

ADVICE TO MINISTER

CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: March 8, 2018

Date Updated:

Minister Responsible: Rob Fleming

**Alleged sexual abuse in
SD 83 (North Okanagan-
Shuswap)**

ADVICE AND RECOMMENDED RESPONSE:

s.13

BACKGROUND:

s.13,s.15

Page 002

Withheld pursuant to/removed as

s.15;s.13

ADVICE TO MINISTER

**Confidential
ISSUES NOTE**

Ministry of Education

Date: December 27, 2017

Date Updated: Feb 2, 2018

Minister Responsible: Rob Fleming

BCTF LRB Complaint

s.13

ADVICE TO MINISTER

s.13

BACKGROUND:

On December 15, 2017, the BCTF sent a letter to the Labour Relations Board (LRB) to request that the board inquire into what the BCTF says is a “failure to fill positions.” The BCTF is asking to LRB to commence a “Section 88 inquiry process” and appoint a special officer to address “the issues” and to possibly “mediate and or arbitrate outstanding differences.”

In the letter, the BCTF claim, “there has been significant inaction and delay in filling positions...” and that “districts have not moved quickly enough to address the shortages of TTOC positions.” Later in the letter they state, “the BCTF is concerned that the scope and urgency of the matter is beyond what can be dealt with expeditiously through the grievance process.” The BCTF highlight several districts they claim are at crisis point:

Vancouver, Kamloops, Quesnel, Nanaimo, Chilliwak and Vancouver West.

The BC Labour Relations Board mediates and adjudicates employment and labour relations matters related to unionized workplaces.

If there is an issue between parties, they have the prerogative to apply to have the LRB make an inquiry.

Section 88 of the Labour Code

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

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

The Ministry has no formal role in this matter. While the Province did sign the MOA, the obligation to comply with collective agreement language falls with BCPSEA, the accredited bargaining agent for the province’s public boards of education.

s.13

Program Area Contact:	Keith Godin and Sohee Ahn	
File Created:	December 27, 2017	
File Updated:	Feb 2, 2018	
File Location:		

ADVICE TO MINISTER

CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: March 13, 2018

Date Updated:

Minister Responsible: Rob Fleming

Copyright Litigation

s.13

BACKGROUND:

Access Copyright is a national organization representing tens of thousands of Canadian writers, visual artists and publishers; it licenses the copying of its material to educational institutions, businesses, governments and others, and collects and distributes royalties to copyright holders.

From 2001 to 2012, the Ministry made payments of about \$24 million to Access Copyright on behalf of BC's boards of education (the ministry also makes a small payment to Access Copyright on behalf of BC libraries). On January 1st, 2013, members of the Council of Ministers of Education, Canada's (CMEC) Copyright Consortium (all provinces/territories except Quebec) stopped paying copyright royalties to Access based on advice that tariffs set by the Copyright Board of Canada were no longer mandatory.

In February 2016, the Copyright Board of Canada finalized the tariff rate for 2010-2012 at \$2.46 per FTE; this was less than the interim rate of \$4.81 per FTE. Members of the Copyright Consortium were advised that a refund on the difference is owed to members by Access Copyright, estimated at about \$29 million. BC's share of the overpayment is about \$4.9m.

s.13

s.13

GCPE Contact:		
Program Area Contact:		
File Created:		
File Updated:		
File Location:		

Minister's Office	Program Area	ADM	Communications Director

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: October 3, 2017

Date Updated: Mar. 14, 2018

Minister Responsible: Rob Fleming

Glen Eden

s.13

Page 008

Withheld pursuant to/removed as

s.13

ADVICE TO MINISTER

File Created:	October 3, 2017	
File Updated:	Feb. 26, 2018	
File Location:	Z:\EDUCATION LAN\OPERATIONS\ISSUES NOTES\Independent Schools & International Ed	

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: March 3, 2018

Date Updated: March 15, 2018

Minister Responsible: Rob Fleming

New Curriculum

s.13

Page 011

Withheld pursuant to/removed as

s.13

BACKGROUND:

March 13, 2018 – Graduation Program Engagement: is to reinforce the importance of the

transformation of education while ensuring responsible implementation and change management practices for Grades 10-12.

The audience for this engagement will be K-12 Management Partners (BCSTA, BCSSA, BCPVPA, FISA) and other key partners (BCTF, BCCPAC, FNESEC/FNSA) along with student/parents, government, post-secondary institution and business.

The B.C. Graduation Program: An Implementation Guide has been produced to support this engagement. This paper provides a summary of all key changes to curriculum, assessment, and reporting and graduation requirements policy and provides a channel for interested parties to provide feedback. It will be made available on the Ministry's website and distributed to K-12 Management Partners.

Two types of engagement:

1. Face to Face conversations and regional sessions with K-12 partners, post-secondary institutions and representatives of the business community, and
2. A survey-style online feedback forum.

Engagement is expected to conclude by the end of May 2018:

- A summary of the feedback received (key themes) will be documented and shared with the K-12 sector and partners who contributed feedback.
- s.12
- Publish B.C.'s Graduation Program Guide, fall 2018.

On September 1, 2015, the government announced the plan for a redesigned curriculum for B.C. schools, teachers and students. The new curriculum focuses on personalized and flexible learning. It includes a hands-on learning approach to help encourage collaboration, critical thinking and communication to help children prepare for college, university and the work force. The new curriculum was developed in collaboration with more than 200 B.C. teachers, and for the first time, all subject areas in Kindergarten through Grade 12 have been revised at the same time.

As part of the new curriculum, students will write two provincial assessments during their Graduation years (10-12): one in literacy and one in numeracy. There will be a managed implementation of the **numeracy** assessment starting with a subset of students writing in January 2018. Students in the 2018 Graduation Program who do not write in January will have the opportunity to write in June or August 2018 or a subsequent school year. The first Numeracy assessment begins January 22nd 2018 and runs for 5 days. About 11,000 students in 43 districts will take the assessment. Students will receive their results in late spring 2018.

The **literacy** assessment will be introduced in the 2019/20 school year (all Language Arts 12 examinations will continue until that time, and then be phased out in the process). The literacy assessment is under development.

The ministry is now partway through the roll out of the redesigned curriculum, which has been fully implemented in kindergarten-to-Grade 9 classrooms since September 2016. Currently, teachers are trying out new draft curricula in grades 10 to 12 and offering their feedback. By the start of the 2018/19 school year, the final Grade 10 curriculum will be mandated for use.

October 24, 2017 – Minister Rob Fleming announced that there will be one additional year of transition support for the Grade 11 and 12 curricula, with full implementation in July 2019. This is

ADVICE TO MINISTER

in response to feedback from educators and post-secondary partners who need to ensure the new 10-12 curriculum aligns with the admission processes and requirements for colleges, universities and trades-training institutions.

The graduation years are very important for a student's smooth transition to post-secondary opportunities, and this extra year will ensure they get the best possible chance for future success. Students will also benefit from educators having more time to develop classroom supports like instructional samples and assessment resources, and incorporate the new curriculum's core competencies, aboriginal content and 'Big Ideas' into their classrooms.

<https://curriculum.gov.bc.ca/>

Program Area Contact:	Nancy Walt	(250) 217-4978
File Created:	Aug 22, 2017	
File Updated:	March 15, 2018	
File Location:	n:\education lan\operations\issues notes\new curriculum\in_new curriculum.docx	

ADVICE TO MINISTER

CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: November 27, 2017

Date Updated: March 8, 2018

Minister Responsible: Rob Fleming

Kelowna Waldorf School

s.13

BACKGROUND:

Inspection history

In Fall 2017, the Ministry informed the operators of Kelowna Waldorf School (KWS) that the institution had lost its designation as a Group 1 independent school and would be designated a Group 3 independent school, meaning the termination of all ministry funding.

The action follows an unannounced inspection of the school on Oct. 31 and Nov. 1, 2017. The inspection found KWS did not demonstrate it was delivering the B.C. curriculum and was not meeting legislated requirements as a Group 1 independent school in accordance with the Schedule to the *Independent School Act*, Section 3.

Prior to that inspection, KWS had been inspected three times in the 2016/17 school year as a result of concerns expressed by the KWS school community. Each external evaluation/inspection resulted in requirements the school was required to address. KWS confirmed it had remediated its program and operations in response to each of the items required as a result of each inspection.

KWS had an opportunity to be reinstated as a Group 1 school for the 2017/18 school year, provided it amended its program to meet ministry requirements and passed a subsequent inspection in February 2018.

To support the school leading up to the February inspection, the ministry provided KWS with two all staff professional development days delivered by a respected expert in elementary

ADVICE TO MINISTER

curriculum implementation, assessment and reporting.

The inspection was conducted Feb. 25-28, 2018 and did *not* confirm compliance, therefore the school will remain a Group 3 school and funding will not be reinstated.

Ongoing issues are compliance with Section 3(1)(b) and (c) of the Schedule to the *Independent School Act*.

- (b) *the independent school will establish an educational program for the current school year that complies with the instructional time and program requirements determined by the minister;*
- (c) *the independent school has established an evaluation program that*
 - (i) *demonstrates student progress in achieving intellectual development, human and social development and career development,*
 - (ii) *includes provincial assessment and examination programs, and*
 - (iii) *satisfies the inspector;*

Funding

The school authority was projected to receive almost \$267,000 in funding for 2017/18 and received a total of \$160,000 as eligible under the Grant Payment Order in October and November 2017.

As a Group 3 school, KWS is not eligible to receive the remaining grants, totaling approximately \$107,000.

The school authority will be required to make up the lost funding revenue through local fundraising or tuition increases.

It is possible that the lost funding will require the school to cease operations and may result in students enrolling in local public or independent schools.

The ministry will work with the local school district to support student transition should this occur.

KWS has 54 full time equivalent students for 2017/18, of which two are students with special needs. This is down from 2016/17 when there were 128 FTE students.

School Year	Operating Grant	Spec. Ed Grant	Total Grant	FTE
2013/14	\$ 335,313	\$ 45,750	\$ 381,063	88.59
2014/15	\$ 448,961	\$ 73,200	\$ 522,161	115.34
2015/16	\$ 474,869	\$ 75,400	\$ 550,269	122.20
2016/17	\$ 417,830	\$ 75,400	\$ 502,574	128.00
2017/18*	\$ 228,798 (projected)	\$ 38,140 (2 FTE at Level 2 funding)	\$ 266,938*	54.00

* Projected as full year Group 1. The school authority has received \$160,000 early in fall 2017 and will not be eligible to receive the remaining \$107,000.

FOI request and media coverage

An FOI request was released to a media outlet in February 2018. The release contains information pertaining to inspections at KWS and the subsequent re-designations of the school's operating certificate. The files in the release outline the ministry's rationale for the re-designation and recommendations for KWS on being recertified.

There has been media coverage of KWS. On Nov. 24, 2017, Castanet reported that parent David Brough found his Grade 2 son was reading and writing at or below a kindergarten level, despite KWS report cards indicating the student had been meeting expectations.

Castanet reported the Broughs were one of dozens of families who left the school last year, "after political infighting drove many away."

"This is about students who are dramatically behind, while their report cards say they are at the levels they need to be," Brough said. "Their report cards are a lie."

Local media continue to express interest in KWS and its inspection history.

GCPE Contact:		
Program Area Contact:	Brian Jonker, 250 217-3991	
File Created:		
File Updated:		
File Location:		

Minister's Office	Program Area	ADM	Communications Director

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Aug 22, 2017

Date Updated: Feb. 1, 2018

Minister Responsible: Minister Rob Fleming

Offshore Schools

s.13

Page 020 to/à Page 021

Withheld pursuant to/removed as

s.13

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: April 9, 2018

Date Updated: April 9, 2018

Minister Responsible: Rob Fleming

Report on SD 27 (Cariboo – Chilcotin) Governance

s.13

BACKGROUND:

In April 2018, a report was prepared for the ministry by Dianne Turner examining concerns surrounding the conduct and performance of the board of education for SD 27. The report was sent to the Ministry, and shared with the board, in early April 2018 and includes 12 recommendations.

In recent years, the Cariboo-Chilcotin Teacher's Association has passed two motions of non-confidence in the superintendent, secretary treasurer and board of trustees of School District 27.

Dianne Turner conducted an assessment of the concerns expressed in the vote of non-confidence by the CCTA. This was the second vote of non-confidence by the CCTA in the past 12-14 months s.13 impacting the board including an alleged toxic relationship between staff, several board members and members of the teachers association.

s.13

Program Area Contact:	Keith Godin	
File Created:	April 9, 2018	
File Updated:		
File Location:		

ADVICE TO MINISTER

CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: Oct. 23, 2017

Date Updated: Feb. 1, 2018

Minister Responsible: Rob Fleming

St. John's International School non-compliance

s.13

of the school year.

Page 025 to/à Page 026

Withheld pursuant to/removed as

s.13

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Aug 22, 2017

Date Updated: Feb. 1, 2018

Minister Responsible: Rob Fleming

South Korea – Offshore Schools

s.13

Page 028

Withheld pursuant to/removed as

s.13

BACKGROUND:

Following a review of B.C.'s offshore schools in South Korea, the ministry has not renewed certification of the 4 remaining offshore schools in Korea as a result of action by Korean Immigration in 2016/17 and recent confirmation from the Korean government that the local licensing and approval documentation provided by the schools is not appropriate and sufficient approval to operate a school in Korea.

- Prior to making a decision to not renew certification, the Ministry of Education worked extensively with the Consulate General of Korea and his staff.
- In June, the Ministry provided all local approval documentation provided by schools to the Consulate and asked they affirm whether the documents were appropriate approval to operate.
- On July 24, 2017 the Consulate office confirmed that the documentation for each school was not appropriate approval to operate a school.

The Ministry of Education has undertaken an internal administrative review of the offshore school program and will be taking actions to strengthen the program through both the addition of requirements to the certification agreement and operating manual as well as updates to internal processes and procedures.

On June 20, 2017 the Globe and Mail published a comprehensive story that is critical of the BC Offshore School program –

“B.C.-certified schools in South Korea face visa crackdown”

<https://beta.theglobeandmail.com/news/british-columbia/bc-certified-schools-in-south-korea-face-visa-crackdown/article35406700/>

Program Area Contact:	Brian Jonker	(250) 217-3991
File Created:	Aug 22, 2017	
File Updated:	Feb. 1, 2018	
File Location:	n:\education lan\operations\issues notes\independent schools & international ed\in_south korea offshore schools.docx	

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: March 1, 2018

Date Updated:

Minister Responsible: Rob Fleming

Funding Model Review

s.13

Page 031

Withheld pursuant to/removed as

s.13

BACKGROUND:

The Review Panel for the K-12 Public Education Funding Review will review the current funding model – how government distributes more than \$5.65 billion in operating funding to 60 boards of education throughout the province. The panel will consult with stakeholders, and undertake further research and analysis, on a new funding model. The K-12 Public Education Funding Review Panel consists of:

- **Chris Trumpy, Chair**
 - former Deputy Finance Minister of B.C.
- **Flavia Coughlan**
 - Secretary-Treasurer, Maple Ridge-Pitt Meadows District
 - Vice-President, BC Association of School Business Officials (BCASBO)
- **Piet Langstraat**
 - Superintendent, Greater Victoria School District

- Former superintendent in the Alberta school system
- **Lynda Minnabarriet**
 - Secretary-Treasurer, Gold Trail School District
 - Chair, B.C. Education Marketplace
- **Kelly Pollack**
 - Partner, Human Capital Strategies
 - Founder and former CEO, Immigrant Employment Council of BC
- **Philip Steenkamp**
 - Vice-President, External Relations, University of British Columbia
 - Former Deputy Minister, Ministries of Advanced Education, Aboriginal Affairs, Tourism, Culture and the Arts, and Regional Economic and Skills Development
- **Angus Wilson**
 - Superintendent, Mission School District
 - Former superintendent, Haida Gwaii School District

Consultations with key education stakeholders will take place during the spring of 2018. The new model will be guided by the following principles, which have been agreed upon by government and the B.C. School Trustees Association, the co-governors of B.C.'s public school system:

Responsive — Allocate available resources among boards of education in consideration of unique local and provincial operational requirements.

Equitable — Facilitate access to comparable levels of educational services and opportunities for individual students throughout the province.

Stable and Predictable — Support strategic, multi-year planning for educational programming and school district operations.

Flexible — Respect the autonomy of, and not unnecessarily restrict, individual boards of education in the spending of their funding allocations to further student success.

Transparent — Calculate funding using a clear and transparent methodology.

Accountable — Allocate resources to boards of education in the most efficient manner and ensure that resources provided are being utilized as intended.

