

MINISTRY OF EDUCATION AND CHILD CARE
INFORMATION BRIEFING NOTE

DATE: August 9, 2022
CLIFF: 282379

PREPARED FOR: Honorable Katrina Chen, Minister of State for Child Care – **FOR INFORMATION**

SUBJECT: Preschool and Group 30 Months-School Age parent fees under the Child Care Fee Reduction Initiative (CCFRI)

PURPOSE: To compare Preschool and Group 30 Months-School Age fees in light of planned enhancements and expansion of the CCFRI

BACKGROUND:

Under the July 2021 Canada-Wide Early Learning and Child Care (CW-ELCC) Agreement, B.C. has committed to reduce average fees for licensed child care for children ages zero to five by 50% (based on 2019 levels) by December 2022. This will be achieved through enhancements to the CCFRI, including increasing Fee Reductions as shown in Table 1.

Table 1: Current and Future (Dec 2022) Fee Reduction rates (full-time, monthly)

Care Category	Current Fee	Dec '22 Fee
Group 0 – 36 months	\$350	\$900
Group 3 years - Kindergarten	\$100	\$545
Group Kindergarten Before & After School	\$100	\$320
Family 0 – 36 months	\$200	\$600
Family 3 years - Kindergarten	\$60	\$500
Family Kindergarten Before & After School	\$60	\$320

Preschool programs¹ and children in Grade One and older are not currently eligible for the CCFRI. Under Budget 2022, B.C. committed to reducing average fees for Preschool and School Age children to less than \$20/day for the 2023/24 school year. This commitment will be fulfilled by expanding CCFRI eligibility to these care types in September 2023 as shown in Table 2.

Table 2: Approved² Sept '23 Fee Reduction Rates for Preschool and Grade One and Up

Care Category	Current Fee	Sep '23 Fee
Group Child Care, Grade One+	N/A	s.13
Family Child Care, Grade One+	N/A	
Preschool (half-day)	N/A	

DISCUSSION:

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¹ Preschool: Half-day programs for children over 29 months old who have not reached school age.
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CONCLUSION:

- Develop communications to highlight the September 2023 CCFRI expansion to Preschool and School Age care.
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- Monitor and update the projected impacts to fees in Appendix A based on most recent (2022/23) data as it becomes available.

Attachment(s)

1. 282379 IBN-MSKC Attachment A_Median Monthly Group Child Care Fees by Service Delivery Area (After CCFRI)

Program ADM/Branch: Patricia Boyle, ADM, Child Care Division

Program Contact (for content): Julie Adams, A/Director, Child Care Policy

Drafter: Nicole Wittig, Policy Analyst

Date: August 9, 2022

³ Eligible reasons for needing child care include: employment/self-employment, attending school, having a medical condition that interferes with the parent's ability to provide care for their child, and looking for work or participating in an Employment Program. Additionally, families referred to child care under the *Child, Family, and Community Services Act* are exempt from this eligibility requirement.

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282379 IBN-MSKC_Attachment A: Median Monthly Group Child Care Fees After CCFRI

Notes:

- Group 30 Months to 5 Years fee amounts in Table A1 are calculated by subtracting current CCFRI Parent Fee Reduction amounts from pre-CCFRI median fees (21/22 Provider Profile Survey data).

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Table A1: Median Monthly Child Care Fees After CCFRI – 2021/22

Region (Service Delivery Area)	Group 30 Months to 5 Years Fees	s.13
11 Kootenays	\$730	\$400
12 Okanagan	\$820	\$400
13 Thompson Cariboo Shuswap	\$743	\$355
21 East Fraser	\$740	\$375
22 North Fraser	\$860	\$475
23 South Fraser	\$800	\$410
24 Vancouver/Richmond	\$975	\$470
25 Coast/North Shore	\$1,055	\$623
31 South Vancouver Island	\$860	\$475
32 North Vancouver Island	\$750	\$483
41/42/43 Northern Region	\$750	\$315
British Columbia	\$850	\$450

Table A2: Projected Median Monthly Child Care Fees After CCFRI Enhancements (December 2022)

Region (Service Delivery Area)	Group 30 Months to 5 Years Fees	s.13
11 Kootenays	s.13	
12 Okanagan		
13 Thompson Cariboo Shuswap		
21 East Fraser		
22 North Fraser		
23 South Fraser		
24 Vancouver/Richmond		
25 Coast/North Shore		
31 South Vancouver Island		
32 North Vancouver Island		
41/42/43 Northern Region		
British Columbia		

Table A3: Projected Median Monthly Child Care Fees After CCFRI Expansion (September 2023)

Region (Service Delivery Area)	Group 30 Months to 5 Years Fees	s.13
11 Kootenays	s.13	
12 Okanagan		
13 Thompson Cariboo Shuswap		
21 East Fraser		
22 North Fraser		
23 South Fraser		
24 Vancouver/Richmond		
25 Coast/North Shore		
31 South Vancouver Island		
32 North Vancouver Island		
41/42/43 Northern Region		
British Columbia		

MINISTRY OF EDUCATION AND CHILD CARE
INFORMATION BRIEFING NOTE

DATE: August 18, 2022

CLIFF: 282801

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

SUBJECT: French Teacher Recruitment & Retention

PURPOSE: Update on B.C.'s federally funded French Teacher Recruitment & Retention Plan

BACKGROUND:

- Over the past 10 years, demand for French Education in B.C. has increased significantly: the Francophone student population has increased by 35%, and the French Immersion (FI) student population has increased by 11%.
- Growth in French programs has led to increased challenges in recruiting and retaining French speaking teachers across the province.
- Since 2019, ECC has received \$6.4M from the Department of Canadian Heritage (Canada) to fund over 20 projects to support French Teacher Recruitment and Retention (FTRR).
- This funding is provided under the *Canada-British Columbia Agreement on Minority-Language Education and Second-Official Language Instruction*.
- Most of the funding has been distributed through grants to French education partners (SDs, PSIs, other ministries, etc.) to support:
 - Targeted French teacher recruitment and promotion
 - Expansion and enhancement of B.C.'s French Teacher Education Programs
 - Workforce data collection and capacity building
 - Professional development and teacher mentorship

CURRENT SITUATION:

- On December 17th, 2021, ECC submitted a new FTRR project proposal to Canada with a request for \$6.8M of federal funding for 2022/23 and 2023/24; on July 18th, 2022, this project proposal was fully approved, with funding to be allocated as follows:

2022/23	2023/24	Total
\$2,910,454	\$3,883,400	\$6,793,854

- ECC staff will work with 15 French education partners on the implementation of the projects, including:
 - Investment in 83 additional French teacher training seats at SFU, UBC, and UBCO
 - Extensive French teacher recruitment and promotion campaign with Make a Future (BCPSEA)
 - Fast-tracking French-speaking teacher applications at Teacher Regulation Branch

- Streamlined immigration process for French speaking immigrants through partnership with Immigration Services at MUNI.
- Improved French teacher workforce data collection
- Collaboration with key school districts, including rural and remote communities
- The federal minister responsible for Official Languages, Honourable Ginette Petitpas Taylor, will be coming to B.C. on September 6, 2022, to announce the funding, and has requested the presence of MJW.
- As per all federal agreements, the federal funding is subject to 50% cost-sharing requirement, whereby B.C. must demonstrate an equal contribution. This is done by though existing provincial investments in education (block funding, etc.). No additional provincial funding will be spent.

CONCLUSION:

Since 2019, ECC's work with provincial French education partners has resulted in significant progress in addressing the recruitment and retention of French teachers. The recent federal funding marks B.C.'s largest and most ambitious provincial FTRR project. ECC will continue its collaborative work over the next two years as it continues to support the growing need for French teachers in B.C.

Attachments:

1. Overview of recently approved FTRR projects for 2022/23-2023/24
2. Snapshot of ECC's completed and planned FTRR initiatives
3. Approval letter from the Honourable Ginette Petitpas Taylor, P.C., M.P.

