedication made to the City of Langford by the Board of Education, where title to a small portion of this property was transferred to allow construction of a roadway intersection.
- However, ministerial approval was not required for that type of disposal, as it was not a “sale”, with no money or anything of value having been received by the Board from the City.

**CONCLUSION:**

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

**Attachments**

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

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**Program ADM/Branch:** Chris Brown, Resource Management Division/Capital Management Branch

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

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

**Date:** December 2, 2021





## DISPOSAL OF LAND OR IMPROVEMENTS

The Board of Education of School District No. 62 (Sooke) 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:

<u>          </u> Sale of Land or/ Improvements	<u>          </u> Conveyance	<u>          </u> Dedication
<u>  X  </u> Exchange	<u>          </u> Lease of Land or/ Improvements	<u>          </u> Other

### Property Description:

The Board of Education of School District No. 62 (Sooke) requests that ministerial approval be granted to dispose of the Property, in whole or in part, located at 7900 McCallum Road in the City of Langford, and more particularly described as:

Parcel Identifier:  
030-760-721

Legal Description:  
LOT D SECTION 112A ESQUIMALT DISTRICT PLAN EPP88774 EXCEPT PLAN EPP11361

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

December 9, 2021  
\_\_\_\_\_  
Date

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