Sector management partners (e.g. board chairs, superintendents and secretary treasurers) familiar with the funding allocation system were surveyed to help inform the funding model review. More than 130 education stakeholders participated in a survey and a report was put together by R.A. Malatest & Associates Ltd. (Malatest). Results seem to vary depending on the size and region of the respondents' school district. When asked what their top five operational and educational challenges to delivering educational programs were, most respondents indicated that delivering services to vulnerable students (76%), delivering a range of educational programming (61%), and staff recruitment and retention (59%) were the most challenging. The main area of concern for all respondents was supports for students with special needs. Respondents, overall, indicated that funding for Students with Special Needs was not flexible or adequate. Further, medical conditions were not well-aligned with the different levels of Special Needs. Many respondents suggested a hybrid model would better serve this population of students.

Program Area Contact:	Kim Horn and Reg Bawa	
File Created:	Mar. 1, 2018	
File Updated:		
File Location:		

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Nov. 17, 2017

Date Updated: Feb. 3, 2018

Minister Responsible: Rob Fleming

Rural Education and Funding

s.13

Page 035 to/à Page 036

Withheld pursuant to/removed as

s.13

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: March 2, 2018

Date Updated: March. 7, 2018

Minister Responsible: Rob Fleming

Rural Education Consultations Findings

s.13

Page 038

Withheld pursuant to/removed as

s.13

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Nov. 1, 2017

Reviewed: Jan. 26, 2018

Minister Responsible: Rob Fleming

Corporate Donations, Sponsorships and Crowdfunding

s.13

ADVICE TO MINISTER

BACKGROUND:

A CBC story in late October 2017 focused on a crowd funding like website that is run by a charity called, "My Class Needs." The website calls on teachers from around Canada to submit a list of classroom needs and donors from private companies contribute funds to fulfill the wish lists. One of the charity's first corporate partnerships was with Chevron Canada, which asked My Class Needs to administer its Fuel Your School program in B.C., which focuses on science, technology, engineering and mathematics (STEM) learning. The BC Teachers Federation is opposed to these donations. Glen Hansman says that "private funding of specific classrooms rather than the school system as a whole is furthering an inequitable learning experience for students around the province." However, in the Surrey school district, they accept corporate donations as long as there are no logos or branding in classrooms. The Ministry does not have a provincial policy about corporate donations to schools or school districts. Corporate donations policies are the responsibility of local boards of education.

Program Area Contact:	Keith Godin	
File Created:	November 1, 2017	
File Updated:		
File Location:		

ADVICE TO MINISTER

CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: Aug 22, 2017

Date Updated: Jan. 05, 2018

Minister Responsible: Rob Fleming

Main Street Adult Basic Education (ABE) Centre Closure

s.13

BACKGROUND:

There have been calls on social media to re-open the Main Street Adult Education Centre.

On June 15, 2017, Dianne Turner the former appointed trustee for Vancouver school board (VSB) announced that the Main Street Adult Education Centre at Gladstone Secondary would be closing at the end of June 2017.

On March 10, 2014, the Vancouver school board, voted to move its leased Main Street Adult Education Centre near Main Street to Gladstone secondary school as a cost-saving measure.

A 2010 Comptroller's report and 2012 review done by PricewaterhouseCoopers (PwC), both commissioned by VSB, came to the conclusion that the Vancouver School District should explore opportunities to reduce leases and utilize existing surplus capacity within properties that they already own.

- VSB took actions in response to the Comptroller's & PwC's reports:
 - Closed the Main Street AE Centre in June 2014, saving about \$600,000 in annual lease savings;
 - Closed the Byng Satellite Program in August 2010, saving about \$20,000 in annual lease savings; and
 - Closed the East-Side Program in July 2010, saving about \$44,000 in annual lease savings.

The PwC review also recommended that Vancouver SD should consolidate adult education programs to fewer centres.

A 2015 Ernst Young report commissioned by the Province confirmed earlier recommendations that rationalization of Adult Education centres where annual lease obligations are present should be pursued.

Program Area Contact:	Tim Winkelmans Mario Miniaci	250 217-6643
File Created:	Aug 22, 2017	
File Updated:	Jan 5, 2018	
File Location:		

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Aug 22, 2017

Date Updated: Jan 31, 2017

Minister Responsible: Rob Fleming

Aboriginal Education and Curriculum

s.13

BACKGROUND:

There are 65,269 Aboriginal Students attending BC public schools for 2017/18 - about 11.6% of total enrollment. The high school completion rate for Aboriginal students has been increasing, but remains 18% behind the overall graduation rate in BC.

Aboriginal history, culture and perspectives have been integrated across subject areas and grade levels in B.C.'s new curriculum. The inclusion of Aboriginal perspectives and knowledge is based on the understanding that Aboriginal perspectives and knowledge are a part of the historical and contemporary foundation of BC and Canada. Over the past decade, curriculum has integrated Aboriginal content into courses and grade levels. This means that from Kindergarten to graduation, students will experience Aboriginal perspectives and understandings as an integrated part of what they are learning. New curriculum development teams were formed in 2013 with the BCTF, the Federation of Independent School Associations and the First Nations Schools Association.

ADVICE TO MINISTER

The Ministry of Education has been working towards completing the Truth and Reconciliation Commission's Calls to Action. Education Minister Rob Fleming's mandate letter calls for making substantial progress on implementing the new First Nations history curriculum, developing full-course offerings in Aboriginal languages, and implementing the educational Calls to Action from the TRC.

See the aboriginal language report HN for information regarding First Nation language curricula development.

Program Area Contact:	Ted Cadwallader and Jennifer McCrae	(250) 888-7739
File Created:	Aug 22, 2017	
File Updated:	Jan 31, 2018	
File Location:		

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: December 15, 2017

Date Updated: Jan 31, 2018

Minister Responsible: Rob Fleming

Aboriginal Languages

s.13

BACKGROUND:

The *Aboriginal Languages IRP Review Report* (2016), by researcher-writer Lorna Williams, was guided by the First Nations Education Steering Committee and the Ministry of Education. This research addresses the development and implementation of second language curriculum, which are called *Integrated Resource Packages* or IRPs. Each IRP represents a separate Aboriginal language and is the intellectual property of the community partner (i.e. school district, band council, or school district-community partnership). The report's recommendations focus on: Leadership; Curriculum Design; Funding and Recourses; and Teacher prep, development and certification.

In January 2018, the ministry secured \$190,000 (\$10,000 for 19 districts) to support resource development for 17 Indigenous language curricula. These funds are a one-time grant provided to the 19 districts with a provincially approved curriculum for Indigenous languages.

Program Area Contact:	Rob Hicks & Jennifer McCrae	
File Created:	November 29, 2017	
File Updated:	Jan 2018	
File Location:		

ADVICE TO MINISTER

CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: Aug 22, 2017

Date Updated: January 25, 2018

Minister Responsible: Rob Fleming

BC Training and Education Savings Grant

s.13

BACKGROUND:

The B.C. Training and Education Savings Grant is available through participating financial institutions such as:

- CIBC
- BMO Bank of Montreal
- RBC Royal Bank
- Scotiabank
- Toronto-Dominion Bank
- HSBC Bank of Canada and
- B.C. Credit unions

A complete list of promoters is available on our website at: [BCTESG](#)

The grant is administered by the federal government. The ministry is working with the federal government and other financial institutions to support their participation.

To be eligible for the BCTESG, a child must meet the following three criteria:

1. The child was born in 2006 or later;
2. At the time of application the child and a parent/guardian of the child are residents of British Columbia;

3. At the time of application the child is the beneficiary of a Registered Education Savings Plan (RESP) with a participating financial institution.

Children are eligible for the BCTESG grant on their sixth birthday up until the day before their ninth birthday. Older children have an extended deadline, allowing them the same three-year window to apply.

This chart reflects statistics as of March 31, 2017. The number of eligible children is a moving target that will change over time.

Cohort	Eligible Population	Participation Rate 2017 Q1
2006	46,905	64%
2007	47,433	69%
2008	47,335	367%
2009	46,548	68%
2010	45,684	66%
2011	45,400	65%

Program Area Contact:	Melissa Horner	250-208-0712
File Created:	Aug 22, 2017	
File Updated:	January 25, 2018	
File Location:	z:\education lan\operations\issues notes\services and technology\in_bctesg.docx	

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Aug 24, 2017

Date Updated: Jan 16, 2018

Minister Responsible: Rob Fleming

**BCTF –
Memorandum of
Agreement**

s.13

BACKGROUND:

Following the Supreme Court of Canada's (SCC) decision in BC Teachers' Federation v. British Columbia, the BC Teachers' Federation (BCTF), the BC Public School Employers' Association (BCPSEA), and the Ministry began negotiations pursuant to a "reopener" clause in the current collective agreement. The parties reached a Memorandum of Agreement (MoA) on March 3, 2017. A main component of the MoA is the Classroom Enhancement Fund (CEF), which funds new teachers, classrooms, space enhancements and other overhead costs. The CEF now totals \$409 million for this school year – up \$54 million from the June 2017 allocation of \$353 million. The CEF must be used in accordance with the MoA to address:

- Non-enrolling (specialty) teacher ratios
- Compliance with class-size maximums
- Compliance with class composition limits
- Remedy where class size maximums and class compositions limits cannot be met due to local circumstances.

Program Area Contact:	Keith Godin	
File Created:	Aug 24, 2017	
File Updated:	Jan 8, 2018	
File Location:	n:\education lan\operations\issues notes\bctf\in_bctf moa.docx	

ADVICE TO MINISTER

CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: Feb. 22, 2018

Date Updated: March 6, 2018

Minister Responsible: Rob Fleming

MSP Elimination /Health Tax

s.13

BACKGROUND:

Budget 2018 will eliminate Medical Service Plan (MSP) premiums effective Jan. 1, 2020.

This new payroll tax will come into effect Jan. 1, 2019 with the following rate structure:

- Businesses with a payroll of more than \$1.5 million will pay a rate of 1.95% on their total payroll.
- Businesses with a payroll between \$500,000 and \$1.5 million will pay a reduced tax rate.
- Businesses with a payroll under \$500,000 will not pay the tax.

ADVICE TO MINISTER

s.13

GCPE Contact:		
Program Area Contact:		
File Created:	Feb. 22, 2018	
File Updated:		
File Location:		

Minister's Office	Program Area	ADM	Communications Director
			Corinna Fillion

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: February 21, 2018

Date Updated:

Minister Responsible: Rob Fleming

Budget 2018

s.13

Page 056

Withheld pursuant to/removed as

s.13

Background:

B.C.'s total Budget for education for 2018/19 is \$6.3 billion – which is up approximately \$200 million from 2017/18.

Budget 2018 provides an additional \$409 million over three years (from 2018/2019 to 2020/2021). This includes:

- \$207 million for enrolment growth
- \$72 million for the Classroom Enhancement Fund (CEF) for 200 more teachers.
- \$70 million for independent schools
- \$49 million for the Economic Stability Dividend
- \$9 million for an initial investment in Child Care BC new early learning initiatives
- \$2 million for the Teachers Act Special Account

The Capital Budget includes \$1.8 billion over three years in funding for:

- \$541 for seismic upgrades
- \$693 million for expansions and replacements
- \$508 million for asset rehabilitation and maintenance
- \$15 million for the Playground Equipment Program

An additional \$24 million is being allocated annually to the CEF for 200 more teachers, bringing the total for CEF to \$400 million annually.

Program Area Contact:	Tiffany Ma and Reg Bawa	
File Created:	February 21, 2018	
File Updated:		
File Location:		

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: September 6, 2017

Date Updated:

Minister Responsible: Rob Fleming

Budget Update 2017

s.13

Background:

Budget Update 2017 increases the Ministry of Education operating budget by \$177 million over Budget 2017, from \$5.9 billion to \$6.1 billion.

The extra \$177 million in operating funding includes:

- \$137 million for the final Memorandum of Agreement with the BCTF
- \$17 million to fund enrolment growth
- \$15 million for independent schools
- \$8 million for the BC Training and Education Savings Program.

The Budget Update also increases the Ministry's operating budget by \$681 million over the three-year fiscal plan (2017/18 – 2019/20).

This extra funding includes:

- \$521m for the final MOA with the BCTF
- \$51m to fund enrolment growth
- \$44m for the Economic Stability Mandate
- \$47m for independent schools
- \$8m for the BC Training and Education Savings Program

Combined with the \$740m in increased spending announced in Budget 2017 (February), and \$296m in funding increases announced in previous budgets, the total fiscal plan increase is \$1.72b from 2016/17.

The capital budget for 2017/18 is \$524m, a \$69m increase from fiscal 2016/17. \$43 million is being pushed from this budget to future years in order to ensure it remains available for capital upgrades.

The K-12 capital budget for education over the three year fiscal plan is unchanged at \$1.7 billion.

GCPE Contact:		
Program Area Contact:		
File Created:		
File Updated:		
File Location:		

ADVICE TO MINISTER

Minister's Office	Program Area	ADM	Comm. Dir

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Aug 22, 2017

Date Updated: Jan. 17, 2018

Minister Responsible: Rob Fleming

**Capital Facilities
Index - Deferred
Maintenance**

s.13

Page 063

Withheld pursuant to/removed as

s.13

BACKGROUND:

There are close to 2,000 buildings in B.C. that are owned by school districts. The Facilities Condition Index and costs associated with the index are being published publicly in two FOIs. EDU-64760 and EDU- 64761. ". According to a FOI (EDU-2016-63702 page 156) the total estimated sum of possible repairs to B.C.'s school facilities required over the long term is over \$5 billion -- but this is not the actual cost. There are over \$280 million in immediate and \$275 million in estimated short term investments required based solely on assuming that if the manufacturer suggests a component must be replaced (or it has reached the estimated life expectancy), then it will need to be even if it is still working.

Facility Condition Assessments (FCA) performed by VFA Canada professional assessment teams identify immediate repairs and long-term maintenance work that MAY be required for each board-owned building based on assuming replacement at their end of the manufacturer's suggested component life, or an estimated life expectancy. Most components last well past the manufacturer's suggested life with good, regular maintenance and upkeep.

Facility condition data is one input into school districts for the planning of Annual Facility Grant (AFG) expenditures to address immediate building repairs and maintenance requirements. This is augmented by regular inspections and maintenance.

Vancouver school district has the highest estimated value of future maintenance required at close to \$400 million.

For the 2017/18 school year, \$110 million in annual facilities grants was provided to school districts to upgrade and maintain their facilities.

Over the last three years, school districts received a total of \$153 million in School Enhancement Program funding for maintenance and improvement projects.

Program Area Contact:	Michael Nyikes	250 893-6268
File Created:	Aug 22, 2017	
File Updated:	Jan. 17, 2018	
File Location:	n:\education lan\operations\issues notes\capital & seismic\in_capital facilities index - deferred maintenance.docx	

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Aug 22, 2017

Date Updated: Mar. 19, 2018

Minister Responsible: Rob Fleming

**Capital and Seismic
Regional**

s.13

Page 066 to/à Page 067

Withheld pursuant to/removed as

s.13

BACKGROUND:

There are currently eight school expansion projects under construction and 25 in business case development or moving to tender. There are currently 11 seismic projects under construction, 20 proceeding to construction and 25 in business case development under the Seismic Mitigation Program.