Program ADM/Branch: Jennifer McCrea/French Education

Program Contact: Yael La Rose

Drafter: Duncan McIndoe

Date: August 5th, 2022


**MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE**


Attachment 1. Overview of recently approved FTRR projects for 2022/23-2023/24

	Project Lead	Fed funding (2022-23)	Fed funding (2023-24)	Project description
Postsecondary	UBC Vancouver	\$103,250.00	\$111,705.00	Strengthening French language teacher education programs at U.B.C. in Vancouver.
	UBC Okanagan	\$264,820.00	\$263,370.00	Strengthening French teacher training for a greater long-term presence of French teachers in B.C. Interior.
	Simon Fraser	\$0	\$513,000.00	Strengthening French teacher training programs and supports to early career teachers at S.F.U.
Association	B.C Language Coordinators Association	\$73,550.00	\$73,550.00	Virtual and in-person professional development opportunities for French teachers and administrators.
	Canadian Parents for French	\$114,500.00	\$113,000.00	Building community support for new French teachers and increase cultural activities in rural B.C. districts.
School districts	SD# 5 SE Kootenays	\$108,500.00	\$108,500.00	French teacher staffing supports to build greater capacity in French Immersion programs.
	SD # 61 Victoria	\$34,300.00	\$34,300.00	Collaborative learning, professional development, and mentorship for early-career French Immersion teachers.
	SD # 62 Sooke	\$53,559.00	\$31,000.00	Building linguistic and pedagogical capacity in early career non-francophone French Immersion teachers.
	SD# 82 Coast Mtns	\$59,975.00	\$43,975.00	Staffing supports to increase supply of French Immersion teachers to rural norther school district.
	SD# 93 Francophone	\$260,000.00	\$390,000.00	Increased Human Resources capacity for stronger recruitment and retention of francophone teachers.
Government	BCPSEA Make a Future	\$1,025,000.00	\$919,000.00	Extensive provincial recruitment and promotional campaign with financial supports for school districts.
	EDUC LD (French Ed)	\$35,000.00	\$185,000.00	Provincial coordination time, establish provincial FTRR consortium, branch FTRR travel expenses.
	EDUC GAD (TCB)	\$282,500.00	\$282,500.00	Dedicated staff for int'l applications, streamlined instructional documents, website development.
	EDUC GAD	\$47,000.00	\$96,000.00	French workforce survey and further increased capacity for French teacher workforce data collection.
	AEST (PSI seats)	\$280,000.00	\$550,000.00	2022-2023 – addition of 28 seats @ UBC, UBCO, SFU 2023-2024 – addition of 55 seats @ UBC, UBCO, SFU
	MUNI (PNP)	\$168,500.00	\$168,500.00	Bilingual immigration specialist to support French teacher applications to Provincial Nomination Program.
	Total federal funding requested	\$2,910,454.00	\$3,883,400.00	

**B.C. must demonstrate cost-sharing equal to 50% of federal amount received. B.C. will use existing commitments (i.e. block funding, grants, etc.) to demonstrate \$2.9M in 2022/23 and \$3.9M in 2023/24.*

Attachment 2: Snapshot of ECC's completed and planned FTRR initiatives


**BRITISH
COLUMBIA**



FRENCH TEACHER RECRUITMENT AND RETENTION

Building for Sustainable French Education Programs in B.C. Schools

FIRST PHASE

Promotion and recruitment

- ✓ B.C. participation at more than 20 domestic education career fairs
- ✓ Online advertising campaign, reaching more than 40,000 prospective teacher candidates
- ✓ French-speaking recruiter hired at *Make a Future* to ensure a provincial coordinated approach to recruitment
- ✓ Dedicated French teacher evaluators at Teacher Regulation Branch resulting in 75% increase in efficiency
- ✓ Identification of French-speaking candidates now requested on teacher certification applications.

Continuous learning and professional development

- ✓ Delivery of more than 50 professional learning workshops and conferences for B.C. French teachers
- ✓ More than \$200,000 of additional professional development bursary monies to support French teacher engagement.
- ✓ Creation of innovative early-career French Immersion teacher mentorship initiative
- ✓ Development of a provincial shared networking platform for B.C. French teachers to provide professional support and foster teacher retention

Enhanced teacher training and capacity building

- ✓ Creation of 130 additional seats in French teacher training programs by 2024
- ✓ Launch of teacher practicum program in rural regions
- ✓ Expansion of undergraduate and graduate studies programs in French education at UBC, UBCO and SFU
- ✓ Expanded human resources capacity to address teacher turn-over in B.C.'s Francophone school district
- ✓ Public engagement initiative with over 6000 French Immersion families to deepen understanding of program drivers

Promotion and recruitment


Continuous learning and professional development


Enhanced teacher training and capacity building

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SECOND PHASE

Make a Future






University
of Victoria





THE UNIVERSITY
OF BRITISH COLUMBIA

SFU

SIMON FRASER
UNIVERSITY







**MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE**

Attachment 3: Approval letter from the Honourable Ginette Petitpas Taylor, P.C., M.P.

Minister of Official Languages
and Minister responsible for the
Atlantic Canada Opportunities Agency



Ministre des Langues officielles
et ministre responsable de l'Agence de
promotion économique du Canada atlantique

Ottawa, Canada K1A 0M5

The Honourable Jennifer Whiteside, M.L.A.
Minister of Education
Government of British Columbia
Post Office Box 9045
Station Provincial Government
Victoria, British Columbia
V8W 9E2

July 18, 2022

Title: Training, Recruiting and Retaining French Teachers in British Columbia

Dear Minister:

It is my pleasure to inform you that your application for funding has been approved.

A financial contribution in the amount of \$6,793,854 will be awarded to help your government carry out its activities for the project Training, Recruiting and Retaining French Teachers in British Columbia and will be subject to the Canada–British Columbia Agreement on Minority-Language Education and Second-Language Instruction 2020-21 to 2022-23. This funding will be allocated over fiscal years 2022-2023 and 2023-2024 and will be subject to the appropriation of funds by Parliament and the budget levels of the Program.

Please note that the funding awarded should serve as leverage for the implementation of your activities. The approval of funding for this project does not guarantee continued funding for activities following the end of your initial project.

Please accept my best wishes for every success in your endeavours. Sincerely,

The Honourable Ginette Petitpas Taylor, P.C., M.P.

MINISTRY OF EDUCATION AND CHILD CARE
DECISION BRIEFING NOTE

DATE: August 9, 2022
CLIFF: 281864

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

SUBJECT: 2023 Mental Health in Schools Conference

PURPOSE: Approval to host the 2023 Mental Health in Schools Conference

BACKGROUND:

- The Ministry of Education and Child Care (ECC) hosts an annual conference to support mental health and well-being in BC's K-12 students as outlined in the *Mental Health in Schools (MHIS) Strategy*. Since the release of the MHIS Strategy, the Mental Health and Substance Use branch has organized three conferences:
 - The inaugural conference (2018) was hosted in-person at a cost of \$109,344 with over 300 attendees;
 - The second conference (2019) was hosted in-person at a cost of \$246,435 with approximately 500 attendees;
 - Conferences planned for 2020 and 2021 were cancelled due to COVID-19 pandemic; and
 - The third conference (2022) was hosted virtually at a cost of \$58,385 with approximately 400 attendees.

DISCUSSION:

- The K-12 education sector has responded positively to the previous and most recent 2022 conference, sharing that the event was relevant and essential for people who work in the K-12 education sector to improve their capacity and understanding of mental health and well-being in BC classrooms.
- The 2022 post-conference survey attendees shared that the conferences reminded them that connection is key, allowing more teachers and school administrators to attend next year would be an important step to supporting mental health in schools, and that an in-person conference experience would help to improve connections in future MHIS conferences (Attachment 1).
- The Mental Health and Substance Use Branch has developed a proposed conference plan for the 2023 Mental Health in Schools Conference. This proposed conference plan includes:
 - Proposed conference presenters (Attachment 2);
 - Proposed conference theme (intersectionality of mental health focusing on cultural responsiveness and trauma-informed practice); and
 - Proposed agenda including options for the conference location for 500 attendees. (Attachment 3).
- The Mental Health and Substance Use branch is seeking approval to begin planning the next MHIS Conference, however, full execution of the conference is contingent on Federal Early Action Initiative funding which is expected in Fall 2022.

OPTIONS:

OPTION 1: Host an in-person MHIS Conference in May 2023.

Pros:

- Conference will be held during the 2023 Mental Health Week.
- Aligns with *MHiS Strategy* action item and creates opportunity for attendees to participate in collaborative workshops to improve capacity to support mental health in schools and to network about mental health in schools.
- Builds on the 2022 participant feedback to build connection with an in-person conference.

Cons:

- Requires Ministry staff capacity.

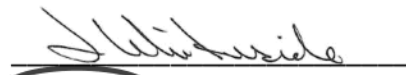
OPTION 2: Do not host an in-person MHIS Conference in May 2023.

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FINANCIAL IMPLICATIONS: Estimated total cost of hosting the conference at Richmond Conference Centre is \$228,500. EFO supports ECC risk management on funding to allow for conference planning activities to begin.

LINKS TO OTHER MINISTRIES: Ministries of Mental Health and Addictions (MMHA), Health (HLTH) and Children and Family Development (MCFD).

RECOMMENDATION: Option 1



Approved/Not Approved
Honourable Jennifer Whiteside
Minister of Education

Aug 19, 2022

Date Signed

Attachments:

1. 281864 DBN_MJW Attachment 1_Summary of 2022 Conference Attendee Experience
2. 281864 DBN_MJW Attachment 2_Proposed MHIS Conference Speaker List
3. 281864 DBN_MJW Attachment 3_Proposed MHIS Conference Agenda

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

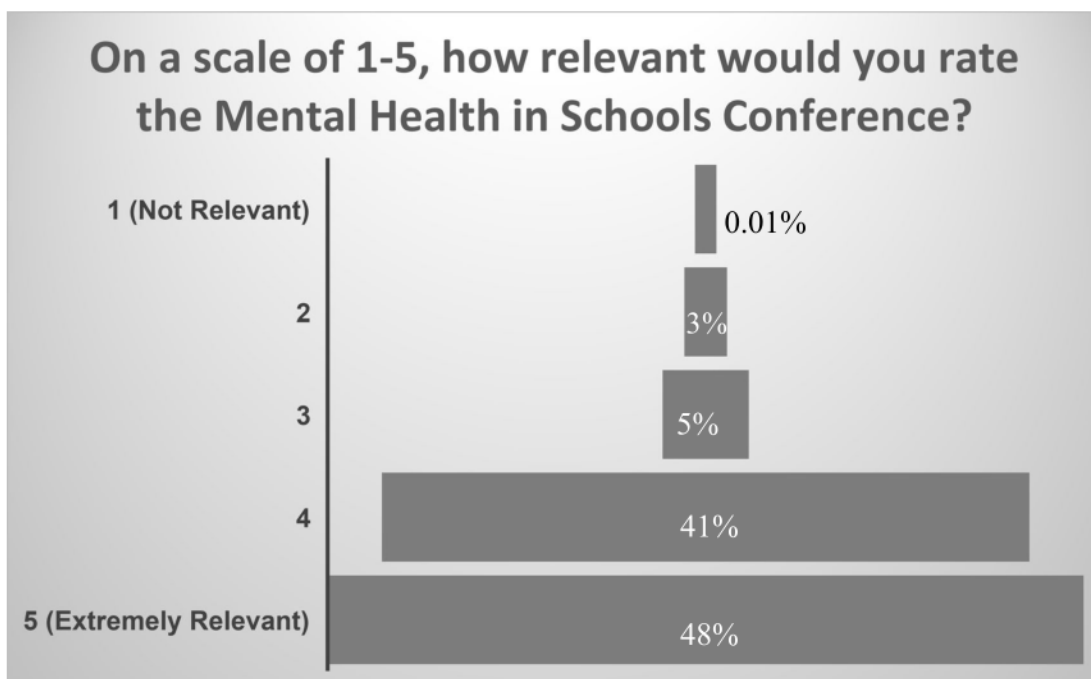
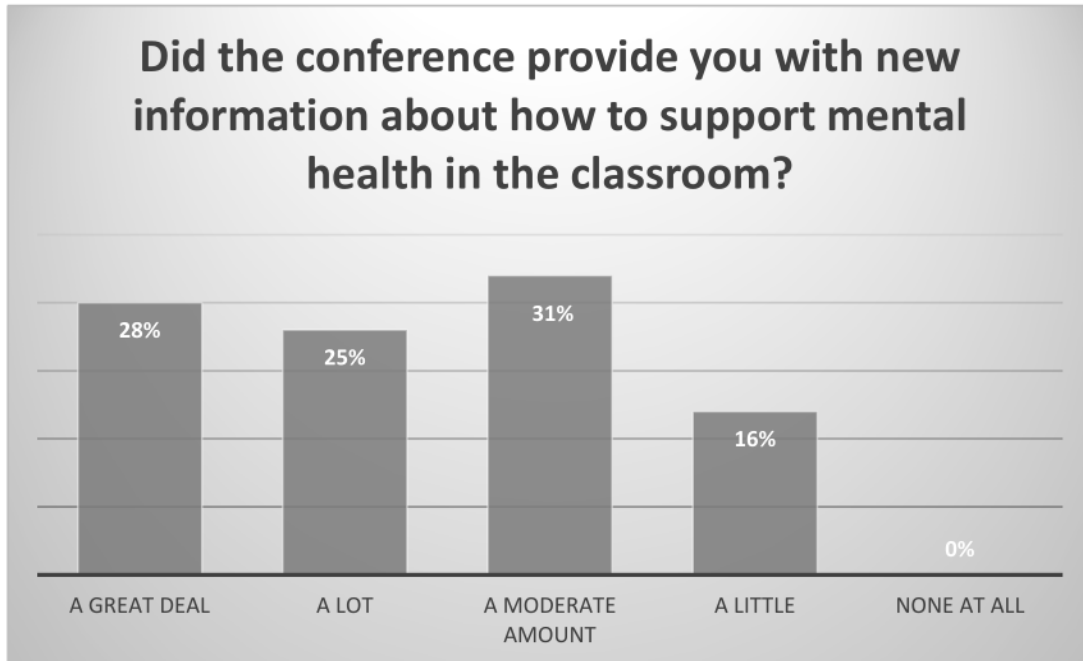
Program Contact (for content): Krystal Dash, A/Director, Mental Health and Substance Use Branch

Drafter: Lukas Hahn, Policy Analyst, Mental Health and Substance Use Branch

Date: August 9, 2022

Attachment 1: Summary of 2022 Conference Attendee Experience

This is a summary of responses from the post-conference survey.



What was the most impactful component of the conference? Why?	<ul style="list-style-type: none"> • <i>"The reminder that connection is key: connection before correction!"</i> • <i>"Friday morning presentations from SD's - good real-life examples of how to do it."</i> • <i>"Student voices were exceptional reminders of why we do what we do!"</i>
What will stick with you from the conference?	<ul style="list-style-type: none"> • <i>"I copied down a few quotes from various presenters. I liked the clear, concise format. I really loved the diversity of speakers from across different parts of BC. We have amazing people out there and how nice to celebrate them. I feel empowered to continue on, even though I am exhausted. I feel hopeful and will share the learnings with my administrators, teachers, students and parents."</i>
How can future Mental Health in Schools Conferences be improved?	<ul style="list-style-type: none"> • <i>"In person and with your team. I was the only one from my district and sat in my office alone hearing about the importance of connection."</i> • <i>"I would like to see workshops with practical applications in schools in addition to general speakers."</i> • <i>"Longer time with the speakers or maybe less speakers?? so they could speak to their topics at a deeper level. I thought the information was good, however only offered surface level applications."</i>
Please share any additional comments about the Mental Health in Schools Conference	<ul style="list-style-type: none"> • <i>"From my point of view, finding a way for more teachers and school administrators to attend this conference next year is an essential next step. All this year's participants from the SD I work in have already had extensive training in the areas discussed; while this was a good review (and an enjoyable experience for me), I feel having teachers attend this conference is essential for shifting school climates and focus in upcoming years."</i>

Attachment 2: Proposed MHiS 2023 Speaker List

Name	Bio + Rationale
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Page 14 of 57 to/à Page 17 of 57

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Attachment 3: Proposed MHiS 2023 Agenda

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Page 19 of 57 to/à Page 21 of 57

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MINISTRY OF EDUCATION AND CHILD CARE
INFORMATION BRIEFING NOTE

DATE: August 5, 2022
CLIFF: 280856

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

SUBJECT: Meeting with Shannon Aldinger

PURPOSE: Summary of outcome from August 5th meeting

BACKGROUND:

- Shannon Aldinger (Parent/Member of Comox Valley Schools DPAC, SD 71) requested a Minister meeting to discuss the need for mandatory consent education and other reforms to address sexual assault and sexual harassment among BC students.
- Minister's office requested program staff take meeting on behalf of Minister Whiteside.
- S. Aldinger requested to speak through four related resolutions submitted to BCCPAC, including:
 - Action to address peer-to-peer sexual harassment
 - Action against peer-to-peer sexual misconduct
 - Action to address peer-to-peer sexual assault – response protocol
 - Action to address peer-to-peer sexual assault/exploitation: data collection and analysis
- Staff from Learning Division (Student Safety and Wellness) and Education Programs Division (Curriculum and Assessment) met with S. Aldinger on August 5, 2022.

DISCUSSION:

- S. Aldinger spoke through interest as a parent and advocate in improving school cultures towards sexual harassment and gender-based violence through mandatory changes to K-12 curriculum and the Safe and Caring Schools Policy.
- Program staff shared current administrative resources available to Safe School Coordinators (including the Sexual Misconduct Administrative Checklists and Administrative Procedure available to Safe School Coordinators).
- Program staff shared current work underway, including planned updates to the elementary and secondary Supporting Student Health Guides, in collaboration with the Gender Equity Office.
- Attendees discussed areas of opportunity, recognizing work on curriculum supports is further ahead than to-be-determined updates to Safe and Caring Schools Policy/administrative procedures/safe school coordinator supports.
- Attendees discussed potential next steps, including reconnecting with S. Aldinger (recognizing value of parent voice), as well as the potential opportunity to facilitate conversations with students related to the issue.