Since Sept. 1, Government has announced funding for 18 capital projects:

	DATE	NAME	LOCATION	AMOUNT	TYPE
	Sept. 5/17	Gibson Elementary	Delta	\$1.6M	Seismic Upgrade
	Oct. 11/17	Begbie Elementary	Vancouver	\$22.4M	Seismic Replacement
	Oct. 11/17	Bayview Elementary	Vancouver	\$24.5M	Seismic Replacement
	Oct. 11/17	Fairview Elementary	Maple Ridge	\$2M	Seismic Upgrade
	Oct. 11/17	Westview Secondary	Maple Ridge	\$1M	Seismic Upgrade
	Oct. 27/17	Campus View Elementary	Victoria	\$2.4M	Seismic Upgrade
	Nov. 3/17	Hugh Boyd Secondary	Richmond	\$10.7M	Seismic Upgrade
	Nov. 21/17	Maple Drive Middle	Quesnel	\$1.7M	Renovation
	Dec. 7/17	Pacific Heights Elementary	Surrey	\$9M	300-Seat Addition
	Dec. 7/17	Edgewood Drive Elementary (Grandview Heights)	Surrey	\$24M	655-Seat New Elementary School
	Dec. 15/17	Bear Creek Elementary	Surrey	\$3.1M	Seismic Upgrade
	Dec. 15/17	Mary Jane Shannon Elementary	Surrey	\$7.3M	Seismic Upgrade
	Dec. 18/2017	Westhills Site Purchase	Sooke	\$23.3M	Site Acquisition
	Jan. 12/18	Keating Elementary	Saanich	\$8M	Seismic Upgrade and 4-Classroom Addition
	Jan. 15/18	David Lloyd George Elementary	Vancouver	\$24.2M	Seismic Replacement
	Jan. 15/18	Handsworth Secondary	North Vancouver	\$62.3M	Seismic Replacement
	Jan. 30/18	Irvine Elementary	Coquitlam	\$24.3M	Seismic Replacement
	Feb. 1/18	Lake Country Middle	Central Okanagan	\$40.4M	600-Seat New Middle School
	Mar. 9/18	Lord Tweedsmuir Elem.	New Westminster	\$6.1M	Seismic Upgrade
	Mar. 9/18	Richard McBride Elem.	New Westminster	\$22.6M	Seismic Replacement
	Mar. 16/18	Royal Bay Secondary	Colwood	\$23.2m	600-seat addition

ADVICE TO MINISTER

TOTAL	21			\$344M	
-------	----	--	--	--------	--

Program Area Contact:	Ryan Spillett	250 882-3699
File Created:	Aug 22, 2017	
File Updated:	Jan. 2, 2018	
File Location:	n:\education lan\operations\issues notes\capital & seismic\in_capital seismic regional.docx	

ADVICE TO MINISTER

CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: Jan 3, 2017

Date Updated:

Minister Responsible: Rob Fleming

Carpet Cleaning

s.13

Background

In fall 2017, a local dispute over carpet cleaning in Victoria School District generated some media attention. Custodial staff in elementary schools clean carpets in K-1 classrooms twice a week but they are not obligated to clean carpets in classrooms past these early grades. The issue surfaced again when a local carpet cleaning company (Luv-A-Rug) offered to provide free carpet cleaning for teachers and were then surprised at the number of carpets that were brought in. The company operator claimed they'd filled a shipping container with carpets to clean.

There are no overarching provincial guidelines or policies pertaining to cleanliness in or cleaning processes for schools – the ministry has no legislative authority to tell school districts to do anything with their custodians. That being said, through the Service Delivery Initiative the ministry is working with a few school districts to develop and share best practices. If the union files a grievance, it will work its way through the process and BCPSEA will work with the district to determine next steps.

ADVICE TO MINISTER

Program Area Contact:		
File Created:	January 3, 2018	
File Updated:		
File Location:		

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Jan. 8, 2018

Updated: April 11, 2018

Minister Responsible: Rob Fleming

CELA Funding

s.13

BACKGROUND:

Approximately 10% of Canadians cannot access traditional print materials due to visual impairment, perceptual or physical disabilities.

Public libraries accommodate those with disabilities by ensuring facilities are accessible and by providing print materials in accessible formats (talking books, DAISY, ePub etc.). Many Libraries also provide home service for those who cannot visit the library.

In the spring of 2017 CNIB users who were grandfathered into the CELA (Centre for Equitable Library Access) service were informed by CNIB that their access would be cut off if the jurisdiction or library service area in which they live does not fund CELA. On December 7th CELA informed the Ministry that these clients would be cut off by January 31, 2018 unless the ministry provided \$348,422, either by the Province of BC or through individual library systems. CELA has indicated that the reason for denying these clients is to provide leverage for provincial government funding. Individual's citizens have been in touch with the Libraries Branch and Accessibility Secretariat (Ministry of Social Development and Poverty Reduction) indicating their support and need for CELA specific services.

The Province has never funded CELAs service offerings within its annual funding allocation to public libraries. s.13

s.13 CELA's proposal is being reviewed in the context of overall annual funding to public libraries and the Ministry will be consulting on the matter with the BC Library Trustees Association, the BC Library Association, the Association of BC Public Library Directors, and the BC Libraries Cooperative about the topic.

On March 10th 2018 the Federal government announced it will continue to provide funding to CNIB for the production of alternative format materials. At the present time, these materials are not available to libraries other than through a subscription to CELA despite being funding through public dollars.

Currently, The Ministry supports accessible public library service by providing (\$115K) funding to the National Network for Equitable Library Service (NNELS) and by encouraging libraries to use portions of their literacy grants toward accessibility services and collections. Funding for public libraries in FY 2018/19 is \$14M.

Program Area Contact:	Mari Martin	
File Created:	Jan. 8, 2018	
File Updated:	March 14 th 2018	
File Location:		

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Jan. 22, 2018

Date Updated:

Minister Responsible: Rob Fleming

**Chilliwack Sexual
Orientation and Gender
Identity (SOGI)**

s.13

BACKGROUND:

In October 2017, Neufeld criticized SOGI 1 2 3, calling it a "weapon of propaganda" and saying that allowing transgender students to transition is "nothing short of child abuse." Two days later, he issued an apology to "those who felt hurt" by his opinion.

Following Neufeld's comments, Minister Fleming issued a joint statement with the BCTF, CUPEBC, BCSSA, BCSTA, BCPVPA, BCASBO, FISA and BCCPAC in support of inclusion in schools.

In November 2017, Neufeld spoke to a roomful of people at an anti-SOGI rally organized by Culture Guard (an activist group that is anti-LGBTQ).

MLA Laurie Throness has expressed support for Neufeld's position. In response, on Dec. 19 the NDP caucus issued a news release calling on the Liberals to denounce trustee Neufeld.

In December, the Chilliwack DPAC wrote a letter to the board calling for Neufeld's resignation. On New Year's Day Neufeld responded by launching a letter-writing campaign against the Chilliwack DPAC chair. The BCCPAC responded by sending a letter of support to the DPAC.

Monday Jan 15, 2018 – CUPE (representing support staff in the district) filed a complaint with the BC Human Rights Tribunal alleging that the board failed to protect them from the discriminatory effects of Trustee Neufeld's statements.

Tuesday Jan 16, 2018 - Chilliwack Teachers' Association followed suit and passed a motion of non-confidence against the Board of Education for failing to censure trustee Neufeld.

Friday Jan 19, 2018 – The Chilliwack School Board released a statement asking trustee Barry Neufeld to resign. Education Minister Fleming released a statement shortly thereafter, in support of the board's action and also calling for Neufeld's resignation. Barry Neufeld released a statement in response, saying that he will stay in his job to protect "impressionable children."

Program Area Contact:	Shelaina Postings ADM Jennifer McCrea	(778) 679-8531 (250) 896-3735
File Created:	Jan 22, 2018	
File Updated:		
File Location:		

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Aug 24, 2017

Date Updated: Jan 5, 2018

Minister Responsible: Rob Fleming

Class Composition/MOA

s.13

BACKGROUND:

As the 2017/2018 school year got underway, there were reports of some districts experiencing challenges implementing the Memorandum of Agreement (MOA) with the BCTF.

The MOA with the BCTF sees the restoration of some 1,400 contract clauses that pre-date 2002.

In terms of children with special needs, about a third of the school districts have no language on class composition at all – the rest have language that varies significantly by district.

Some have very restrictive language – in some cases the language could result in students being excluded from available classes simply because they were labelled with a designation.

There are legitimate grounds for non-compliance with the MOA including compelling family issues, keeping siblings together at the same school, the needs and abilities of individual students, and access to special programs and services.

Considerations also include space limitations, including the desire to avoid disrupting school-based early learning and StrongStart programs.

The criteria also include some new minimum class size thresholds so that you don't have extremely small classes.

Program Area Contact:	Keith Godin	
File Created:	Aug 24, 2017	
File Updated:	Jan 5. 2018	
File Location:		

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: March 15, 2018

Date Updated:

Minister Responsible: Rob Fleming

**2017/2018
Class Size
Information**

s.13

BACKGROUND:

This is the first year of the Ministry's revised approach to reporting, where public release of class size information will be posted on the DataBC Catalogue, but no longer posted on the Ministry's website.

The *School Act* outlines the maximum class sizes for K-12 education:

- Kindergarten – 22 students
- Grade 1-3 – 24 students
- Grade 4-12 – 30 students, with exceptions

School districts have individual collective agreement language with lower class size maximums in primary years than outlined in the *School Act* above.

Collective agreement language is as follows:

- Kindergarten – 20 students – province wide collective agreement terms
- Grade 1-3 – 22 students – province wide collective agreement terms

Some districts also have collective language in grades 4 -12 which varies greatly.

Here are the average class sizes by grade over the past 5 years:

School Year	Grade K	Grade 1-3	Grade 4-7	Grade 8-12
2013-14	19.3	21.5	25.7	23.0
2014-15	19.5	21.5	25.6	23.2
2015-16	19.7	21.8	26.0	23.4
2016-17	19.1	20.4	24.5	22.9
2017-18	17.8	19.4	23.3	22.0

Here is the number of classes with more than 30 students:

School Year	Total Number of Classes	Number of Classes with more than 30 Students	Percent of Classes with more than 30 Students
2013/14	68,020	1,067	2%
2014/15	66,596	1,077	2%
2015/16	67,107	1,343	2%
2016/17	70,620	1,385	2%
2017/18	74,998	757	1%

Program Area Contact:	Chelsea Chalifor and Keith Godin	
File Created:	March 15, 2018	
File Updated:		
File Location:		

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Aug 22, 2017

Date Updated: February 1, 2018

Minister Responsible: Rob Fleming

Coding

s.13

BACKGROUND:**New Curriculum and Coding Implementation:**

On September 1, 2015, the government launched a redesigned curriculum for B.C. schools, teachers and students. The new curriculum focuses on personalized and flexible learning. It includes a hands-on learning approach to help encourage collaboration, critical thinking and communication to help children prepare for college, university and the work force.

In January 2016 at the first B.C. Tech Summit the previous government announced that coding would be mandatory, as part of B.C.'s new curriculum for students in grades 6 to 9.

Coding modules are now part of the curriculum for Grades 6 to 9 as part of Applied Design, Skills and Technologies (ADST). After Grade 9, students who want to take coding can specialize in electronics and robotics, or information and communications technologies as electives in the Applied Design Skills and Technologies (ADST) curriculum.

ADVICE TO MINISTER

Actions to date:

Premier Horgan has tasked Minister Ralston to establish an Emerging Economy Task Force and establish an Innovation Commission to advocate for the technology sector.

Round 2 of train-the-trainer sessions took place in fall 2017:

- Prince George - Sept 27-28 (College of New Caledonia)
- Trail - Oct 2 – 3 (Midas Labs)
- Vancouver - Oct 11-12 (Microsoft Canada Excellence Centre)
- Kelowna - November 1-2 (UBC Okanagan Innovative Learning Centre)
- Chilliwack - November 7-8 (University of the Fraser Valley)
- Victoria - November 14-15 (University of Victoria)

In June 2016, the Ministry of Education provided \$6 million to school districts to support coding and curriculum implementation.

- \$2 million was allocated for teacher training, \$2 million for curriculum support and \$2 million to help school districts purchase equipment and resources to support coding instruction.
- Over 200 teachers took part in 2 day train-the-trainer workshops with Lighthouse Labs as part of teacher training.
- The train-the-trainer workshops focused on empowering teachers with knowledge, strategies, and resources to take back to their respective schools and districts and share with their colleagues.
 - 6 regional workshops (Chilliwack, Vancouver, Kelowna, Prince George and Trail)
 - Round 1:
 - 204 teachers participated from 58 School Districts
 - 20 teachers from independent schools took part.
 - Round 2:
 - 176 teacher participated from 58 School Districts
 - 16 teachers for independent schools

Jurisdictional comparisons:

While other Canadian and U.S jurisdictions have announced supports for coding – B.C. and Nova Scotia have made it a mandatory part of the curriculum. Nova Scotia formalized their coding commitment in May 2016, as part of their spring budget.

Coding examples:

Many teachers are already connecting students to coding skills in classrooms; students are building robotics and drones, creating websites and developing apps.

West Vancouver Secondary school students enrolled in the Mechatronics Academy are participating in robotic challenges around North America. These students participate in fun competitions flying drones through student-built obstacles, and they are trying to find a way to fly student-attendance lists from their classrooms to the main office using drones.

Recently, students at an Aboriginal Choice school in Prince George used coding to represent their names and created traditional bead necklaces that featured their coded names. Teachers

in the Prince George area are also thinking outside of the box by creating reading materials and games to teach coding without the use of computers.

Teachers and students in Trail make weekly visits to a local research and digital fabrication training facility, MIDAS LAB, to learn about coding. At the lab, students can use digital 3-D printers, laser cutters and other state-of-the art digital tools. Teachers often visit the facility and meet with instructors to find ways to teach the new curriculum.

Program Area Contact:	Mario Miniaci Jennifer McCrea	250-888-8686 250 896-3735
File Created:	Aug 22, 2017	
File Updated:	Feb. 1, 2018	
File Location:	n:\education lan\operations\issues notes\new curriculum\in_coding.docx	

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: November 16, 2017

Date Updated: January 25, 2018

Minister Responsible: Rob Fleming

Commissioner for Teacher Regulation Annual Report

s.13

Page 085 to/à Page 086

Withheld pursuant to/removed as

s.13

ADVICE TO MINISTER

BACKGROUND:

This is the final annual report for Bruce Preston, Commissioner of the Teacher Regulation Branch as his five-year appointment comes to an end. The report outlines the discipline process, offers a 5-year overview of statistics, as well as summarizes successes and areas for potential improvements in the years to come.

In his final message, the Commissioner notes the biggest shift in the discipline process has been an emphasis on remedial education instead of suspensions. The Commissioner believes training and education specifically directed to modify behavior is fundamental to improving teacher regulation in B.C. The Commissioner believes that transparency has a profound impact on teachers as publication of the facts is fundamental to the effectiveness of the discipline and regulation process. He mentions the need for balancing the seriousness of the misconduct in question and consequences of the publicity of the facts, when considering rulings.

The teacher regulatory structure in B.C. consists of six areas: five independent statutory decision makers - BC Teachers' Council, Independent School Teaching Certificate Standards Committee, Director of Certification, Commissioner for Teacher Regulation, the Disciplinary & Professional Conduct Board, administratively supported by the Teacher Regulation Branch of the Ministry of Education.

Four areas were identified by the Commissioner as the basis of most complaints against teachers:

- Classroom management issues
- Neglect of professional boundaries
- Deficient skills in managing conflict
- The approach of some teachers in dealing with special needs students.

A quarter of all complaints and reports to the Commissioner were dismissed with no further action on the intake stage. Most complaints directed to investigation are concluded with the Commissioner deeming that no further action is necessary. If complaints proceed past the investigation stage, they usually go to the Consent Resolution stage. Consent resolutions are voluntary, but the contents are published publicly (depending on privacy impacts). Far fewer complaints go to Hearings – which are overseen by an independent panel (the Disciplinary and Professional Conduct Board). The panel's findings are published publicly (depending on privacy concerns).

Improvements have occurred in reducing intake delays – going from four months to one month. This is important because it often means the file is closed or moved forward within a reasonable timeframe. 58% of all complaints were investigated and 17% went to consent resolution after the intake stage.

The report shows that investigative delays have been reduced because of reductions in the workload of investigators but further workload reductions need to occur in order to decrease delays in the discipline process. Additionally, there had been a decrease in cases and reports to the Commissioner in 2017 in comparison to 2016.

ADVICE TO MINISTER

The report mentions that consent resolutions can often take a while to conclude because of the back and forth nature of the process. Delays in the consent resolution process have been reduced from 9.5 months to 5.9 months.

Very few cases actually go on to hearings -- which are overseen by a panel. There were only four hearings in 2016 and they are usually more serious accusations of teacher misconduct. There have been 27 hearings since 2012. All decisions made by the panel must be written and published on the TRB's website.

The Commissioner notes it is up to the Ministry to ensure a transition plan is in place to ensure improvements in efficiencies continue.

There have been administrative improvements in the consent resolution process and the decision to move some legal services in-house to Ministry of Justice lawyers has helped reduce costs. This move has saved \$30,000 per month and reduced delays in the consent resolutions process.

The main change the Commissioner identifies as having occurred in his tenure is the shift from teacher suspensions to alternatives such as remedial education.

The Justice Institute offers courses that have been designed specifically to modify behavior. This has helped reduce the number of suspensions. However, suspension is still an option if remedial education is not an option.

Teacher complaints involving a special needs student are almost twice as likely. The Commissioner would like to see better training for teachers on how to deal with students with special needs. He wants to see courses created for remedial and ongoing professional development purposes.

Program Area Contact:	Paul Squires	
File Created:	November 9, 2017	
File Updated:	January 25, 2018	
File Location:		

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Aug 22, 2017

Reviewed: Jan. 26, 2018

Minister Responsible: Rob Fleming

CommunityLink

s.13

BACKGROUND:

CommunityLINK (Learning Includes Nutrition and Knowledge) was formed in 2002/2003 when a number of individual school-based programs and grants were brought together under one envelope.