CONCLUSION:

Staff from Education Programs Division committed to reconnecting with Shannon at the end of September to share progress on curriculum supports. Staff from Learning Division committed to sharing current resources/templates available to Safe School Coordinators.

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

1. 280856 IBN-MJW Attachment 1_BCCPAC Resolution Action Against Peer-to-Peer Sexual Misconduct
2. 280856 IBN-MJW Attachment 2_BCCPAC Resolution Action to Address Peer-to-Peer Sexual Harassment
3. 280856 IBN-MJW Attachment 3_BCCPAC Resolution Action to Address Peer-to-Peer Sexual Assault – Response Protocol
4. 280856 IBN-MJW Attachment 4_BCCPAC Resolution Action to Address Peer-to-Peer Sexual Assault/Exploitation: Data Collection & Analysis

Program ADM/Branch: Angie Calleberg, A/ADM Learning Division

Program Contact (for content): Angie Calleberg

Drafter: Christie Docking

Date: August 5, 2022

Title of Resolution: Action against peer-to-peer sexual misconduct (as amended)

Type of Resolution: Ordinary

Submitted By: Comox Valley Schools DPAC, SD71 (Shannon Aldinger)

Resolution Wording:

BCCPAC advocates for the Ministry of Education to take bold action to address peer-to-peer sexual assault & sexual harassment, including:

- To develop and promote public awareness/education campaigns to combat peer-to-peer sexual assault and sexual harassment, and to include bystander training;
- To include sexual violence/misconduct (including assault and harassment) among the listed “Services & Information Topics” on the homepage of the ERASE website and any other key resources used by the province to promote student safety and wellness; and
- To develop and implement mandatory comprehensive sexual health curriculum about sexual consent for all students, including grades Kindergarten to 12.

Proposer’s Position Statement Supporting the Resolution:

Rates of sexualized violence remain alarming. The most recent Stats Canada statistics reports that 1 in 3 girls/women and 1 in 6 boys/men in Canada are sexually assaulted in their lifetime, with girls between the ages of 14 to 24 being the most vulnerable, and girls between 15-17 reporting the highest rates of assault. Girls who are indigenous, LGBTQ or have a disability experience even higher rates.¹

Disturbingly, the most recent McCreary Centre’s Report on its BC Adolescent Health Survey (2018)² had as a key finding that reports of sexual assault, dating violence, and sexual harassment have all increased from its previous report in 2013 (at p. 8)

¹ Statistics Canada: Violence Against Women Survey, 1993 & Measuring violence against women: Statistical Trends (2013); Department of Justice Canada, *Sexual Abuse and Exploitation of Children and Youth: A Fact Sheet*; Report of the Standing Committee on the Status of Women: *Taking Action to End Violence Against Young Women and Girls in Canada* (March 2017); see also: <http://sacha.ca/resources/statistics>)

² The BC Adolescent Health Survey is described by the McCreary Centre Society as “the most reliable, comprehensive survey of youth aged 12-19 in British Columbia”. In 2018, over 38,000 young people aged 12-19 in 58 of BC’s 60 school districts completed the survey. https://www.mcs.bc.ca/about_bcahs

The increasing availability of and access to on-line pornography by children³ does nothing to improve the situation. Research shows that adolescent exposure to pornography:

- Portrays women as sex objects/sexually submissive (Peter & Valkenburg, 2008);
- Fosters an acceptance of sexual coercion (To et al, 2012); and
- Encourages and supports teenage sexual aggression (Wright et al, 2016).⁴

The McCreary survey also revealed that the majority of students are *not* sexually active by the end of grade 10⁵; however grade 10 is the last year that physical health education (which includes sexual health) is mandatory⁶. This means that most students are not receiving any sexual health (or consent) education as they become sexually active. And if a student does not attend college/university, grade 10 may be the last time they receive any education about sexual consent.

Consent education should extend beyond the curriculum and permeate school culture. Province-wide sexual assault and harassment prevention campaigns combined with adding “sexual violence/misconduct” to the listed safety priorities on the Erase website’s homepage⁷ would also increase student awareness and emphasize sexual violence prevention as a priority.

Implementers: Ministry of Education

Interested Parties: Attorney General, BC School Trustees Association, Boards of Education

³ Average age of first exposure is 11-12; a Canadian study of teenagers with an average age of 14 found that 90% of boys and 60% of girls had watched pornography, with 1/3 of boys and 2% of girls doing so at least once a month (Flood, 2009): Dr. Claire Vanston PhD’s Families, Classrooms, Kids and Sex Ed: Working Together to Raise Safe, Informed, Compassionate Children (November 2018)

⁴Dr. Claire Vanston PhD’s Families, Classrooms, Kids and Sex Ed: Working Together to Raise Safe, Informed, Compassionate Children (November 2018)

⁵ Supra note 3, at p. 42.

⁶ <https://curriculum.gov.bc.ca/>

⁷ <https://www2.gov.bc.ca/gov/content/erase> – to be included under “Services & Information Topics”

Title of Resolution: Action to address peer-to-peer sexual harassment

Type of Resolution: Ordinary

Submitted By: Comox Valley Schools DPAC, SD71 (Shannon Aldinger)

Resolution Wording:

BCCPAC advocates for the Ministry of Education to develop & implement a province-wide mandatory policy to address peer-to-peer sexual harassment in schools.

Proposer's Position Statement Supporting the Resolution:

The #MeToo movement revealed sexual harassment¹ and sexual assault as widespread and deeply entrenched societal problems. Sexual harassment is often considered a problem that happens among adults - on the job or when starting college or university - but for many it starts in school and sometimes as early as elementary/middle school.

The most recent McCreary Centre's BC Adolescent Health Survey (2018)² revealed that 50% of female students aged 12 to 19 reported having experienced verbal sexual harassment in the previous year and 31 had experienced physical sexual harassment.³ Non-binary youth reported experiences physical and verbal sexual harassment at similar rates.

Similar rates were cited in the Harvard Graduate School of Education's 2017 report "The Talk: How Adults Can Promote Young People's Healthy Relationships and Prevent Misogyny and Sexual Harassment"⁴. The Harvard report included among its key findings that:

¹ Sexual harassment can take many forms, including sexual gestures, sexual jokes, being catcalled, insults with sexualized words, being the target of sexual rumours or of lewd or prolonged staring, unwanted sharing/display of pornography, being touched, grabbed or pinched in a sexual way, requests/demands for sexual images/videos.

The effects of being sexually harassed can be significant and long lasting And can include: decreased academic performance including missing or withdrawing from school; negative emotions such as confusion, anger, sadness; decreased self-esteem/confidence; psychosomatic symptoms such as headaches, stomach aches, insomnia and irritability; suicidal thoughts, substance use, early dating, etc. See: <https://edis.ifas.ufl.edu/publication/FY850#:~:text=To%20help%20define%20the%20problem,sexual%20jokes%2C%20gestures%2C%20or%20remarks>

² The BC Adolescent Health Survey is described by the McCreary Centre Society as "the most reliable, comprehensive survey of youth aged 12-19 in British Columbia". In 2018, over 38,000 young people aged 12-19 in 58 of BC's 60 school districts completed the survey. https://www.mcs.bc.ca/about_bcahs

³ Representing an increase in verbal sexual harassment from 46% in 2013 and an increase in physical sexual harassment from 26% in 2013; *supra*, at p. 72

⁴https://static1.squarespace.com/static/5b7c56e255b02c683659fe43/t/5bd51a0324a69425bd079b59/1540692500558/mcc_the_talk_final.pdf

At page 16, the report cites a national report indicating that nearly half of students in grades 7-12 reported experiencing sexual harassment in the previous year.

- Misogyny and sexual harassment appear to be pervasive among and “afflict deeply troubling numbers of young people”, and certain forms of gender-based degradation may be increasing⁵;
- Misogyny and sexual harassment are damaging to their romantic relationships and rates of sexual assault among young people are high⁶;
- Despite these “deeply troubling numbers⁷”:
 - Young people are increasingly desensitized to misogyny and harassment⁸; and
 - Peer sexual harassment “largely flies under our [adult] radar,”⁹ with “Large numbers of parents, educators, and other adults appear to be either unaware of the seriousness of the problem or don’t know how to deal with it.”¹⁰

Tolerance of sexual harassment contributes to a culture which instills, promotes and accepts the message that girls/women are valued for their sexual appeal & services to boys/men and that non-binary youth/adults are different/other/unequal; it encourages male aggression and supports sexual violence. Districts and schools need provincial leadership to address this pervasive problem.