The concept and funding allocation process was developed by MCFD with an advisory committee of stakeholders. Separate school-based funding initiatives (community school; school meal and inner city programs; child and youth workers; healthy schools etc.) were combined into a single initiative to focus on increasing the educational performance of vulnerable students.

Between 2007/2008 – 2010/2011 funding increased to reflect the additional costs resulting from labour settlements. These costs were identified using information supplied by districts.

In 2008/2009, the Ministry provided a \$4-million boost to CommunityLINK funding in recognition of areas with significant enrolment growth.

In 2012/2013 – The Ministry of Education added the Vulnerable Student Supplement (\$11.2 million) to address growth in vulnerable student populations.

In 2015/2016 and 2016/2017, the Ministry of Education increased funding slightly for districts to reflect the additional costs resulting from recent labour settlements.

Funding is distributed directly to school districts, who determine the most effective use.

Districts are required to report annually to the Ministry of Education on CommunityLINK programs and results.

Estimates based on district reports suggest that approximately 60,000 vulnerable students are served by CommunityLINK funded programs.

Boards of education spend their Community LINK allocation approximately as follows:

- **60%** supports **social-emotional learning** and keeping kids connected to their school community. (e.g. youth workers, counseling, after school sports and arts programs, community school coordinators, mentorship programs, and access to cost-shared mental health clinicians);
- **25%** goes to **nutrition programs** and approximately 50 school districts use CommunityLINK to support school meal programs: (e.g. breakfast, lunch, and snacks);
- **15%** goes to **academic support** (e.g. literacy and numeracy programs).

Program Area Contact:	Nancy Needham Darlene Therrien	250 896-3709 250 387-8037
File Created:	Aug 22, 2017	
File Updated:		
File Location:		

Page 091 to/à Page 095

Withheld pursuant to/removed as

DUPLICATE

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Aug 22, 2017

Date Updated: Feb. 23, 2018

Minister Responsible: Rob Fleming

Conseil Scolaire Francophone (CSF) Court Case

s.13

Page 097 to/à Page 098

Withheld pursuant to/removed as

s.14;s.13

Page 099 to/à Page 100

Withheld pursuant to/removed as

s.13

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: August 24, 2017

Date Updated: Jan 9, 2018

Minister Responsible: Rob Fleming

Daycare Space Pressures

s.13

Page 102

Withheld pursuant to/removed as

s.13

ADVICE TO MINISTER

CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: Nov. 9, 2017

Reviewed: Jan. 26, 2018

Minister Responsible: Rob Fleming

Death Panel Report

s.13

BACKGROUND:

The B.C. Coroners Service in partnership with the First Nations Health Authority (FNHA) has completed a review of First Nation youth and young adult injury deaths.

The review reviewed the circumstances of unexpected deaths of 95 First Nations youth and young adults, aged 15 to 24 years old, who died between January 1, 2010, and December 31, 2015.

During the review period, an average of 16 First Nations youth and young adults died each year from preventable injuries.

ADVICE TO MINISTER

The review found:

- The mortality rate for First Nations youth and young adults is almost two times the rate of their non-First Nations peers.
- First Nations unexpected deaths are preventable.
- Many youth and young adults who died had previous contact with support systems (e.g. schools, health care, community supports and services) and experienced barriers to accessing support.
- Accidental deaths (motor vehicle crashes, overdose, drowning and fire) accounted for 60% of all FN youth and young adult unexpected deaths.
- Suicides accounted for a third of all deaths.
- Homicides account for 5% of all the deaths.
- Almost one quarter of those who died were parents of young children.
- For many of the young people who died there were missed opportunities for support. Many were engaged in school or had recent service involvement with government programs and services.

The panel identified three key areas to prevent future similar injury related deaths and support wellness and well-being:

- Connectedness to peers, family, community and culture
- Access to services
- Cultural safety and humility and trauma-informed care

The panel makes six recommendations in all; three apply to the Ministry of Education.

Recommendation 2: Reduce Barriers and Increase Access to Services:

- By March 31, 2018 the First Nations Education Steering Committee and the Ministry of Education will engage with First Nations youth on learning needs and what would improve connectedness to school.
- By December 31, 2018 the Ministry of Health, Ministry of Children and Family Development and Ministry of Education in collaboration with FNHA will develop a plan to deliver trauma informed training to staff working/delivering services to First Nations young people.

Recommendation 3: Promote Cultural Safety and Humility and Trauma-informed care:

- By December 31st, 2018, the FNHA will collaborate with Ministry of Education and Ministry of Advanced Education, Skills and training service partners to sign the Declaration of Commitment to advance cultural safety and humility* within their organizations.

*The First Nations Health Authority defines “cultural humility” as: a process of self-reflection to understand personal and systemic conditioned biases, and to develop and maintain respectful processes and relationships based on mutual trust. Cultural humility involves humbly acknowledging oneself as a life-long learner when it comes to understanding another’s experience. Cultural humility enables cultural safety.

Program Area Contact:	Jennifer McCrea	
File Created:	November 9, 2017	
File Updated:		
File Location:		

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: November 10, 2017

Reviewed: Jan. 26, 2018

Minister Responsible: Rob Fleming

Distributed Learning EA Policy

s.13

Page 108

Withheld pursuant to/removed as

s.13

ADVICE TO MINISTER

s.22

Program Area Contact:	Paul Squires, Grant Sheppard, Patricia Kovacs, Sophia Malczewska, Jennifer Halbert	
File Created:	November 8, 2017	
File Updated:		
File Location:		

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Aug 22, 2017

Date Updated: Jan. 17, 2018

Minister Responsible: Rob Fleming

Earthquake Detection

s.13

BACKGROUND:

After a minor earthquake in the winter of 2016 there was some media attention surrounding earthquake detection systems. A local system developer is strongly advocating for the use of their proprietary devices in schools across B.C. The technology is expensive (rough estimates from UBC are \$30 million) and requires costly integration with other systems across the public asset network in order to be most effective. It also requires integration with Emergency Health Service providers, policing and others in order to be effective.

Additionally, there are a number of different sensor / system providers competing for the market, offering different options. As such, EMBC is assessing the system needs and providers to determine the best approach to utilizing an early warning system for the public.

The Ministry of Education, as part of their ongoing relationship with UBC's Seismic Research volunteered to pilot the first EWSS devices. The eight public schools with pilot sensors are:

- South Delta Secondary School (Delta)
- Ecole Phoenix Middle (Campbell River)
- Henderson Elementary (Powell River)
- Matsqui Elementary (Abbotsford)
- Aberdeen Elementary (Abbotsford)
- Barrowtown Elementary (Abbotsford)
- Yale Secondary (Abbotsford)
- Wellington Secondary (Nanaimo)
- Fraser River Middle School (New Westminster)

The ministry's support has helped scientists increase their knowledge of seismic activity in B.C. and helped test EWS devices.

There are several independent schools that are equipped with sensors – this is because independent schools are not a part of the seismic mitigation program however many independent schools do have high seismic risks. The ministry has had limited involvement in the program as its main focus is on structural seismic risk mitigation of public schools.

In 2003, government supported the British Columbia Smart Infrastructure Monitoring System by installing Strong Motion Sensors in 54 schools.

Program Area Contact:	Joel Palmer	250-356-2588
File Created:	Dec. 12, 2017	

ADVICE TO MINISTER

File Updated:	Jan. 17, 2018	
File Location:	n:\education lan\operations\issues notes\capital & seismic\in_earthquake detection.docx	

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Jan 9, 2018

Date Updated: April 20, 2018

Minister Responsible: Rob Fleming

**Fraser Institute
Rankings / Foundation
Skills Assessments**

s.13

Page 114

Withheld pursuant to/removed as

s.13

ADVICE TO MINISTER

BACKGROUND:

The Fraser Institute's elementary school rankings were released by the Fraser Institute in late April 2018. As usual, the majority of the top ranked schools were independent schools. 80 of the top 102 ranked schools were independent schools. The Vancouver Sun publishes the rankings each year. This year, the ministry did not proactively release FSA data to the Fraser Institute but the data was eventually released via FOI request.

There have been two FOI requests into the Ministry of Education for 2016/2017 school level FSA data/results. Peter Cowley from the Fraser Institute and another researcher, John Taylor both requested data sets. The Ministry released some data in late December 2017 to John Taylor (subject to a standing OIPC Order) but he has come back asking for more. Peter Cowley from the Fraser Institute wrote the Ministry asking if they could receive school level FSA data sets and he informed the ministry he was going through the FOI process. On January 9th, the Ministry sent a \$500 fee estimate to the Fraser Institute for the cost of moving forward with the request.

In October 2017, the BCSTA sent a letter to the Ministry calling for FSA data sets not to be posted to the Ministry's website or on the BC Data Catalogue as open data -- which brought media attention to the issue. Data from spring 2017 FSAs at the school district level was posted on the Ministry's website, on October 25th, coinciding with the ministry's announcement to Superintendents that confidential data sets were being sent to them via secure sharepoint. The data to school districts contains district and school level information.

The BCTF lobbies against the FSA claiming they do not help teachers or students. They claim the tests cause undue stress for students and teachers and they ask parents to exempt their children from writing the FSA.

FSA performance correlates to Post Secondary student transitions. Principals and teachers have 2017/2018 FSA results pertaining to class level and individual students, as it is automatically sent to them once assessments are complete. School districts receive the district, school and student level data sets from the ministry through a secure sharepoint site.

Program Area Contact:	Keith Godin	
File Created:	Jan 9, 2017	
File Updated:	April 20, 2018	
File Location:		

ADVICE TO MINISTER

CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: Aug. 22, 2017

Date Updated: Jan. 23, 2018

Minister Responsible: Rob Fleming

Haida Gwaii Feasibility Study - On-reserve school capital funding

s.13

BACKGROUND:

Chief Matthews Elementary is an on-reserve Band school (with a total functional space of 750 m²) that enrolls kindergarten to grade 5 students and currently has a student population of 78 students (75% First Nations and approximately 25% non-First Nation ancestry), with plans to expand to add grades 6 and 7 (K-7).

In 2015, the Ministry of Education commissioned a \$150,000 feasibility study (through a company called Urban Systems) for consideration of the provision of up to \$2 million in provincial funding for the construction of a school gymnasium at the Chief Matthews Elementary School in Old Massett Village, Haida Gwaii. The study was complete in October 2016.

The Old Massett Village Council (OMVC) has proposed a \$5-million renovation and addition to Chief Matthews Elementary school. Their proposal would see the addition of six modular classrooms (+710 m² addition) and a 965 m² full gymnasium added to the school to accommodate their planned expansion from K-5 to K-7.

The OMVC has approached both federal and provincial governments, requesting \$2 million from the federal government for six new modular classrooms, and \$2 million from the Province for the gym. The federal government has approved and confirmed their portion of funding (\$2 million). The Ministry of Education has not approved the request for \$2 million as the provision of funding to on reserve schools falls outside of the Ministry's vote-appropriation.

The OMFN representatives have confirmed their intention to proceed with the modular classroom additions.

Program Area Contact:	Ryan Spillett	250 882-3699
File Created:	Aug 22, 2017	
File Updated:	January 23, 2018	

File Location:	n:\education lan\operations\issues notes\capital & seismic\in_haida gwaii feasibility study.docx	

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: January 12, 2018

Date Updated: Jan 31, 2018

Minister Responsible: Rob Fleming

Horsefly Vacancies

s.13

BACKGROUND:

As of February 1, 2018, Horsefly Elementary Junior Secondary School has been without a principal since October 21, 2017. Frustrated parents have started a petition asking for a principal be hired.

According to an article in the Williams Lake Tribune, the school's principal, Kelly Glen took an emergency leave for personal reasons from the school and he asked Lakecity Secondary vice-principal, Ken Lucks, to fill in temporarily, but then Lucks went on leave, so the position is still

vacant.

The school principal is currently on leave and expected to return in early 2019.

The acting principal who was assigned to cover the principal's leave is also now on leave, and is scheduled to return on February 19th, 2018. In the meantime, a teacher has been placed in charge at the school, and a Director of Instruction from the District has been in regular contact to provide support.

The Director of Instruction met with school staff and the Parent Advisory Council on January 23, 2018, and advises that the situation is calming down.

The District has placed a full teaching allotment at the school.

If the acting principal's return to work is delayed, the district will consider hiring a retired teacher into the position to cover the remainder of the school principal's leave.

On January 25, 2018 it was reported that SD 27 trustee Christine Dymont had resigned from the board, but there was no public reason given for the resignation. The board will not hold a by-election because the next election is under 10 months away.

Program Area Contact:	Keith Godin	250 882-3699
File Created:		
File Updated:		
File Location:		

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Aug 22, 2017

Date Updated: Feb. 1, 2018

Minister Responsible: Rob Fleming

Independent Schools

s.13

BACKGROUND:

Funding to bricks and mortar independent schools is based on student enrolment and is a set percentage of 50% or 35% of per pupil funding provided to public schools.

SY 2011/12	SY 2016/17	SY 2017/18 (est.)
\$283.6 million	\$381.5 million	\$410 million

Group 1 schools are funded at 50%. These schools must:

- Report per student operating costs that are equal to or less than the per student operating cost of the local district
- Be established as a not-for-profit
- Deliver the B.C. curriculum and employ B.C. certified teachers
- Have facilities that comply with Municipal requirements

Group 2 schools are funded at 35%. These schools must meet the same requirements as Group 1 schools, except that their per student operating costs are higher than the per student operating cost of the local district.

Preliminary per pupil funding amounts for independent schools in 2017/18 have increased from

ADVICE TO MINISTER

2016/17, to reflect the funding increases for B.C.'s public schools.

In 2000/01, Independent school enrolment was 59,734. In 2017/18, enrollment is 85,119 students (headcount), which is nearly 13% of B.C.'s Kindergarten to Grade 12 population.

Program Area Contact:	Brian Jonker	(250) 217-3991
File Created:	Aug 22, 2017	
File Updated:	Feb. 1, 2018	
File Location:	n:\education lan\operations\issues notes\independent schools & international ed\in_independent schools.docx	

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Aug 22, 2017

Date Updated: Feb. 1, 2018

Minister Responsible: Rob Fleming

**International
Students – BCTF
Agreement**

s.13

BACKGROUND:

Potential issue: As of September 2017, some school districts had actively reviewed local enrolment policies relating to catchment boundaries to ensure they could manage capacity as a result of the Supreme Court ruling and the resulting restoration of class size and composition limits.

If districts had already enrolled international students for the 2017-18 school year, those students may have taken up space that would otherwise go to local students. Some local parents might be upset that international students are taking up the limited spaces in their desired schools.

In April 2017, the Ministry reached out to four school districts' international education coordinators to determine if it was likely to become an issue. The four districts confirmed:

- There had been no increase or decrease in incoming international student enrolment
- No international students already accepted for Sept 2017 would be turned away
- Space allocation issues had not been brought to the Ministry's attention as it related to international students.

Program Area Contact:	Brian Jonker	(250) 217-3991
File Created:	Aug 22, 2017	
File Updated:	Feb. 1, 2018	
File Location:	n:\education lan\operations\issues notes\independent schools & international ed\in_international students - bctf agreement.docx	

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: January 12, 2018

Date Updated: Jan 31, 2018

Minister Responsible: Rob Fleming

Kamloops- Thompson MoA Complaints

s.13

BACKGROUND:

On Jan 12, 2018 the Kamloops Thomson Teachers Association announced it would be starting a public campaign highlighting schools they deem to be in violation of the Memorandum of Agreement (MoA) with the BCTF. The local teachers union claims they will be highlighting a lengthy list of class size and composition violations. This campaign is running at the same time the district is pushing for more capital investments.

.

Program Area Contact:	Reg Bawa (Capital) and Keith Godin (MOA)	250 882-3699
File Created:	Jan 12, 2018	
File Updated:	Jan 31. 2018	
File Location:		

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Nov. 1, 2017

Date Updated: January 25, 2018

Minister Responsible: Rob Fleming

2017/18 Library Funding

s.13

BACKGROUND:

Libraries receive provincial funding through four grants:

- **Resource Sharing Grant:** alleviates costs of running and managing the interlibrary loan service
- **BC OneCard Grant:** for participation in the BC OneCard program (library card that works for any library in the province)
- **Equity/Literacy Grant:** supports the expansion of library collections, programs and services that promote literacy
- **Per Capita Operating Grant:** to support the ongoing public library operations and their participation in province-wide initiatives

The Ministry usually allocates annual funding to libraries by June of a given year. In 2017, the Ministry split funding into two payments, June and October. In June, libraries received their Per Capita Operating Grant. On October 30th 2017, Libraries received the remaining three grants: BC OneCard, Resource Sharing and Literacy/Equity, totaling \$1,985,839. The Libraries Branch under the Director is responsible for allocating and managing funding to public libraries.

Due to population growth the amount of funding allocated through the Per Capita Operating Grant increased this year. Subsequently, the Libraries Branch had to reduce the Resource Sharing Grant to fit the within the overall budget. The Branch did this by reducing the Interlibrary Loan rate from \$2.80 to \$2.24.

These changes resulted in 41 libraries receiving less total funding for 2017/18 than they did in 2016/17.

Thirty libraries are receiving more total funding. Total funding to libraries was up this year by \$86,271.

The breakdown of funding differences from this year to last are below:

Library	Total Grants
Vancouver Public Library	-\$7,084
North Vancouver City Library	-\$5,158
Grand Forks Public Library	-\$3,779
West Vancouver Memorial Library	-\$2,363
Pemberton Public Library	-\$2,194
Greater Victoria Public Library	-\$1,864
Creston Public Library	-\$1,586
Port Moody Public Library	-\$1,245
Midway Public Library	-\$1,171
Elkford Public Library	-\$1,133
Okanagan Regional Library	-\$1,032
Salt Spring Island Public Library	-\$987
Prince George Public Library	-\$975
Cranbrook Public Library	-\$913
North Vancouver District Public Library	-\$837
Castlegar Public Library	-\$741
Kaslo & District Public Library	-\$725
Salmo Public Library	-\$704
Powell River Public Library	-\$675
Invermere Public Library	-\$670
Nakusp Public Library	-\$637
Dawson Creek Municipal Public Library	-\$630

ADVICE TO MINISTER

Kimberley Public Library	-\$624
Trail and District Public Library	-\$607
Whistler Public Library	-\$599
Squamish Public Library	-\$595
Fernie Public Library	-\$581
Sparwood Public Library	-\$529
Tumbler Ridge Public Library	-\$478
Alert Bay Public Library	-\$444
Penticton Public Library	-\$444
Thompson Nicola Regional Library System	-\$414
Radium Hot Springs Public Library	-\$407
Rossland Public Library	-\$400
Bowen Island Public Library	-\$277
Greenwood Public Library	-\$272
Beaver Valley Public Library	-\$232
Prince Rupert Public Library	-\$209
Granisle Public Library	-\$71
Taylor Public Library	-\$33
Pouce Coupe Public Library	-\$32
Kitimat Public Library	\$26
Fort St. James Public Library	\$29
Chetwynd Public Library	\$49
Burnaby Public Library	\$91
Stewart Public Library	\$142
Houston Public Library	\$178
Valemount Public Library	\$232
Hazelton Public Library	\$397
McBride Public Library	\$406
Smithers Public Library	\$458
Fraser Lake Public Library	\$479
Lillooet Public Library	\$543
Hudson's Hope Public Library	\$718
Terrace Public Library	\$752
Mackenzie Public Library	\$759
Pender Island Public	\$818
Vanderhoof Public Library	\$927
Fort Nelson Public Library	\$1,292
Burns Lake Public Library	\$2,202
Nelson Municipal Library	\$2,296
Fort St. John Public Library	\$3,571
Cariboo Regional District Library	\$4,235
Gibsons and District Public Library	\$4,311
New Westminster Public Library	\$5,179
Sechelt Public Library	\$5,487
Richmond Public Library	\$5,701

Coquitlam Public Library	\$6,828
Vancouver Island Regional Library	\$9,540
Surrey Public Library	\$31,886
Fraser Valley Regional Library	\$41,090
Total	\$86,271

Program Area Contact:	Mari Martin	
File Created:	Nov 1, 2017	
File Updated:	January 25, 2018	
File Location:		

ADVICE TO MINISTER

CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: Aug. 22, 2017

Date Updated: Jan. 19, 2018

Minister Responsible: Rob Fleming

Mandarin Second Language Programs

s.13

BACKGROUND:

Second language instruction is available to all students from grades 5 to 8, with many districts offering opportunities right through to grade 12. Districts decide which languages to offer at what grade level. The ministry has worked with teachers to create new curriculum for grades 5-12 for the following languages: American Sign Language; Core French; German; Italian; Japanese; Korean; Mandarin Chinese; Punjabi and Spanish.

The possible expansion of Mandarin bilingual programs remains a decision for each school district based on the needs of the local communities they serve. As with French Immersion, finding skilled teachers and resources to support the growth of Mandarin bilingual programs is an ongoing challenge for schools and districts.

Program Area Contact:	Nancy Walt	(250) 217-4978
File Created:	January 19, 2018	
File Updated:		
File Location:	n:\education lan\operations\issues notes\new curriculum\in_mandarin second language.docx	

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Aug 22, 2017

Date Updated: Jan 12, 2018

Minister Responsible: Rob Fleming

Missing Hard Drive & Information and Privacy Commission report

s.13

BACKGROUND:**TIMELINE:**

On Sept. 1, 2015, the Ministry of Education reported to the Office of the Chief Information Officer (OCIO) that it was unable to locate an unencrypted external hard drive. The drive was confirmed to contain the personal information of approximately 3.4 million people. The OCIO's investigation into the breach was led by their Privacy Investigations Unit, now part of the Ministry of Finance's Privacy, Compliance and Training Branch (the Branch).

On Sept. 18, 2015, the Office of the Information and Privacy Commissioner (Privacy Commissioner) was notified and opened its own investigation.

On Sept. 22, 2015, the Ministry of Technology, Innovation and Citizens' Services and OCIO held a press conference to notify the public of the breach after extensive search efforts by the Ministry of Education failed to locate the drive. The announcement also served as 'indirect notification' to those individuals who may have been affected.

ADVICE TO MINISTER

At the **Sept. 2015** press conference, Minister Virk announced a review would be conducted of all ministries' personal information management practices. Deloitte was retained to conduct the first review of Education, as well as an independent review of the OCIO/Branch's investigation and to support the Branch in building a compliance review program.

On Jan. 22, 2016, approximately 26,000 letters were issued by the Ministry of Education to affected individuals.

On Jan 28, 2016, the Information and Privacy Commissioners' released her investigation report on the missing hard drive that said there were clear and appropriate policies in place that would have prevented the breach if employees had followed them.

On December 2nd 2016, the second round of notifications went out to approximately 2700 students.

Hard drive content:

On Sept. 22, government announced that it had misplaced a hard drive containing information on about 3.4 million B.C. and Yukon students.

The records on the hard drive are tied to individuals between 1986 and 2009 and include names, postal codes, grades and personal education numbers. There are also a smaller number of records that include more sensitive personal information, such as:

- 1,052 personal education numbers, birth years, and grad dates for cancer survivors from a study on their education outcomes.
- 825 survey results from 2003 of teachers aged 53 or older on their retirement plans.
- 9,273 personal education numbers connected to children in the care before 2006-07, including information such as health and behavior issues and supervision status.

People receiving the letters fall into one of seven categories:

- Students with special needs.
- Exiting students.
- Student loan financials.
- Cancer survivors (involved in a research study, 2008).
- Teachers (who completed a retirement survey, 2003).
- Individuals involved with the Ministry of Children and Family Development (MCFD)
- Individuals flagged as attending school at a youth custody facility

Program Area Contact:	Darlene Therrien	(250) 387 8037
File Created:	Aug 22, 2017	
File Updated:		
File Location:	n:\education lan\operations\issues notes\student data\in_missing hard drive - oipc report.docx	

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Aug 22, 2017

Date Updated: Jan 16, 2018

Minister Responsible: Rob Fleming

My Education BC

s.13

BACKGROUND:

MyED BC is a 12-year service contract worth \$95 million over the life of the agreement.

There were some performance issues with speeds and training when MyED BC launched in September 2015. By Christmas 2015 most of the bugs had been fixed. The service has been operating well since 2015, and many districts are using the family portal for parent communications and report card distribution.

Fifty-six of the 60 School Districts in BC are on the MyEd BC Service.

Program Area Contact:	Eleanor Liddy	(250) 508-1119
File Created:	Aug 22, 2017	
File Updated:	Jan 16, 2018	
File Location:		

ADVICE TO MINISTER

CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: Aug. 22, 2017, Oct. 23, 2017

Date Updated: Jan.19, 2018

Minister Responsible: Rob Fleming

New Curriculum Teacher Support

s.13

BACKGROUND:

The ministry is now part-way through the roll out of the redesigned curriculum, which has been fully implemented in every kindergarten-to-Grade 9 classroom since September 2016. Currently, teachers are trying out new draft curricula in Grades 10 to 12 and offering their feedback. The Grade 10 curriculum will be implemented in July 2018. The Grade 11 and 12 curricula will be mandated for use in all B.C. classrooms starting July 2019.

New curriculum teacher supports to date:
2015/16:

- 10 new hours of non-instructional time for all public school teachers to quickly become familiar with the new curriculum. How this time was spread throughout the school year was decided by local school districts and teacher associations.
- More than 2,000 teachers were trained through local learning sessions. Groups of select teachers, including those from independent schools, were brought together at the district level for a provincial overview. They worked directly with the new curriculum and designed how the new 10 hours of non-instructional time could be best used in their district. These teachers returned to their schools prepared to help their colleagues phase in the curriculum. (Approx. cost: \$900,000)
- Travel support was available to rural school districts to support their teachers attending the local learning sessions. (Approx. cost \$100,000)
- Continued collaboration between BCTF, the Ministry of Education, the BCSSA and the BCPVPA to create a framework for teachers and school districts to structure the new professional development time for teachers as they prepared for the new curriculum.
- Continued support for Independent School Teachers so independent school teachers can become familiar with the new curriculum.

2016/2017:

- Five new hours of non-instructional time for public school teachers.
- One existing professional development day designated to new curriculum training.

2017/18:

- Five new hours of non-instructional time for public school teachers.
- One existing professional development day designated to new curriculum training.

B.C.'s new curriculum: <https://curriculum.gov.bc.ca/>

Program Area Contact:	Kim Lacharite	
File Created:	Aug 22, 2017	
File Updated:	Jan.19, 2018	
File Location:	n:\education lan\operations\issues notes\new curriculum\in_new curriculum teacher support.docx	

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Aug. 22, 2017

Date Updated: Jan. 2, 2018

Minister Responsible: Rob Fleming

**New Westminster
Secondary**

s.13

BACKGROUND:

Public consultation for the new \$106.5 million New Westminster Secondary School replacement project was held from Nov. 7 – Dec. 5, 2016. The consultation included open houses and small group meetings.

Input received will be considered in the design for the new secondary school. A consultation summary report is available online <http://newwestschools.ca/nwss-replacement-project/community-consultation/>.

A second round of consultation in winter 2018 will seek feedback on plans to minimize potential construction related impacts.

The existing school was built on land formerly used as a burial ground, public works yard and staging area for the military during the Second World War. The sensitive nature of the site caused the project to be delayed and has raised significant issues amongst the First Nations, Chinese community and other community groups.

The new school will be located on a different location on the site. All subsurface work on the site will be monitored by an archaeologist to ensure the heritage requirements are met and any historic artefacts are appropriately recorded. The new facility will accommodate up to 1,900 grade 9 – 12 students. The current school is grade 8 -12 students. Construction was announced to start in 2017 and complete in 2020. Due to delays the project is now anticipated to start in early 2018. A preferred proponent was selected to build the school in December 2017.

The project has a small number of very vocal opponents due to its historic burial usage, with Bill Chu leading the opposition under the not for profit society Canadians for Reconciliation. Mr. Chu is the founder of this organization whose stated goal is:

1. *“To uphold the Christian faith in the kingdom of God as the progressive extension of God's redemptive reign throughout the whole creation by a reconciled community.*
2. *To promote and foster the reconciliation of Canada's relationship with the indigenous people and nations.*

ADVICE TO MINISTER

3. To research or facilitate the research, publication and teaching of the missing pages about various minority communities in the history of British Columbia.

Mr. Chu's opposition is periodically covered by the media; specifically Sing Tao.

Program Area Contact:	Ryan Spillett	
File Created:	Aug 22, 2017	
File Updated:	Jan. 2, 2018	
File Location:	n:\education lan\operations\issues notes\capital & seismic\in_new west secondary.docx	

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: August 22, 2017

Date Updated: Feb. 20, 2018

Minister Responsible: Rob Fleming

Next Generation Network Completion

s.13

BACKGROUND:

The new internet access that NGN has provided in schools has meant that access to digital resources has grown tremendously, requiring further increases to school bandwidths.

Recommended bandwidth increases for schools were reviewed and approved. 97% of the upgrades have already been completed with the remaining to be completed by June 2018. (857 scheduled to be upgraded - 833 have already been increased.)

The last school to be connected:

Upper Halfway Elementary (SD#60) is the last school to be connected to the NGN; this school should be complete by mid Feb 2018. The service provider for this site is NorthwestTel.

What came before the Next Generation Network:

The previous network (PLNet) had been in place for more than 15 years and cost the province almost \$23 million annually. That system was failing to meet the needs of school districts; there were repeated problems with connectivity and reliability.

NGN was developed in partnership with school districts and was installed over a 3 year period. The cost to build, run and transition to the NGN was \$128.9 million with the Province investing \$91.7 Million and Districts investing \$37.2 million.

Ongoing operational costs for the NGN are \$44.7M with \$22M charged as an expense to districts and adjusted from operating grants. The amount required from each district is determined based on enrolment.

Program Area Contact:	James Shypitka	
File Created:	Aug. 22 2017	
File Updated:	Feb. 20, 2018	
File Location:	z:\education lan\operations\issues notes\services and technology\drafts\in_ngn.docx	

ADVICE TO MINISTER

CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: February 21, 2018

Date Updated:

Minister Responsible: Rob Fleming

Non-Certified Teachers

s.13

BACKGROUND:

There have been several media stories focusing on a want ad posted online by the North Okanagan-Shuswap School District (SD83) for teacher “replacements” for on-call work. Per the ad, applicants need a university degree, experience working with children and a clean criminal record check—but do not need a teaching certificate.

While the practice is not new, BCTF President Glen Hansman has called the situation “unprecedented”, especially for a larger district like SD83.

Hansman is quoted by Global News as saying “putting any warm body with a university degree” in a classroom does students a disservice....if this was any other profession, people wouldn’t

ADVICE TO MINISTER

put up with it.

GCPE Contact:		
Program Area Contact:		
File Created:		
File Updated:		
File Location:		

Minister's Office	Program Area	ADM	Communications Director

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Aug 22, 2017

Date Updated: Jan 16, 2018

Minister Responsible: Rob Fleming

North Okanagan Shuswap (SD83) Official Trustee

s.13

BACKGROUND:

Media inquiries into the official trusteeship in SD83 were sparked by the Aug 3 2017 announcement that there would be a by-election to restore an elected Vancouver School Board, replacing official trustee Dianne Turner.

On June 15, 2016, the SD 83 board was replaced with an Official Trustee - former Surrey School District superintendent Mike McKay - after a special advisor recommended their dismissal.

Special advisor Elizabeth Watson found that the board was not functioning well, the board had lost the confidence of the community, and the situation in the district was deteriorating rapidly. She made 42 recommendations to improve the situation.

Widespread community concerns about the overall performance of the board were sparked by the board transferring more than \$10 million in operating surplus funds to fund capital projects like a new district office while it reduced its operating budget

In December 2016, Mike McKay announced that he was halting the school closure process. He announced a framework under which school closure recommendations should be tested.

- Is the school's physical condition in a poor state and would it disproportionately drain the district's resources to bring the facility up to a reasonable standard and is there another school that has space and can be reasonably accessed by students?
- Is the school population dwindling to a degree that it is not reasonable to deliver a full and robust educational program?
- Is the school district in such dire financial circumstances that significant cuts in all areas of operations are required and school closures and program consolidations need to be part of that overall plan?
- Has the school lost the community's confidence regarding its ability to provide quality student learning?

Program Area Contact:	Keith Godin	(250) 356-6760
File Created:	Aug 22, 2017	
File Updated:	Jan. 16, 2018	
File Location:		

ADVICE TO MINISTER

CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: January 23, 2018

Date Updated: January 25, 2018

Minister Responsible: Rob Fleming

Nova Scotia Report - School Board Elimination

s.13

BACKGROUND:

A report by Avis Glaze recommends 22 changes to the way education is administered in Nova Scotia, including a call to eliminate school boards.