Implementers: Ministry of Education

Interested Parties: Ministry of Health, Ministry of Mental Health & Addictions, Attorney General, BC School Trustees Association, Boards of Education

⁵ *Supra*, pp. 2, 16

⁶ *Supra*, p. 3

⁷ *Supra*, at p. 16.

⁸ The following comments of one 16 year old was highlighted in the Harvard study (at p. 16): “One thing that I think all girls go through at some age is the realization that their body, seemingly, is not entirely for themselves anymore ... the unfortunate thing is that we all just sort of accept it as a fact of life.”

⁹ *Supra*, p. 16.

¹⁰ *Supra*, p. 18

Title of Resolution: Action to address peer-to-peer sexual assault – response protocol

Type of Resolution: Ordinary

Submitted By: Comox Valley Schools DPAC, SD71 (Shannon Aldinger)

Resolution Wording:

BCCPAC advocates for the Ministry of Education to review and revise the Safe and Caring Communities policy (and any other relevant policies such as the Handbook for Action on Child Abuse & Neglect) to include measures to address and provide clear guidance about how to respond to student complaints of *peer-to-peer* sexual harassment, sexual exploitation and sexual assault.

Proposer's Position Statement Supporting the Resolution:

In 2016, the province recognized sexual violence as a problem warranting bold action in post-secondary institutions. It legislated mandatory reporting protocols for sexual assault at all post-secondary institutions and later committed \$760,000 for further improvements.

Similarly bold action is needed in BC's public schools as districts (and schools) lack comprehensive policies to address peer-to-peer sexual misconduct. There is no guidance from the province about how schools/districts should respond to student complaints/disclosures of peer-to-peer sexual assault or exploitation, including where the alleged conduct occurs *off or away from* a school/district property/event. As a result, policies vary between districts and similarly lack clear direction.

The province's Safe and Caring School Communities policy attempts to assist districts to create safe and inclusive learning environments and to address "worrisome behaviours", but offers no guidance in relation to student complaints of *peer-to-peer* sexual harassment, exploitation and assault.

The province's Handbook for Action on Child Abuse & Neglect references the *Child, Family and Community Service Act* which legislates a "duty to report" to "the director of MCFD"¹ any child who is deemed to be "in need of protection"². It lists circumstances under which a child would be so deemed, but most subsections deal with harm/abuse/neglect to a child by the child's parent and none deal with peer-to-peer sexual violence.³

¹ *Child, Family and Community Service Act*, [RSBC 1996] c. 46, s. 14

² *Child, Family and Community Service Act*, [RSBC 1996] c. 46, s. 13

³ When protection is needed

13 (1)A child needs protection in the following circumstances:

- (a)if the child has been, or is likely to be, physically harmed by the child's parent;
- (b)if the child has been, or is likely to be, sexually abused or exploited by the child's parent;
- (c)if the child has been, or is likely to be, physically harmed, sexually abused or sexually exploited by another person and if the child's parent is unwilling or unable to protect the child;
- (d)if the child has been, or is likely to be, physically harmed because of neglect by the child's parent;
- (e)if the child is emotionally harmed by

But neither policy sets out specific requirements, or even guidance, as to how school/district personnel should respond to a student complaint/report of sexual harassment, assault or exploitation by another student.

The *Criminal Code of Canada* also lacks guidance as it does not include a duty to report a crime.

Clear guidance regarding how to respond to complaints of peer-to-peer sexual assault/exploitation are needed to advance the goals of sexual assault prevention and sexual equality in public education.

Implementers: Ministry of Education

Interested Parties: Ministry of Health, Ministry of Mental Health & Addictions, Attorney General, BC School Trustees Association, Boards of Education

-
- (i)the parent's conduct, or
 - (ii)living in a situation where there is domestic violence by or towards a person with whom the child resides;
 - (f)if the child is deprived of necessary health care;
 - (g)if the child's development is likely to be seriously impaired by a treatable condition and the child's parent refuses to provide or consent to treatment;
 - (h)if the child's parent is unable or unwilling to care for the child and has not made adequate provision for the child's care;
 - (i)if the child is or has been absent from home in circumstances that endanger the child's safety or well-being;
 - (j)if the child's parent is dead and adequate provision has not been made for the child's care;
 - (k)if the child has been abandoned and adequate provision has not been made for the child's care;
 - (l)if the child is in the care of a director or another person by agreement and the child's parent is unwilling or unable to resume care when the agreement is no longer in force.
 - (1.1)For the purpose of subsection (1) (b) and (c) but without limiting the meaning of "sexually abused" or "sexually exploited", a child has been or is likely to be sexually abused or sexually exploited if the child has been, or is likely to be,
 - (a)encouraged or helped to engage in prostitution, or
 - (b)coerced or inveigled into engaging in prostitution.

Duty to report need for protection

- 14 (1)A person who has reason to believe that a child needs protection under section 13 must promptly report the matter to a director or a person designated by a director.
- (2)Subsection (1) applies even if the information on which the belief is based
- (a)is privileged, except as a result of a solicitor-client relationship, or
 - (b)is confidential and its disclosure is prohibited under another Act.
- (3)A person who contravenes subsection (1) commits an offence.
- (4)A person who knowingly reports to a director, or a person designated by a director, false information that a child needs protection commits an offence.
- (5)No action for damages may be brought against a person for reporting information under this section unless the person knowingly reported false information.
- (6)A person who commits an offence under this section is liable to a fine of up to \$10 000 or to imprisonment for up to 6 months, or to both.
- (7)The limitation period governing the commencement of a proceeding under the *Offence Act* does not apply to a proceeding relating to an offence under this section.

Title of Resolution: Action to address peer-to-peer sexual assault/exploitation: data collection & analysis

Type of Resolution: Ordinary

Submitted By: Comox Valley Schools DPAC, SD71 (Shannon Aldinger)

Resolution Wording:

BCCPAC advocates for the Ministry of Education to review and revise the Safe and Caring Communities policy (and any other relevant policies) to include measures to track and assess data regarding disclosures/complaints/reports of peer-to-peer sexual assault and sexual exploitation within districts.

Proposer's Position Statement Supporting the Resolution:

In recent years the BC government has recognized the need to collect and track race-based data as “a key mandate initiative to tackle systemic racism, hate and discrimination.”

Specifically, in June 2020 the Premier invited the Human Rights Commissioner and the Information and Privacy Commissioner to provide recommendations on how to collect, store, use and disclose data in a way that furthers the aim of substantive social equality but without reinforcing marginalization.

The report that followed¹:

- Noted the collection of data “is a human rights issue and can be used as a powerful tool in advancing human rights”, with the HRC stating “We cannot act on what we do not know. This is a call for knowledge.”
- Recommended the development of an Anti-Discrimination Data Act through ongoing consultation with the HRC and IPC so that it aligns with human rights advancement and conforms with Freedom of Information and Protection of Privacy legislation.
- Recommended that the legislation to be grounded in “the grandmother principle”, described by Gwen Phillips of the Ktunaxa Nation, a BC First Nations Data Governance Initiative Champion:

“First Nations governments are not wanting to operate with the big brother mentality that we’ve all been groomed into believing in relation to what data does to us—it’s more like we want to come from the grandmother perspective. We need to know because we care.”

¹ https://bchumanrights.ca/wp-content/uploads/BCOHRC_Sept2020_Disaggregated-Data-Report_FINAL.pdf

A similar initiative is needed to collect and assess data concerning disclosures/complaints/reports by students of peer-to-peer sexual violence.

Data collection, retention and assessment is a necessary tool to render a social problem visible, to measure progress (or decline), and to advance evidence-based policy-making. Disclosures/complaints/reports of sexual assault/exploitation are already notoriously underreported, and the province's current tools (erase and otherwise leaving processes to individual districts) are insufficient to address the problem.

Implementers: Ministry of Education

Interested Parties: Ministry of Health, Ministry of Mental Health & Addictions, Attorney General, BC School Trustees Association, Boards of Education

**MINISTRY OF EDUCATION AND CHILD CARE
INFORMATION BRIEFING NOTE**

DATE: August 25, 2022
CLIFF: 283327

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

SUBJECT: Ventilation Funding and Reporting Details

PURPOSE: To provide a centralized document detailing past, present, and future ventilation funding, government's efforts to support school districts with ventilation improvements, and upcoming school district ventilation reporting.