Glaze calls school boards confused, with unclear roles and responsibilities. She said elected board members are too often acclaimed, turnout for board elections is poor and voters are apathetic. She recommends instead that Superintendents be renamed "regional executive directors" and report directly

to the Department of Education, through the deputy minister.

The report was made public Tuesday January 23, and a CBC story followed

<http://www.cbc.ca/news/canada/nova-scotia/education-report-calls-for-elimination-of-elected-school-boards-1.4499717>

Nova Scotia Education Minister Zach Churchill announced Wednesday Jan 24, that the Province will go ahead with eliminating school boards in favour of a single provincial advisory council. The francophone school board will remain intact, as recommended by Glaze. Nova Scotia will also implement 11 of the other recommendations, including

- Exclusion of school principals and vice-principals from the union
- Change the name of superintendents to regional executive directors and have them report directly to the DM on student achievement.
- Have teaching support specialists move out of regional offices in favour of more time in classrooms.
- Create an independent Provincial College of Educators.

Other recommendations in the report include:

- Creation of advisory councils at all schools that would meet regularly with parents, community members and students
- Teacher and principal control and responsibility for the textbooks and learning materials used
- Teachers should be free to move from one school board to another without jeopardizing seniority
- Make all schools “wrap-around” facilities, so students and families can promptly access support from mental health professionals, health care providers, justice, family services, etc.
- Develop targeted education strategies for specific challenges in the system:
 - A French Language Education Strategy
 - A Rural Education Strategy
 - A strategy for students living in poverty
 - A strategy for children in care

The full report is here: <https://www.ednet.ns.ca/sites/default/files/docs/raisethebar-en.pdf>

Program Area Contact:	Keith Godin	
File Created:	January 23, 2018	
File Updated:	January 25, 2018	
File Location:		

ADVICE TO MINISTER

CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: January 17, 2018

Date Updated: February 26, 2018

Minister Responsible: Rob Fleming

Numeracy Assessment

s.13

BACKGROUND:

On September 1, 2015, the government announced the plan for a redesigned curriculum for B.C. schools, teachers and students. The new curriculum focuses on personalized and flexible learning. It includes a hands-on learning approach to help encourage collaboration, critical thinking and communication to help children prepare for college, university and the work force. The new curriculum was developed in collaboration with more than 200 B.C. teachers, and for the first time, all subject areas in Kindergarten through Grade 12 have been revised at the same time.

ADVICE TO MINISTER

As part of the new curriculum, students will write two provincial assessments during their Graduation years (10-12): one in literacy and one in numeracy. There will be a managed implementation of the **numeracy** assessment starting with a subset of students writing in January 2018. Students in the 2018 Graduation Program who do not write in January will have the opportunity to write in June or August 2018 or a subsequent school year.

The first Numeracy assessment begins January 22nd 2018 and runs for 5 days. About 11,000 students in 43 districts will take the assessment. Students will receive their results in late spring 2018.

The **literacy** assessment will be introduced in the 2019/20 school year (all Language Arts 12 examinations will continue until that time, and then be phased out in the process).

The literacy assessment is under development.

Program Area Contact:	Nancy Walt	
File Created:	January 17, 2018	
File Updated:		
File Location:		

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Aug 22, 2017

Date Updated: Jan. 21, 2018

Minister Responsible: Rob Fleming

Parent Consultation on Student Reporting

s.13

BACKGROUND:

With the new curriculum being implemented in B.C. classrooms, the way students are being assessed, and how parents receive information on their child's progress, is changing.

On Oct. 4, 2016, the B.C. government launched a public engagement on student reporting for K-9 students. The Province gathered feedback from parents about student progress in schools through two primary ways: an online feedback form and community meetings. There were over 28,500 visits to the website, and over 5,530 feedback forms completed. Eleven community open houses were held around the province, giving parents the opportunity to provide input and learn more – almost 380 citizens attended.

Program Area Contact:	Kevena Hall	(250) 360-7336
File Created:	January 21, 2018	
File Updated:		
File Location:	n:\education lan\operations\issues notes\in_parent consultation student reporting.docx	

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Jan 9, 2018

Date Updated:

Minister Responsible: Rob Fleming

Parents for French VSB Complaints

s.13

BACKGROUND:

In January 2017, a media report focused on calls by the Canadian Parents for French (CPF) for the Vancouver School District to reinstate the 135 French Immersion spaces the district reduced for this school year.

Media reported that In December 2017, a school board staff report concluded that a reversal of the May cuts would not be immediately possible. The report outlined two major barriers to reinstating the spaces, citing a consequence of the Supreme Court of Canada ruling on teachers' rights to negotiate contracts based on class size and composition meant there would not be enough space for French programming in existing facilities. The report also cited a French teacher shortage, which is being felt province-wide.

The VSB has surplus space in the district and they are looking at their school choice programs.

Five schools in the district lost one class each:

- Trafalgar Elementary.
- Lord Selkirk Elementary.
- Hastings Elementary.
- Lord Tennyson Elementary.
- L'École Bilingue Elementary.

Program Area Contact:	Jennifer McCrae	
File Created:	Jan 9, 2018	
File Updated:		
File Location:		

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Aug 22, 2017

Date Updated: February 5, 2018

Minister Responsible: Rob Fleming

**Portables – BCTF
Agreement**

s.13

Page 159 to/à Page 162

Withheld pursuant to/removed as

s.13

ADVICE TO MINISTER

CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: March 9, 2018

Date Updated:

Minister Responsible: Rob Fleming

Preliminary Operating Grants 2018/2019

s.13

BACKGROUND:

The *School Act* requires the Minister of Education to provide operating grant allocations to boards of education for the coming school year on, or before, March 15. The Ministry of Education publishes Preliminary Operating Grants for school districts each March. This year the Ministry is publishing the preliminary rates on March 14, 2018.

These figures are estimates and will be adjusted in the fall to reflect actual enrolments.

There is no holdback for unanticipated enrolment changes during the school year. However, if actual enrolment exceeds district estimates, government has committed to maintain published

ADVICE TO MINISTER

formula rates and increase the Operating Block.

School districts are required to submit their 2018/2019 Annual Budget to the Ministry by June 30, 2018.

Since 2016/2017, school district operating grants have increased by \$238 million (4.8%).

The average per pupil rate is forecast to increase by an estimated \$191 to \$9,290 in 2018/2019.

B.C.'s school districts are forecasting an increase of 2,616 full time equivalent (FTE) students compared to this school year – as 555,482 students (FTEs) are estimated for enrolment next year.

Provincial total – total operating grants

2016/17: \$4.932 billion

2017/18 (interim): \$5.039 billion (Change: \$107.4 million; 2.2%)

2018/19 (estimated) \$5.170 billion (Change: \$130.2 million; 2.6%)

The \$130.2 million increase consists of:

- \$74.9 million to fully fund the wage increases for teachers and support staff that take effect in 2018/19;
- \$30.3 million for enrolment growth estimated by school districts; and
- \$25 million due to the addition of administrative savings returns to operating grants (previously was provided to school districts through a separate grant).

Change in Operating Grants funding since 2016/17: \$237.6 million; 4.8%

Provincial total – full-year FTE enrolment

2016/17: 548,905

2017/18 (interim): 552,866 (Change: 3,961; 0.7%)

2018/19 (estimated) 555,482 (Change: 2,616; 0.5%)

Program Area Contact:	Kim Horn and Reg Bawa	
File Created:	March 14, 2018	
File Updated:		
File Location:		

ADVICE TO MINISTER

CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: Aug. 22, 2017

Date Updated: Jan. 23, 2018

Minister Responsible: Rob Fleming

Prince Rupert Middle School

s.13

BACKGROUND:

The Prince Rupert School District has requested the replacement of Prince Rupert Middle School in their capital plans from 2015/16 and 2016/17.

The project is currently in the business case development stage to explore the option of replacing the school on a new site. The Ministry is working with the school district to assist them in completing the business case as soon as possible in order for the project to be taken forward for final funding approval in 2018

The school is rated as a high seismic risk. Several other issues have been highlighted in media reports, including sinking foundation and a foul smelling odor coming from an old landfill the site was developed on.

Program Area Contact:	Ryan Spillett	250 882-3699
File Created:	Aug 22, 2017	
File Updated:	Jan. 23, 2018	
File Location:	n:\education lan\operations\issues notes\capital & seismic\in_prince rupert middle school.docx	

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

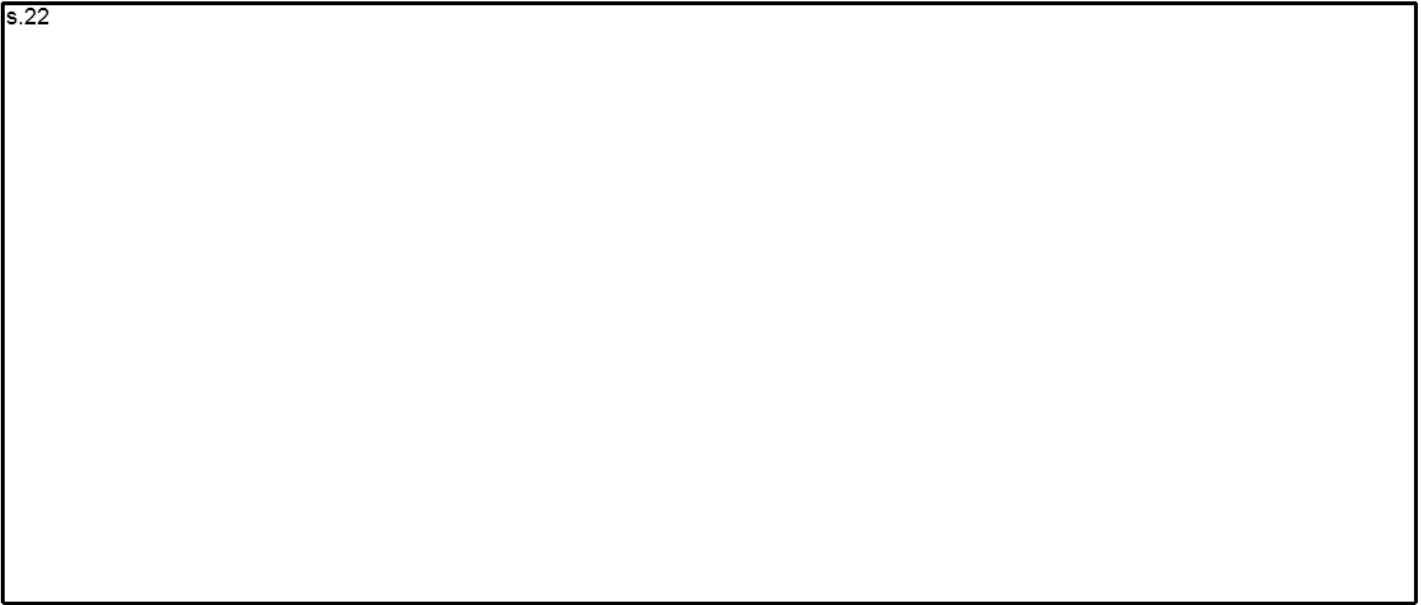
Date: Jan. 10, 2018

Reviewed: Jan. 26, 2018

Minister Responsible: Rob Fleming

Quesnel Jr. Bullying

s.13



Program Area Contact:	Shelaina Postings ADM Jennifer McCrea	(778) 679-8531 (250) 896-3735
File Created:	Jan 10, 2018	
File Updated:		
File Location:		

ADVICE TO MINISTER

CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: Jan. 30, 2018

Date Updated:

Minister Responsible: Hon. Rob Fleming

Quesnel Junior Secondary - Safety

s.13

KEY FACTS:

- Quesnel Junior Secondary School (QJS) is in the process of being closed due to student safety concerns.
- The Ministry of Education has provided the Quesnel School District with \$1.7 million to renovate Maple Drive Middle School (currently closed) in order for students to be moved there after spring break.
- The Ministry will support the district in finding a long-term option for students.
- The District Parent Advisory Committee has written to local media requesting Minister Fleming's action plan to replace QJS.

BACKGROUND:

In fall 2016, the school district commissioned a report on the condition of Quesnel Junior Secondary School (QJS). The report found that all of the QJS building systems require replacement or repair. The estimated cost of the work to repair the school is \$33.2 million.

In March 2017, the District commissioned a new report which found multiple, long-term structural deficiencies including structural fatigue requiring immediate attention.

The Ministry provided the District with \$1.7 million in November 2017 to renovate Maple Drive Middle School as a short-term solution. This includes funding for renovations of Maple Drive, two portables, and moving school supplies and equipment.

In a Jan. 20, 2018 Letter to the Editor in the Quesnel Observer, the Parent Advisory Committee called on Minister Fleming to “please advise us as to the action plan that you have set in place for the replacement of Quesnel Junior Secondary.”

The Ministry is continuing to work with the District to examine suitable long-term options to accommodate QJS school students such as building an addition to Correlieu Secondary School, investing further in Maple Drive or building a new middle school.

Quesnel Junior Secondary School

QJS accommodates grades 8 & 9 students with a capacity of 875 students. Enrolment for the 2016/17 school year was 419 students; indicating 47% utilization. Projections from the 2017/18 Annual Five-Year Capital Plan submission show future annual enrolment levels of around 457 students through to 2025.

The school was built in September 1950, has a floor area of 10,602m² and has a Facility Condition Index (FCI) of 0.75, indicating the need for significant capital investment to address identified building condition issues.

GCPE Contact:	Sean Leslie	
Program Area Contact:	Joel Palmer	
File Created:	Jan. 22, 2018	
File Updated:		

Minister's Office	Program Area	ADM	Communications Director

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Sept. 17, 2017

Date Updated: Feb. 6, 2018

Minister Responsible: Rob Fleming

RCY – Education Supports / Outcomes of Children in Care

s.13

Page 172

Withheld pursuant to/removed as

s.13

ADVICE TO MINISTER

BACKGROUND:

The *Education Outcomes of Children and Youth in Care* report examines what supports are available to help these students, in the province's Kindergarten to Grade 12 public school system. It gives primary focus to supports for children and youth in care who have delegated social workers as their legal guardians. The report concludes that the gaps in academic achievement between children and youth in care and other students detailed in this report are alarming. The report highlights a generally lower academic achievement of children and youth with continuing custody orders (CCOs) compared to the rest of the student population, including lower six year completion rates and lower FSA outcomes. For example, 63 per cent of children in care with a CCO met or exceeded expectations in the Grade 4 FSA compared to 82 per cent of other students. The report also highlights lower educational achievement for two specific sub-populations: Indigenous students with a CCO compared to those without CCO's and CCO students with special need designations compared to non-designated students. While the outcome data is focused on students with CCOs, the report reviews education supports for all children in care, regardless of their legal status.

The report notes there is a need for better information sharing amongst MED and MCFD as previously highlighted by the RCY. RCY has published a number of reports that contained recommendations about improving educational experiences and outcomes of children and youth in care. The Ministry of Education has worked with the Ministry of Child and Family Development (CFD) and school districts to address RCY's recommendations and improve supports and outcomes of children and youth in care.

The RCY report includes a number of promising, evidence-based practices and interventions that are public school focused but could easily be extended to improve educational outcomes of all children and youth in care in both public and independent schools.

The Ministry hopes to go further than the RCY's recommendations as ongoing work is focusing on all children and youth in care. The report outlines the following six recommendations for the government:

Recommendation 1

That the Ministry of Education allocate specific funding to each school district based on the number of children and youth in care, funding that would be dedicated to support the learning of these students. This should be a priority of the ministry as it undertakes a review of the K to 12 education system's current funding formulas.

Response: Ministry of Education to implement specific funding to school districts for children and youth in care by September 2018.

Recommendation 2

That the Ministry of Education strengthen its accountability to improve and monitor supports for children and youth in care across the province, as well as tracking and reporting out on educational outcomes for these students.

Response: Ministry of Education to present Representative with draft plan to strengthen accountability for education of children and youth in care by January 2018. The Ministry of Education is to begin reporting publicly on educational outcomes of children and youth in care by September 2018.

ADVICE TO MINISTER

Recommendation 3

That the Ministry of Education implement the Auditor General's 2015 recommendation that the ministry "collaborate with boards of education, superintendents, and Aboriginal leaders and communities to develop a shared, system-wide strategy with accountabilities to close the gaps between Aboriginal and non-Aboriginal student outcomes," and that this strategy includes specific actions to improve education outcomes of Indigenous children and youth in care.

Response: The Ministry has worked closely with education partners, Métis Nation BC, and the First Nations Education Steering Committee to draft an Aboriginal Education strategic plan that includes a focus on Children and Youth in Care. This plan, once approved, will guide our work going forward.

Recommendation 4

That the Ministry of Education, school districts and MCFD work together to create positions dedicated to information-sharing, coordination and advocacy in support of education outcomes of children and youth in care.

Response: The Ministry of Education and the Ministry of Children and Family Development are to have positions in place by September 2018.

Recommendation 5

That MCFD ensure that an evidence-based approach is used to assess trauma-related needs for all children and youth coming into care and that, based on assessed needs, supports for recovery from trauma are implemented consistently across all care settings, including schools.

Response: Ministry of Children and Family Development to have assessments and subsequent supports in place by September 2019.

Recommendation 6

That MCFD facilitate by legislation or other means the authorization of caregivers to make decisions involving the participation of children and youth in care in age- and developmentally appropriate activities, including school activities that require written permission. This authorization should apply a reasonable and prudent parent standard and protect caregivers who follow this standard from liability.

Response: The Ministry of Children and Family Development to have this change made by September 20.

Program Area Contact:	Patricia K, Shelaina P. Jennifer McCrea (ADM)	
File Created:	October. 18, 2017	
File Updated:	February 6, 2018	
File Location:		

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Sept. 29, 2017

Date Updated: Jan. 25, 2018

Minister Responsible: Rob Fleming

RCY - Joshua Report

s.13

BACKGROUND:

The Representative for Children and Youth released a new report on Oct. 4 regarding their investigation into the 2015 suicide of a teen struggling with mental health issues (Joshua).

ADVICE TO MINISTER

The report details how “Joshua” struggled with multiple mental illnesses including depression, anxiety, obsessive compulsive disorder, borderline personality disorder and suicidality. The subsequent behavioral issues related to his multiple mental illness diagnoses significantly impacted his school experiences. An Individual Education Plan (IEP) was created for him in elementary school, to manage his challenging behaviors, and he was placed in multiple alternative education programs during his intermediate school years.

Between 2007 and 2010, six calls were made to MCFD regarding the family’s need for support services - three of those calls were made by “Joshua’s” school. In 2012, there was an increase in absences from school. Efforts made by school staff to engage the youth were not successful, and he eventually withdrew from school completely and would not leave his home. The school reached out to MCFD and the school district resource team for support in engaging him regarding school re-entry.

Joshua’s family struggled to find the necessary services and supports for him, and eventually turned to the health system to help their son. He was hospitalized and certified under the Mental Health Act in November 2014. He continued to be under medical supervision, and in and out of hospital care for chronic risk of suicide, until his death on July 31, 2015.

He died while in the care of BC Children’s Hospital. The coroner ruled the cause of death to be suicide.

Key issues identified in the report pertaining to education include:

- Lack of guidance/directives to school districts or the Ministry to ensure that children and youth attend school in compliance with existing legislation
- The significant interplay between school attendance, social withdrawal, mental health, and family dynamics.
- The need for an integrated, cross-agency response to support children and youth with mental health issues.

In the report the RCY commends the creative approaches underway in B.C. to respond to the need for more accessible, inclusive, youth-friendly health and substance use services. But says these approaches would not have reached Joshua, because he would not leave his home.

Recommendation

That the Ministry of Mental Health and Addictions lead the planning and implementation of a full continuum of mental health services for children and youth in British Columbia – in partnership with the Ministries of Children and Family Development, Health and Education – and that the provincial government provide the resources needed to support this comprehensive system. The components of the continuum should include:

- Enhanced outreach and day treatment services
- Enhanced early intervention services
- Community based “step-up” and “step-down” resources – outreach and beds
- A process for prioritizing complex cases
- A mechanism to flag and follow at-risk children and youth to ensure they stay connected to services
- A process to enhance cross-ministry and service provider collaboration in order to ensure more seamless service delivery to children and families
- The recognition of regional differences and complexities and a means to address them.

Program Area Contact:	Shelaina Postings ADM Jennifer McCrea	(778) 679-8531 (250) 896-3735
File Created:	September 27, 2017	
File Updated:	January 25, 2018	
File Location:		

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: October 27, 2017

Date Updated: Jan 8, 2017

Minister Responsible: Rob Fleming

Remedies MOA

s.13

Page 180

Withheld pursuant to/removed as

s.13

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Oct 31, 2017

Date Updated: Feb. 19, 2018

Minister Responsible: Rob Fleming

Richmond Seismic

s.13

BACKGROUND:

Seismic Assessment History in Richmond School District

- The assessment of high-risk schools in Richmond has shifted substantially since the initiation of the Seismic Mitigation Program (SMP) based on changes in science relating to the unique type of soils in the area.
- In 2015, the Federal Government updated its risk analysis of seismic activity across Canada. This resulted in a change to the expected magnitude and duration of seismic activity in many areas of B.C. This in turn, resulted in both a change to the Seismic Retrofit Guidelines of B.C. and the BC Building Code.
- In 2004, 28 schools in Richmond were assessed to be of high seismic risk and requiring mitigation.
- In 2010, new research on the behavior of soils and the impact on schools resulted in the number of high risk schools in Richmond being reduced to five schools.
- In 2014, following the major seismic event in Christchurch, New Zealand, another assessment of schools in Richmond was undertaken and this resulted in 20 additional schools being identified as high seismic risk and added to the SMP

Long Range Facilities Planning

The district has seen its overall funding increase by close to 20% since 2001 – despite having almost 17% fewer students – while per pupil funding rose almost 35%.

Richmond's enrolment over the past five years has been trending down resulting in a 14% decrease from 2011/12 to 2017/18 (22,342 to 19,277). Richmond's current overall utilization rate for school facilities is 78%, which is low.

As such, the district began a long range planning exercise in 2015 which included potential

ADVICE TO MINISTER

school closures. This planning process affected the district's ability to prioritize seismic mitigation of schools.

In October 2016 the district cancelled the planning exercise and ceased closure consultation and submitted a resolution to the ministry amending their 5 Year Capital Plan to include all 25 high-risk seismic projects without prioritization.

Progress on Projects in Richmond

- Three schools have been mitigated: Garden City Elementary, Steveston Secondary, and Samuel Brighthouse Elementary.
- William Cook Elementary and Hugh Boyd Secondary have been approved for funding and are moving forward.

Program Area Contact:	Ryan Spillett	250 882-3699
File Created:	Aug 22, 2017	
File Updated:	Jan. 23, 2018	
File Location:	n:\education lan\operations\issues notes\capital & seismic\in_richmond seismic.docx	

ADVICE TO MINISTER

CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: Aug. 22, 2017

Date Updated: Feb. 1, 2018

Minister Responsible: Rob Fleming

School Closures

s.13

BACKGROUND:

There have been 315 school closures since 2001.

School districts must have public consultations prior to the closure of schools.

Section 73 of the *School Act* sets out that subject to the orders of the minister, it is within the purview of a board of education to “open, close or reopen a school permanently or for a specified period of time.” This section is in a part of the Act that outlines specific powers and duties of boards. The power of the board to close a school is limited by the power of the minister to make orders, but the decision to close a school still rests with the board.

Section 168 of the *School Act* outlines the jurisdiction of the minister. Subsection 168 states that the minister may make orders “respecting the opening and closing of schools under section 73(1)(a).” The minister’s order power provides the minister with the ability to describe the manner in which a board goes about exercising its decision to close a school, but the minister does not have the ability to overturn that decision.

The School Opening and Closure Order requires that, prior to making a decision to close a school, a board must engage its local community in a consultation process that includes a fair consideration of the community’s input, the future educational needs of the district as well as possible community uses for the building.

Rural Education Enhancement Fund (REEF)

REEF was first announced on June 15, 2016. Despite tight timelines, 9 applications were received for the 2016-17 school year and \$1.76M flowed to three school districts to keep 5 schools open in 2016-17.

The successful 2017-18 applicants were announced on confirmed on March 15, 2017. 11 schools received a total of \$3.4M in 2017-18: <https://news.gov.bc.ca/releases/2017EDUC0085-001054>

The following four schools received funding for the first time for the 2017-18 school year:

Vernon School District (SD 22)

- Cherryville elementary, Cherryville – \$443,320

North Okanagan-Shuswap School District (SD 83)

- Silver Creek elementary, Silver Creek – \$213,353

Sooke School District (SD 62)

- Port Renfrew elementary, Port Renfrew – \$230,000

Powell River School District (SD 47)

- Texada elementary, Texada Island – \$260,000

Kootenay Lake School District (SD 8)

- Winlaw elementary, Slocan City – \$357,677
- Jewett elementary, Meadow Creek – \$46,947

The following five schools received funding for the second year under REEF:

Quesnel School District (SD 28)

- Kersley elementary, Kersley – \$282,090
- Parkland elementary, Ten Mile Lake – \$354,886

Okanagan Similkameen School (SD 53)

- Osoyoos secondary school, Osoyoos – \$410,426

Okanagan Skaha School District (SD 67)

- Trout Creek elementary, Trout Creek/Summerland – \$390,223
- West Bench elementary, West Bench/Penticton – \$383,300

Program Area Contact:	Ryan Spillett and Kim Horn	250 882-3699
File Created:	Aug. 22, 2017	
File Updated:	Feb. 1, 2018	
File Location:	n:\education lan\operations\issues notes\capital & seismic\in_school closures.docx	

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: September 20, 2017

Date Updated: Jan. 31, 2018

Minister Responsible: Rob Fleming

School Seismic Safety

s.13

Page 187

Withheld pursuant to/removed as

s.13

BACKGROUND:

The Ministry of Education's Seismic Mitigation Program (SMP) is a partnership with Engineers and Geoscientists British Columbia and the University of BC. As of December, 2017, 168 out of 346 SMP schools have been completed.

Media have focused on the progress of seismic upgrades for BC's high seismic risk schools. Under the SMP, more than \$1.5 billion has been spent to complete 168 high-risk seismic projects.

As for December, 2017, there were 13 seismic projects under construction and 15 proceeding to construction. With 196 projects either completed or in progress, there are 150 schools remaining to be addressed under the program.

Government has announced thirteen seismic upgrade projects since September 2017.

	DATE	NAME/LOCATION	AMOUNT	TYPE
	Sept. 5/17	Gibson Elem/Delta	\$1.6M	Seismic Upgrade
	Oct. 11/17	Begbie Elem/Van	\$22.4M	Seismic Replacement
	Oct. 11/17	Bayview Elem/Van	\$24.5M	Seismic Replacement
	Oct. 11/17	Fairview Elem/Maple Ridge	\$2M	Seismic Upgrade
	Oct. 11/17	Westview Sec/Maple Ridge	\$1M	Seismic Upgrade
	Oct. 27/17	Campus View Elem/Victoria	\$2.4M	Seismic Upgrade
	Nov. 3/17	Hugh Boyd Secondary/Richmond	\$10.7M	Seismic Upgrade
	Dec. 15/17	Bear Creek Elem/Surrey	\$3.1M	Seismic Upgrade
	Dec. 15/17	MJ Shannon Elem/Surrey	\$7.3M	Seismic Upgrade
	Jan 12/18	Keating Elem / Saanich	\$8.0M	Seismic Upgrade
	Jan 15/18	David Lloyd George Elem/Vancouver	\$24.2M	Seismic Replacement
	Jan 15/18	Handsworth Sec/N Vancouver	\$62.3M	Seismic Replacement
	Jan 30/18	Irvine Elem/Coquitlam	\$24.3	Seismic Replacement
TOTALS:	13		\$194M	

Funding is continuously being approved for more seismic upgrade projects, which will be announced through co-ordination with program staff, the Minister's Office, the local school district, and GCPE Education.

Program Area Contact:	Joel Palmer	250 216-4627
File Created:	Nov. 17, 2017	
File Updated:	Jan. 31. 2018	

File Location:	n:\education lan\operations\issues notes\capital & seismic\in_school seismic safety.docx	
----------------	--	--

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Nov. 27, 2017

Date Updated: Jan. 26, 2018

Minister Responsible: Rob Fleming

Cariboo - Chilcotin (SD 27) Governance

s.13

BACKGROUND:

The Cariboo-Chilcotin Teacher's Association has passed a motion of non-confidence in the superintendent, secretary treasurer and board of trustees of School District 27. The association is concerned about personnel practices, financial mismanagement and failure to comply with the Supreme Court ruling around class size.

In CBC New story on November 23, School District 27 superintendent Mark Wintjes said he and the board have been in discussions about how concerns can be resolved.

The Cariboo-Chilcotin Teacher's Association also passed a non-confidence motion in the school board in 2016.

"The BCTF's Glen Hansman says they have been concerned about the school district for a long time. We were actually in conversations with the previous government before the election about the gravity of the situation there, not just around general collective agreement issues, but around personnel practices, the toxic work environment in numerous of the schools."

Program Area Contact:	Deputy Minister Scott MacDonald	
File Created:	November 27, 2017	
File Updated:	Jan 26 2018	
File Location:		

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: December 11, 2017

Date Updated: February 22, 2018

Minister Responsible: Rob Fleming

SD 44 Governance Performance

s.13

BACKGROUND:

A December 9th story in the North Shore News outlined concerns raised by school board trustees: <http://www.nsnews.com/news/north-van-school-trustee-no-shows-raise-questions-1.23117567>

The story states that trustees are working on a set of rules for attendance and behaviour at meetings amid allegations of serious dysfunction around the board table.

Trustee Susan Skinner attended only one public board meeting in person since the previous school year began in September 2016, but since this September has been participating by phone. Skinner says the reason she doesn't attend is that she has experienced workplace sexual harassment and bullying.

Dermod Travis, executive director of Integrity BC, called it "incredibly inappropriate" for anyone who's been elected to regularly skip public meetings. Trustees hold office until the next general school election, on Oct. 20, 2018. Trustees are paid between \$23,000 and \$25,000 a year for performing their duties.

Skinner said she has spoken to WorkSafeBC and Board Chair Christie Sacré about the allegations and intends to provide further information to Sacré before requesting another leave from the board. Sacré said Skinner has not provided any specifics and has not filed a formal complaint with the board. Skinner isn't the only unhappy member of the board. Trustee Megan Higgins said the reason she wasn't at the last meeting was "because of my level of frustration with the lack of functioning of the board."

The ministry hired Dr. Lee Southern to investigate the situation and he made six recommendations for actions to improve the performance of the board in his report. The board made a public declaration of receiving the report and stated that they will release it publicly on Feb 28 after having some time to digest it

Recommendation 1

That the Chair and Superintendent cease holding any further closed meetings of trustees until the end of current trustee term of office (exceptions: official in-camera meetings as legally required).

Recommendation 2

That the Chair holds three closed board meetings (February-June period) focussed on specific governance subjects:

- *(trustees only) to clarify and re-inforce the necessity for all trustees' compliance with the*

ADVICE TO MINISTER

individual trustee's governance role to represent all members of the education community and the larger public; and to conduct themselves according to standards of acceptable trustee behaviour;

- (trustees, superintendent and secretary treasurer) to deliberate on the new handbook of trustee governance conduct currently being drafted by the Superintendent;*
- (trustees, superintendent and secretary treasurer) to conduct an end of term, informal, self-evaluation of board governance performance.*

Recommendation 3

That, prior to holding the above recommended closed meetings, the Chair meet with each trustee individually to re-inforce their personal responsibilities for improving board working relations.

Recommendation 4

That the Chair offer s.22 voluntary confidential mediation conducted by an external professional mediator to resolve her harassment complaint; and reconfirm the Chair's earlier statement to s.22 that a written complaint must be submitted before the Board can formally act. (If a claim is filed and the Board determines its substance is within Board jurisdiction, the Board has an interim formal process available –in the attached document)

Recommendation 5

That, if and when a trustee harassment complaint is filed, the Chair request s.22 and any trustee named in the complaint to take a leave of absence from board duties until any complaint process concludes.

Recommendation 6

That, being respectful of board autonomy and recognizing board governance responsibilities, the Ministry communicate these recommendations to the Chair and Superintendent with a request for a progress update by April 30, 2018 on what actions the Board decides to take on them along with any other steps the Board may initiate to strengthen its governance performance.

Program Area Contact:	Keith Godin	
File Created:	December 11, 2017	
File Updated:	Feb 22, 2018	
File Location:		

ADVICE TO MINISTER

CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: February 19, 2018

Date Updated: April 11, 2018

Minister Responsible: Rob Fleming

SD 83, 59, 57 Board Changes

s.13

Page 196

Withheld pursuant to/removed as

s.13

BACKGROUND:

The ministry has approved variations to School Districts 83 (North Okanagan-Shuswap), 59 (Peace River South) and 57 (Prince George.)

In SD57, the ministry has approved the District of Mackenzie's request to create a ward system for trustees rather than the current at-large system. Five trustees will represent the City of Prince George, with one each representing Mackenzie and the Robson Valley.