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**MINISTRY OF EDUCATION AND CHILD CARE
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KEY FACTS AND EXECUTIVE SUMMARY

- Since the beginning of the pandemic, the province and the federal government have invested \$166.5 million to assist school districts in upgrading ventilation and filtration in thousands of classrooms across the province, with \$153.4 million coming from the provincial government.
 - 2020/21 – \$21.8 million for 78 ventilation projects through the School Enhancement Program (SEP) and Carbon Neutral Capital Program (CNCP). An additional \$11.3 million was provided through the Annual Facility Grant (AFG).
 - 2021/22 – \$44.5 million for 84 ventilation projects through SEP and CNCP. An additional \$23.8 million was provided through AFG.
 - 2022/23 – \$48.4 million for 97 ventilation projects through SEP and CNCP, with more to come through district's AFG investments.
 - COVID specific funding through the Provincial School Restart Fund: \$3.6 million in 2021/22; and Federal Safe Return to Class Fund (SRTCF): \$13.1 million in 2020/21 and \$11.9 million in 2022.
 - Notes:
 - the 2022 SRTCF monies will be distributed to school districts at the end of August 2022.
 - The \$11.9 million allotment of SRTCF is not included in the \$166.5 million total provincial and federal investment as it hasn't been publicly announced yet.
 - A table documenting federal and provincial investment since the beginning of the pandemic can be found in Appendix D below.
- Furthermore, prior to the COVID-19 pandemic, the Province invested \$50 million to improve ventilation systems at B.C. schools between 2016/17 and 2018/19.
- Looking forward, *Budget 2022* includes \$600.4 million for school maintenance projects over the next three years to continue providing districts with resources to upgrade their schools, including their ventilation systems.
- In preparation for disbursement of the 2022 SRTCF, Ministry of Education and Child Care (Ministry) staff engaged school districts in weekly reporting to determine how they planned to use the funds. This reporting produced the following key figures:
 - A total of 1,767 portable HEPA filtration units were purchased with 2022 SRTCF funding — with over 95 percent of these having been installed.
 - Including portables, roughly 1,050 classrooms have no mechanical ventilation — this equates to 4 percent of all classrooms in British Columbia.
- More detailed data is forthcoming, with school districts being required to provide the Ministry with their actual 2022 SRTCF expenditures and other key information by the end of November 2022.

**MINISTRY OF EDUCATION AND CHILD CARE
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PROVINCIAL FUNDING

- Since the beginning of the pandemic, B.C. and the federal government have invested \$166.5 million to assist school districts in upgrading ventilation in thousands of classrooms across the province, with \$153.4 million coming from the provincial government.
- Provincial investment for the first two years of the pandemic can be found below:
 - 2020/21 – \$21.8 million for 78 ventilation projects through SEP and CNCP. An additional \$11.3 million was provided through AFG; and,
 - 2021/22 – \$44.5 million for 84 ventilation projects through SEP and CNCP. An additional \$23.8 million was provided through AFG.
- 2022/23 – \$48.4 million for 97 ventilation projects through SEP and CNCP, with more to come through district's AFG investments^{s.13; s.17}
s.13; s.17
- Through the 97 projects supported with these funds in 2022/23, a growing number are already underway.
 - Despite the challenges created by supply chain disruptions, districts are pre-emptively undertaking design to streamline implementation once equipment is received.
 - While districts are working as fast as possible to implement the projects, many will not be completed in time for the start of the next school year.
- The Ministry is also preparing to receive requests for minor capital funding for HVAC upgrade or replacement projects from school districts by the end of September and will make recommendations to the Minister on the next wave of projects to fund^{s.13}
s.13 These recommendations will align with shifting ASHRAE guidelines, as appropriate, as well as expert advice on priority systems to improve to enhance school occupant safety and comfort.
- COVID specific funding through the Provincial School Restart Fund: \$3.6 million in 2021/22.

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FEDERAL FUNDING

- COVID specific funding through the SRTCF: \$13.1 million in 2020/21 and \$11.9 million in 2022.

2022 SRTCF, Weekly Reporting, and Approved Expenditures

- In December 2021, the federal government announced that \$100 million was being provided through the SRTCF for ventilation and filtration in schools.
- Of this \$100 million allocation, B.C. has received \$11.9 million from this funding allocation, which must be used for projects in the 2021-22 school year, or with an estimated completion by Fall 2022.
- To gauge how school districts planned to spend the federal ventilation funds, Ministry staff engaged in an iterative, weekly reporting exercise, which spanned from January 2022 to late May 2022.
- The most recent weekly report from late May 2022 identified that a majority of school districts have determined how they are using the funds.
- Additionally, based on these discussions, Ministry staff determined that the majority of a school district's usage of ventilation funding fell within the following five categories:
 1. Procurement and deployment of standalone HEPA filtration in occupied classrooms (PRIORITY BEFORE OTHER USES ARE CONSIDERED);
 2. Improvements to existing ventilation and associated control systems to increase airflow;
 3. Ventilation filter upgrading and replacement, including equipment and related operating expenses;
 4. Utility costs associated with running ventilation systems at a higher capacity to increase airflow; and,
 5. Procurement and deployment of standalone HEPA filtration units within other shared, non-classroom spaces.
- These discussions with districts produced the following:
 - A total of 1,767 portable HEPA filtration units were purchased — with over 95 percent of these having been installed.
 - Including portables, roughly 1,050 classrooms have no mechanical ventilation — this equates to 4 percent of all classrooms in British Columbia.

Fall 2022 SRTCF Reporting

- With the federal ventilation funding having been recently received, the Ministry will be distributing the funds to districts by the end of August.
- Coinciding with the release of the funds, the Ministry will be planning to distribute reporting materials to school districts with the start of the 2022/23 school year, with the expectation that all reporting be completed and returned by the end of Fall 2022.
- The template will be inclusive, but not limited to, requests for the following information:
 - Identifying which of the five categories that school districts spent federal ventilation funding on;
 - The quantity of any specific investments and the amount spent (e.g. amount spent on utility costs to operate systems at a higher capacity, quantity of ventilation filters, etc.);

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- A final tally of the number of classrooms without mechanical ventilation;
 - The names of the facilities with classrooms with no mechanical ventilation; and,
 - With these reports, Ministry staff will be able to quantify the nature and extent of HVAC and ventilation improvements in classrooms and schools, with detailed data pertaining to the five categories discussed previously.
-
- With these reports, Ministry staff will be able to quantify the nature and extent of HVAC and ventilation improvements in classrooms and schools, with detailed data pertaining to the five categories discussed previously.

**MINISTRY OF EDUCATION AND CHILD CARE
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VENTILATION TECHNICAL ADVISORY PANEL (VTAP)

VTAP Formation and Goals

- To continue to support school districts and provide guidance on how school districts can operate and improve HVAC system performance in a pandemic situation and beyond, the Ministry established VTAP in 2021 to provide advice on ventilation enhancements moving forward, including mitigation of COVID-19.
- Through VTAP, school districts have been provided guidance and support to undertake the regular inspection and maintenance of their HVAC systems — to date, 100% of the almost 1,500 public schools in the province have been inspected.
- VTAP consists of Ministry staff, school district staff, independent school staff, health representatives and an HVAC expert was established in December of 2021.
- The work of VTAP is supported by a contracted HVAC advisor, along with representation from public health.
- A key goal of the VTAP was to provide a guidance document for improving HVAC system performance in a pandemic situation and beyond.
- The VTAP has developed a document “Guidance for HVAC Systems” that will be released to school districts in anticipation of the 2022/23 school year.
- To complement stakeholder engagement undertaken via the VTAP, targeted engagement will be scheduled over Fall 2022 and beyond to other stakeholders on ongoing efforts to improve ventilation in schools, including the BCTF and CUPE.

Guidance for HVAC Systems

- The guidance document consists of some cost-effective considerations regarding school HVAC system/equipment maintenance and upgrades.
- Facility directors and staff are the key target audience for the guidance document, but it will likely be viewed by a broader audience.
- The guidance document relied on expert opinion and school district/independent school staff knowledge.
- ASHRAE is planning on releasing a document in the fall/winter of 2022: “Design Guidance for Education Facilities: Prioritization for Advanced Indoor Air Quality” and the “Guidance for HVAC Systems” is aligned with this document.

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RESOURCES

- A list of schools that have received funding through the School Enhancement Program and Carbon Neutral Capital Program in recent years can be found on the following website:
<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/capital/resources-archive>
- School level information provided by school districts with regards to MERV filters and other elements of HVAC systems can be found here:
<https://www2.gov.bc.ca/assets/gov/education/administration/resource-management/capital-planning/major-projects/hvac-survey-report-2021.pdf>

Attachment(s)

1. Appendix A: VTAP Meetings
2. Appendix B: Examples of School District Ventilation Improvements (SRTCF & Provincial Funding)
3. Appendix C: Previous Key Facts Prepared for April 2022 Meeting With Vancouver Sun
4. Appendix D: Provincial and Federal Ventilation Investment Since the Beginning Of The Pandemic

Program ADM/Branch: Chris Brown
Program Contact (for content): Francois Bertrand
Drafter: Damien Crowell and Geoff Croshaw
Date: August 24, 2022

**MINISTRY OF EDUCATION AND CHILD CARE
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APPENDIX A: VTAP MEETINGS

VTAP OPERATIONS

- The Ministry provided a co-chair and assisted with coordinating meetings, developing meeting agendas, and documenting decisions.
- BCASBO nominated a Secretary-Treasurer as a VTAP co-chair.

REPRESENTATION

- Per VTAP's February 2022 Updated Terms of Reference, the following groups and individuals participated in the meetings:
 - Six representatives of the Ministry c
 - Francois Bertrand, Executive Director, Capital Management;
 - Damien Crowell, Director, Capital Management;
 - Ravnit Aujla, Regional Director, Capital Management;
 - Grant Sheppard, Director, Independent Schools, Governance and Analytics; and,
 - Megan Graham, Planning Analyst, Capital Management.
 - BCASBO
 - Patti Dundas, Past President and Assistant Secretary-Treasurer, SD36 (Surrey).
 - EFMA
 - Chuck Morris, President and Director of Facility Services, SD61 (Greater Victoria).
 - One representative from the School Safety Association of BC:
 - Colette O'Reilly, Director, SD39 (Vancouver).
 - Three additional representatives from the sector:
 - Steve Hopkins, Secretary-Treasurer, SD47 (Powell River);
 - Bob Beukers, Manager of Electrical & Mechanical, SD34 (Abbotsford); and,
 - Josh Currie, Assistant Director of Operations, SD23 (Central Okanagan).
 - One Representative from Federation of Independent Schools BC (FISA):
 - Shawn Chrisholm, Executive Director
 - One technical expert:
 - SMcN Consulting Inc.
 - Ad Hoc Members:
 - Health Representative, Dr. Ariella Zbar or other

MEETING FREQUENCY

- VTAP meetings occurred monthly, with meetings commencing in December 2021 and running regularly until May 2022.
- The most recent meeting took place in July 2022 following the completion of the draft "Guidance for HVAC Systems" document.

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- Regarding further meetings, at the July 2022 meeting it was decided that monthly meetings would be put on hold and would restart should the situation in classrooms change (e.g., surge in respiratory illness transmission).

OTHER STAKEHOLDER INVOLVEMENT

- Ministry staff met with BCTF and CUPE representatives regarding ventilation practices in schools during a pandemic environment, with a focus on filtration and air exchanges.
- These discussions with both stakeholder groups were used to inform and support discussions during the VTAP meetings and the creation of the Guidance for HVAC Systems document.

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APPENDIX B: EXAMPLES OF SCHOOL DISTRICT VENTILATION IMPROVEMENTS

Note: funding sources for the examples provided are federal and provincial, with federal routed via SRTCF and provincial through SEP and CNCP.

School District	Location	Type of Improvement	Funding Source	Scope
School District No. 38 (Richmond)	District-wide	HEPA Filtration Units	SRTCF	To address the 186 classrooms in the district with no mechanical ventilation, the district used the federal Safe Return to Class Fund (SRTCF) to purchase 293 standalone HEPA filtration units.
School District No. 41 (Burnaby)	District-wide	HEPA Filtration Units	SRTCF	To address the 280 classrooms in the district with no mechanical ventilation, the district used the federal Safe Return to Class Fund (SRTCF) to purchase 350 standalone HEPA filtration units.
School District No. 23 (Central Okanagan)	District-wide	MERV-13 Filters	SRTCF	SD23 ordered a sufficient number of MERV-13 filters to ensure that every school in the district had MERV-13 filtration.
School District No. 43 (Coquitlam)	District-wide	HEPA Filtration	SRTCF	SD43 purchased 235 standalone HEPA filtration units that have already been installed in classrooms without any mechanical ventilation.
School District No. 68 (Nanaimo-Ladysmith)	Cilaire Elementary	HVAC Installation	SEP (CPRL 21/22)	<p>Project included a full mechanical upgrade. Previous mechanical infrastructure in the school was rudimentary and there was almost a complete lack of mechanical ventilation. This project involved the installation of unit ventilators, condensing boilers, and heating pipe. The school now benefits from dedicated supply ventilation.</p> <p>Note: this project coincided with a complete seismic upgrade of the facility (funded via SMP).</p>
School District No. 68 (Nanaimo-Ladysmith)	Pleasant Valley Elementary	HVAC Replacement	CNCP (CPRL 21/22)	<p>Project involved replacing 50 year old furnaces with a new air handling unit and air source heat pump.</p> <p>Note: this project coincided with a complete seismic upgrade of the facility (funded via SMP).</p>

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APPENDIX C: PREVIOUS KEY FACTS PREPARED FOR APRIL MEETING WITH VANCOUVER SUN

Updated ASHRAE Guidelines

- The American Society of Heating, Refrigeration and Air-Conditioning Engineers (ASHRAE) Epidemic Task Force published guidelines in August 2020 for managing the spread of COVID-19 upon re-opening of schools, with respect to the efficient operation and maintenance of HVAC systems in buildings
<https://www.ashrae.org/file%20library/technical%20resources/covid-19/guidance-for-the-re-opening-of-schools.pdf>.
- ASHRAE hasn't released updated guidelines specific to COVID-19 but it is understood that new broader guidelines are currently being developed regarding HVAC systems in schools.
 - **Note (August 2022):** ASHRAE is planning on releasing a document in the fall/winter of 2022: "Design Guidance for Education Facilities: Prioritization for Advanced Indoor Air Quality".
- Rocky Mountain Engineering is a consulting firm that provides mechanical engineering services (including HVAC) to the education sector in B.C. They are not the HVAC consultant retained by the Ministry as that is SMcN Consulting
- Rocky Mountain Engineering is working with ASHRAE on developing the new HVAC system guidelines.

Filters

- There are higher grade filters than MERV-13 such as MERV 14, 15 and 16.

Portable HEPA Filtration Units

- Portable HEPA filtration units create the most value in classrooms that don't have mechanical ventilation systems but shouldn't have any negative indoor air quality implications to classrooms with mechanical ventilation systems, or classrooms with open windows.

Best Practices

- Frequently inspected and maintained mechanical ventilation systems that offer ventilation (increasing outdoor air supply) and filtration (high grade filters including MERV-13, where possible) are the optimal long-term solution for creating good indoor air quality in classrooms.

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APPENDIX D: PROVINCIAL AND FEDERAL VENTILATION INVESTMENT SINCE THE BEGINNING OF THE PANDEMIC

	<u>Program Budget</u>	<u>FY20/21</u>	<u>FY21/22</u>	<u>FY22/23</u>	<u>Total</u>
Routine capital	School Enhancement Program	\$17.6M	\$32.4M	\$33.5M	\$83.5M
	Carbon Neutral Capital Program	\$4.2M	\$12.1M	\$14.9M	\$31.2M
	Annual Facility Grant	\$11.3M	\$23.8M	*TBD	\$35.1M
COVID funding	Federal Safe Return to School Fund (\$242.2M – 2 phases of funding) in 20/21	\$13.1M (excluding third phase of funding subject to federal and provincial appropriation valued at \$11.9M)			\$13.1M
COVID funding	Provincial School Restart Fund in 21/22	\$3.6M			\$3.6M
TOTAL ESTIMATED INVESTMENT					\$166.5M

* AFG investments will be known in June 2023 when school districts provide their annual report on their AFG spending. These funds will be spent between April 2022 and March 2023 and emergent issues come up throughout this period, so expenditures aren't known at this time.

DATE: August 8, 2022
CLIFF: 282779

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

SUBJECT: Family Assistance Fund

PURPOSE: Provide options for the new Family Assistance Fund regarding funding mechanism, funding floors, independent school allocations, and spending flexibility and reporting

BACKGROUND:

- In May 2022, core inflation in B.C. as measured by the Consumer Price Index (CPI) reached 8.1%, the highest level since 1982.
- Compared to May 2021, the CPI increased across all product groups with the largest increases for gasoline (+42.0%) and energy (including gasoline, +29.1%). These costs significantly impact the price of all goods.
- In June 2022, Treasury Board Staff (TBS) initiated a search for cross government affordability solutions to support families in B.C. facing financial challenges, including for school supplies and food security.
- In July 2022, TBS approved the Ministry of Education and Child Care's (ECC) request for a one-time \$63.8M Family Assistance Fund (FAF) to increase food security and directly offset costs to parents, guardians, and students, such as school supplies or other cost pressures they are facing using existing mechanisms such as hardship policies.
- \$60M will be allocated to support K-12 public schools. Under the *Independent School Act*, this requires \$3.8M to be provided to independent school authorities.
- Since the announcement ECC has engaged with the BC School Trustees Association, the BC School Superintendents Association, the BC Association of School Business Officials and the BC Confederation of Parent Advisory Councils and the Funding Equity Committee on the use and process for this funding and has engagement planned with the First Nations Education Steering Committee.

DISCUSSION:

Family Assistance Fund – Public School Allocations

- Through its consultation process ECC discussed several allocation mechanisms with the sector. The concept of a floor in funding was supported by all. Likewise, providing the funding as one allocation, with no division of funding between food security and school supplies and hardship, had universal support. This allows for local needs to be addressed and for increased flexibility on the use of the funding.
- The most appropriate options for allocating funding were determined to be:
 - 1) Allocation proportional to provincial operating grant allocations

s.13

Proportional to operating grants (Attachment 1)

- Using operating grants as a basis for allocating funding was used for the COVID-19 Federal Funding. It is also the basis on which the Learning Improvement Fund is allocated.
- While the Funding Allocation System does not recognize the costs of school district operations (which are primarily salary based), it does recognize the different operating characteristics of school districts including funding for unique student needs (including funding for students with special needs, Indigenous education and English Language Learners – primarily spent on staffing), funding for unique geographic factors (including sparseness, temperature, small communities, distance to major centres) and funding for salary differential (to negate the impact of different salary profiles in school districts).
- Some elements of the Funding Allocation System (e.g., unique geographic factors) will impact costs for parents through the increased costs of gasoline and the increased cost of food and supplies due to additional distribution costs.
- Allocating on this basis, even without a funding floor, results in higher allocations for rural and remote school districts and wider variability in the per student amounts. It also reduces the impact of the funding floor, i.e., the smaller districts are already receiving more funding under this allocation mechanism.

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Funding Floor (Attachments 1 and 2)

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- Using a floor of \$250,000 ensures that all districts receiving the maximum Low Enrolment Factor (enrolment under 2,500) receive the floor amount. These 16 districts would receive an additional \$1.45M if the allocations are proportional to operating grants.

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Family Assistance Fund – Independent School Allocations

- \$3.8M of the funding approved by Treasury Board to address affordability and food security needs to flow to independent schools. As per the Treasury Board submission this will flow as separate funding outside of the normal funding process for independent schools.
- There are two options to provide the funding to independent schools:

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- Provide the funding to the Federation of Independent School Associations (FISA) along with guidelines for its use and allow FISA to work with their member associations and schools to determine the best use of the funding within the approved guidelines, which would include focusing on the needs of parents attending Group 1 schools, including faith based schools, and not those parents who are able to afford high tuition fees. Require FISA to report back on the use of the funding

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- The second option breaks from the mechanism used for public school allocations and, in effect, becomes an allocation based on need. However, as FISA would be making decisions about which schools are most likely to have parents requiring additional financial supports, or students in a state of food insecurity, it does reflect the process that a public school district would go through when allocating out funding to their schools.
- This option would also require FISA to report back to the Ministry which would likely result in better quality reporting. In essence this approach treats the whole independent school sector as a public school district, with the allocation decisions being made as close to the student as possible. This approach was also used for the Federal ventilation funding.

Family Assistance Fund – use and process

- As per ECC's Treasury Board submission, the Family Assistance Fund will focus on the needs of students and families most impacted by inflation and facing financial challenges.
- Through its engagement, ECC has determined overall support for the fund, with recommendations that:
 - there is maximum flexibility in the use of the funding, as case-by-case supports are determined at the school level;
 - reporting tools should be announced up front so that SDs can better understand what data will be collected and reported;

- a funding floor for the smallest, most rural and remote school districts; and
- consultation with Indigenous peoples through Indigenous Education Councils (IECs) and with parents and families through Parent Advisory Councils.
- This advice validates what was included in ECC's Treasury Board Submission and draft instructions to school districts are included as Attachment 3.
- ECC has also been advised that a letter from the Minister to the sector, that can be shared with parents, is recommended and a preliminary draft is included as Attachment 4.
- A draft implementation timeline has been prepared (including tasks already completed) and has been shared with GCPE for input and alignment with the corporate communications timelines for this initiative (Attachment 5).

Four decisions are required for ECC and GCPE to implement the Family Assistance Fund.

- 1) The appropriate funding mechanism
- 2) The appropriate floor in the funding mechanism
- 3) Approach to independent schools funding
- 4) Approval of draft instructions to school districts and implementation plan

OPTIONS:

Decision 1: The Appropriate Funding Mechanism

Option 1^{s.13}

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Option 2 Allocate the Family Assistance fund proportional to 2022/23 school year preliminary Operating Grants (**recommended**)

- Pros:
- A simple allocation method that will be easily understood by school districts.
 - Considers equity as contains modifiers for a range of geographic factors, including for small communities, rural, and sparseness of population.
 - Considers unique student needs in the calculation and equity considerations through the Equity of Opportunity supplement which recognizes income levels and children and youth in care, which are associated with greater needs in the local student population.
 - Tends to redistribute funds towards small and medium sized districts and to rural areas.

- Cons:
- Larger school districts will receive less in a proportional model as they tend to receive proportionally less supplemental funding due to unique district needs.
 - By itself, not a sufficient redistribution to offset the disproportionately high cost of goods in the most rural, remote areas found in a jurisdictional scan (33% - 100%+ higher costs).

Decision 2: Appropriate Floor in the Recommended Funding Mechanism

Option 1:^{s.13}
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Option 2: Ensure that no school district receives less than \$250,000 from the Family Assistance Fund (**recommended**)

- Pros:
- Concept of a floor supported by the sector leads
 - Supports the smallest and most remote SDs, which a school supplies jurisdictional scan shows have substantially higher costs for supplies.
 - The floor ensures that smaller districts have more than sufficient funding to offset the cost differential found in the school supplies jurisdiction report.
 - The floor reallocates additional funds to the smallest 16 SDs totalling an estimated \$1,454M (2.4% of the total funding) if the funding is allocated proportional to operating grants.
 - The impact of the floor on the two largest school districts is marginal. The impact on SD36 (Surrey) is approximately \$192K and for SD39 (Vancouver) \$122K (or 0.8%). The average decrease in funding is approximately \$42,800 per SD.
 - Consistent with other grants, including the COVID-19 Safe Return to School Grant.
- Cons:
- Further redistributes funds away from larger school districts.

Decision 3: Allocations to independent schools

Option 1^{s.13}
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Option 2: Provide the funding directly to the Federation of Independent School Associations (FISA) along with guidelines for its use that align with the public school instructions for the use of the funding and allow FISA to work with their member associations and schools to determine the best use of the funding within the approved guidelines. Require FISA to report back on the use of the funding (**recommended**)

- Pros:
- Funding is more likely to flow where it is most needed; decisions are made by the independent schools sector.
 - Better reporting on the use of the funding and families helped.
- Cons:
- Less transparent process; relies on the sector determining need.

Decision 4: Draft instructions to school districts and implementation plan

Option: Approve the draft FAF instructions and implementation plan (**recommended**)

- Pros:
- The sector leads have been confidentially provided with a draft copy of the instructions and reporting guidelines and in principle support the draft documents which align with their recommendations to provide funding instructions and reporting tools at time of implementation of FAF.
 - The instructions and reporting tool are consistent with ensuring that school districts use the FAF to both support families facing financial challenges and address food security concerns arising from inflation.
 - Encourages school districts to consider the full range of diverse family and student needs identified.
 - The reporting will be tailored to the two separate funding requirements which allows for better data and evidence collection.
- Cons:
- Revision to the instructions (which currently align with the approved Treasury Board submission) and implementation plan will require further consultation with the sector and could delay the announcement.

FINANCIAL IMPLICATIONS:

None

INFORMATION TECHNOLOGY AND PRIVACY IMPLICATIONS:

None

LINKS TO OTHER MINISTRIES:

None

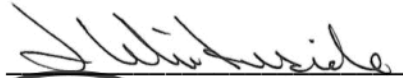
RECOMMENDATION:

Decision 1: Option 2: Proportional to Operating Grants

Decision 2: Option 2: \$250K floor in the allocations

Decision 3: Option 2: Provide the funding through the Federation of Independent School Associations

Decision 4: Option: Approve the draft FAF instructions and implementation plan



Approved/Not Approved
Honourable Jennifer Whiteside
Minister of Education

____ Aug 19, 2022 ____
Date Signed

Attachments

1. Draft Allocations Proportionate to Operating Grants
2. §.13
3. Draft Family Assistance Fund Instructions
4. Draft Letter to the Sector
5. Draft Family Assistance Fund Implementation Timeline

Program ADM/Branch:	Chris Brown, ADM/Funding and Financial Accountability Branch
Program Contact (for content):	Jonathan Foweraker, Executive Director
Drafter:	Sofie Grahm, Sr. Policy Analyst
Date:	August 8, 2022

Attachment 3 - Family Assistance Fund^{s.13}

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Withheld pursuant to/removed as

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Attachment 4 – Draft letter to the sector

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**Attachment 5 - Family Assistance Fund Announcement
Ministry of Education and Child Care Implementation Timeline**

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