The request was supported by the Regional District of Fraser-Fort George, the Village of Valemount, MLA Mike Morris, and MP Bob Zimmer. Mackenzie also submitted a petition to the ministry in support of the change with 404 signatures.

The SD57 board voted unanimously in favour of retaining the current at-large system, noting they have not been made aware of any specific matter or concern relating to public education in Mackenzie, McBride or Valemount.

The board argues that 92.6% of the student population lives in Prince George, whereas Mackenzie and Robson Valley represent only 3.8% and 3.6% of the population respectively, and that the TEA's will result in significant under-representation for students/parents in Prince George.

The current voter parity ratio or number of trustees per person is 1:13,104. With the creation of the three new TEA's (trustee electoral area), the voter parity ratio in Prince George will be 1:16,990, compared to 1:3,507 in Mackenzie, and 1:3,271 in Robson Valley.

In SD83, the ministry has approved the recommendation of Official Trustee Mike McKay to reduce the number of trustees from nine (representing 7 electoral areas) to five (representing four electoral areas).

A ward system will be maintained, with two trustees to be elected in Salmon Arm, and one each in North Shuswap/Sorrento/Carlin, Sicamous/Malakwa/Enderby/Grindrod, and Armstrong/Spallumcheen/Falkland/Silver Creek/Ranchero.

McKay's recommendation conforms with the recommendation of Special Advisor Elizabeth Watson in her 2016 report to government on SD83. McKay says a board of nine trustees is larger than necessary for the efficient operation of SD83, and reducing the number of trustees will simplify regional representation.

McKay consulted community members, stakeholders and local First Nations representatives. There was no single option that was universally supported.

McKay was appointed Official Trustee in June 2016 after Watson recommended the previous

board’s dismissal. Watson found that the board was not functioning well, the board had lost the confidence of the community, and the situation in the district was deteriorating rapidly.

Widespread community concerns about the overall performance of the board were sparked by the board transferring more than \$10 million in operating surplus funds to fund capital projects like a new district office while it reduced its operating budget.

In SD59, the district requested the amalgamation of two TEA’s to reflect recent school closures and better balance trustee representation.

The board conducted public consultation including a letter to parents, public discussions at board meetings, and public notices. The board received no responses from the public. The board also consulted all local governments and First Nations within the Peace River South School District. All but one (the Saulteau First Nation in Moberly Lake) have responded and raised no concerns.

GCPE Contact:		
Program Area Contact:		
File Created:		
File Updated:		
File Location:		

Minister’s Office	Program Area	ADM	Communications Director

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: January 12, 2018

Date Updated: April 23, 2018

Minister Responsible: Rob Fleming

Kamloops- Thompson Capital

s.13

BACKGROUND:

Kamloops Thompson school district has been actively campaigning for more capital investments in their district.

In late April 2018, the district announced that they have been given the go ahead to put together a project definition report for a possible expansion for Valley View Secondary School. Board Chair Wade said this is "tremendous news." "We're very pleased, we're very excited, we're very appreciative as a board and as a district. This isn't a guarantee of capital funding but it does set us on the path.

The District has not received significant capital investment above AFG because their schools are in good condition, they have very limited enrolment growth pressure (although there is some emerging pressure in a few specific areas) and they do not have any high risk seismic schools.

Dry climates reduce wear and tear on schools, much more so than humid, wet coastal

ADVICE TO MINISTER

environments.

s.13

The district wide utilization is 75% which means about 4478 available seats across all grades/all schools. According to enrolment projections there are several schools in South Kamloops that are full or close to full – for example: Valley View Secondary being at 137% capacity with 6 portables Westmount Elementary being at 136% with 4 portables.

According to data provided by the District (compiled from school district profiles), from 2001-2017 the District received \$10.7 million in capital funds while comparable districts received, on average, \$100 million (including seismic funding) or \$60 million excluding seismic funding.

Further data provided shows that the District received \$742 per student in provincial capital investment compared to the provincial average of \$6,888 per student (based on 2016/17 enrollment numbers). Only five other districts received less per-student capital investment.

Program Area Contact:	Reg Bawa and Joel Palmer	250 882-3699
File Created:	Jan 12, 2018	
File Updated:	April 23, 2018	
File Location:		

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Aug 22, 2017

Reviewed: Jan. 26, 2018

Minister Responsible: Rob Fleming

**Seclusion Rooms and
Restraints in Schools**

s.13

BACKGROUND:

Inclusion BC released a report in November 2013 titled *Stop Hurting Kids: Restraint and Seclusion in BC Schools*. The report outlined the results of a web-based survey of about 200 parents and guardians of children who had experienced physical restraint and/or seclusion.

Parents reported that children were restrained in closets, isolation rooms, stairwells, and classrooms. Some parents reported that “prone holds,” “supine holds,” and “wrestling holds with pressure” were used. The report recommends restraint and seclusion come to an end.

Ministry staff developed a set of guidelines in consultation with *Inclusion BC*, the *Family Support Institute*, the BC Council of Parent Advisory Committees, the BC School Trustees Association, the BC Association of School Psychologists and the BC Council of Administrators of Special Education. It will be up to school districts and independent school authorities to implement the guidelines.

Program Area Contact:	Shelaina Postings ADM Jennifer McCrea	(778) 679-8531 (250) 896-3735
File Created:	Aug 22, 2017	
File Updated:		
File Location:		

ADVICE TO MINISTER

CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: Aug 22, 2017

Reviewed: Jan. 26, 2018

Minister Responsible: Rob Fleming

Sex Education in the New Curriculum

s.13

BACKGROUND:

B.C.'s sex education curriculum was previously updated in 2005 and then reviewed as part of the 2015 K-9 curriculum redesign.

In the 2015 redesigned curriculum, primary students begin to learn about basic human anatomy, personal safety and avoiding uncomfortable situations – in person and online. As students advance and develop, those conversations continue and become more sophisticated.

While the curriculum covers a wide range of sexual health topics, B.C.'s Physical and Health Education curriculum does not mandate teaching details about things like specific sexual activities. This allows teachers to make decisions about the developmental appropriateness of

certain topics to their students.

As with the previous curriculum, there is an Alternative Delivery policy that enables students and their parents/guardians to consult with their school and choose means other than regular classroom instruction to address learning standards in sexual health.

By Grades 4, 5 or 6 it is expected that conversations occur regarding the use of technology, as well as topics like body image, social media, appropriate behaviour and safeguards.

It is important to note that the ERASE training proactively addresses current trends and issues pertaining to sexting and sextortion. The ERASE Student Advisory panel has developed Social Media Guidelines to provide direction for students, parents and educators on how to use social media ethically and responsibly.

The guidelines apply to all forms of social media, including regular internet browsing and the use of apps on a cellphone or other device. They also include the legal context for terms like cyberbullying, sexting and sextortion.

Program Area Contact:	Nancy Walt	(250) 217-4978
File Created:	Aug 22, 2017	
File Updated:		
File Location:		

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Aug. 22, 2017

Date Updated: Jan. 25, 2017

Minister Responsible: Rob Fleming

Sexting and Social Media

s.13

BACKGROUND:

One third of internet users aged 10-17 have received unwanted sexual material, and about 1 in 10 have been subjected to an unwanted sexual solicitation.

Bullying and online exploitation are significantly under-reported due to self-blame and shame, threats by the perpetrator, and a belief that reporting will not 'do any good'.

Young victims face impacts that may last for years, including nightmares, sleep problems, and depression, anger and anxiety.

In January 2014, a 17-year-old Victoria girl was convicted of possessing and distributing child pornography and uttering threats relating to a sexting case.

On Oct. 11, 2012 15-year-old BC student Amanda Todd committed suicide following a video she posted on You Tube that detailed her struggles with bullying. Since then, Amanda's mom, Carol Todd has become an active voice in bullying prevention.

Program Area Contact:	Shelaina Postings ADM Jennifer McCrea	(778) 679-8531 (250) 896-3735
File Created:	Aug 22, 2017	
File Updated:	Jan. 25, 2018	
File Location:		

ADVICE TO MINISTER

CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: Aug. 22, 2017

Date Updated: Jan. 23, 2018

Minister Responsible: Rob Fleming

Shoreline Middle School (Victoria)

s.13

BACKGROUND:

The Greater Victoria School District has seismically upgraded 15 of the 25 high-risk schools in the District and has one project underway (Campus View)

The Greater Victoria School District's most recent Capital Plan submission has the following projects listed under the seismic mitigation program in this priority order: Shoreline Middle (1), Campus View Elem (2), Victoria High (3), Cedar Hill Middle (4), Braefoot Elem (5), Reynolds Sec. (6), Arbutus Middle (7), Lambrick Park Sec. (8), Craigflower Elem. (9) and Macaulay Elem. (10).

Program Area Contact:	Ryan Spillett	250 882-3699
File Created:	Aug 22, 2017	
File Updated:	January 23, 2018	
File Location:	n:\education lan\operations\issues notes\capital & seismic\in_shoreline middle school (victoria).docx	

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Aug. 22, 2017

Date Updated: April 23, 2018

Minister Responsible: Rob Fleming

Sexual Orientation and Gender Identity (SOGI)

s.13

BACKGROUND:

In late April 2018, there were protests held in Victoria by groups for and against B.C.'s SOGI 1-2-3 program for K-12 schools. The group Culture Guard had a rally in Victoria to oppose SOGI 123 and a similar sized group rallied in support of SOGI 123. Two people were taken away by police from the protest. In Vancouver, there was a pro-SOGI rally in front of the BCTF's office.

The issue of SOGI 123 has been in the news all school year – most of the stories have focussed on Chilliwack School District trustee Barry Neufeld, who is an outspoken critic of SOGI 123. Minister Fleming has spoken out against the trustee and anti-SOGI groups. A Human right Tribunal complaint has been filed against Barry Neufeld by the Chilliwack Teachers Association.

Sexual orientation and gender identity (SOGI) is a term used by the BC Human Rights Code to describe an area of prohibited discrimination. It is an inclusive term that encompasses all individuals regardless of where they identify on the sexual orientation or gender identity spectrums, including lesbian, gay, bisexual, transgender, queer, two-spirit, heterosexual and cisgender.

Fifty-one school districts are part of a network for educators interested in SOGI-inclusive education – the B.C. SOGI Educator Network.

These districts use SOGI 1 2 3, a resource that provides schools and teachers with ready to use, grade-level appropriate materials that align with B.C.'s new curriculum.

SOGI 1 2 3 was developed by the ARC foundation in collaboration with the ministry, BCTF, UBC's faculty of education, school districts and local, national and international LGBTQ community organizations.

On September 8th, 2016, then-Education Minister Mike Bernier announced that explicit references to sexual orientation and gender identity are being added to codes of conduct and anti-bullying policies that school districts and independent schools are required to have in place. There are 2 ministerial orders that require sexual orientation and gender identity to be included in codes of conduct/anti-bullying policies. One applies to the public school system and the other applies to independent schools.

Public Schools

- Boards of education must establish student codes of conduct in accordance with provincial

standards set by the Minister of Education.

- Among other things, the Order requires boards to establish one or more codes of conduct for the schools in their districts, and to ensure that schools implement the codes.
- One of the required elements is a reference to each of the prohibited grounds of discrimination set out in sections 7 and 8 of the BC *Human Rights Code*.
- In September 2016, the Order was amended to require that boards specifically reference sexual orientation and gender identity or expression in their student codes of conduct. The intent of this change was to bring boards' codes of conduct in line with 2016 amendments to the *Human Rights Code* that included gender identity and expression as prohibited grounds of discrimination.

Independent Schools

- A different legislative framework applies to independent schools.
- The Inspector of Independent Schools has issued an order under the *Independent School Act* requiring every independent school to establish and implement a harassment and bullying prevention policy.
- The policy must include, among other elements, a reference to the protection of students' physical safety, social connectedness, inclusiveness and protection from all forms of bullying, regardless of their gender, race, culture, religion, sexual orientation or gender identity.

Program Area Contact:	Shelaina Postings ADM Jennifer McCrea	(778) 679-8531 (250) 896-3735
File Created:	Aug 22, 2017	
File Updated:	April 24, 2018	
File Location:		

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Aug. 30, 2017

Date Updated: Jan. 23, 2018

Minister Responsible: Rob Fleming

Sooke School District

s.13

Page 214

Withheld pursuant to/removed as

s.13

BACKGROUND:

Several media reports have focused on overcrowding in Sooke schools. The Sooke School District is reporting that the two new schools at Belmont and Royal Bay are already full, and so are several other schools in the district. The district claims they will need several new schools in the years to come.

The Minister of Education announced a \$23.3 million provincial contribution to SD62 to purchase 16 acres of land in the Westhills development to be the future site of new schools. The ministry will support SD62 to explore the best funding options to build an elementary school and a middle school on the site to address enrolment pressures at nearby schools.

In January 2018 the Province approved the \$24.8 million- 600 capacity expansion at Royal Bay Secondary. This project will result in the elimination of 14 portables required at the two secondary schools.

Sooke school district is in the preliminary stages of participation in the Service Delivery Bus Route Optimization Project, which involves utilizing a specialized routing software and best practices to design student transportation systems efficiently and effectively. Sooke is currently pulling its ridership data together, and will be loading its data into the software tool in the spring, and looking at optimization and re-design over the summer months.

The district also stated to local media that they were expecting 3,200 school children to need bus services. Instead, more than 3,500 signed up and 300 hundred students are now on a waitlist for the 2017/2018 school year. SD 62 eliminated bus fees for all riders in the district for the 2016/2017 school year. The Board decided to provide free bus services for all students requiring transportation instead of charging only out of catchment riders.

The Student Transportation Fund makes school transportation more affordable and accessible

for B.C. families and students. All school districts are encouraged to apply for the funding. To be eligible for funding, districts must submit a plan to the Ministry of Education outlining how they will use the funding to boost transportation services for students and families.

Program Area Contact:	Ryan Spillett and Kim Horn	250 882-3699
File Created:	Aug 30, 2017	
File Updated:	Jan. 31, 2017	
File Location:	n:\education lan\operations\issues notes\capital & seismic\in_apital seismic regional.docx	

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Aug. 21, 2017

Date Updated: Jan. 26, 2018

Minister Responsible: Rob Fleming

Special Needs Assessments & Audits

s.13

BACKGROUND:**Assessments:**

School districts are responsible for providing special education supports and services in accordance with ministry guidelines. Supports and services are provided to students who have been reported to the ministry as special needs students. These guidelines and requirements have been in place since 1995.

A psychological assessment is part of a larger process to determine what supports a student requires:

1. Students' diverse learning abilities are often first recognized in the classroom by the classroom teacher.
2. If a teacher feels they need additional support to address the students learning needs, the teacher will consult with parents and school support staff to develop a support plan and coordinate resources which may include preliminary assessments (school based services).
3. If the additional supports provided still do not address the student's needs, the support team may access other services and/or request an additional assessment (district based services).
4. Then the psychological assessment takes place. The goal of a psychological assessment is to better understand the student's strengths and needs in order to plan more effectively for that student.

All decisions on the planning and delivery of supports and services for students are made by local boards of education and school district administrators. Psycho-educational and other assessments are coordinated by school district staff, based on school based team collaboration. Individual School District and Independent school Authorities prioritize who and how often students are assessed based on the collaborative decisions of the district staff and school based teams.

ADVICE TO MINISTER

Audits:

Audits are a routine process in the ministry and happen at a staff level - every spring, the ministry audits select programs in school districts.

About 20 audits of public school districts per year are done on programs like special education, K-12 enrolment, continuing education, and distributed learning.

Compliance audits for special needs funding follow ministry guidelines to ensure services and supports for students with special needs are in place.

Special Education Compliance Audits done in 2016-17:

SD08 Kootenay Lake
SD27 Cariboo-Chilcotin
SD35 Langley
SD37 Delta
SD38 Richmond
SD74 Gold Trail
SD84 Vancouver Island West

Program Area Contact:	Patricia Kovacs	
File Created:	Aug 21, 2017	
File Updated:	Jan 26, 2018	
File Location:		

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Nov 29, 2017

Date Updated: Jan. 12, 2018, Feb. 19, 2018

Minister Responsible: Rob Fleming

Special Needs

s.13

Page 221

Withheld pursuant to/removed as

s.13

BACKGROUND:

In mid-February, a number of media outlets started reported on the Teacher Commissioner's report that it is almost twice as likely that a report or complaint of teacher misconduct will involve a special needs student. The Commissioner recommended the Ministry of Education develop an online course for this purpose. "In order to reduce the frequency of instances of misconduct involving special needs students, it has become clear to me that additional remedial education is necessary in order to assist teachers who face disciplinary consequences as a result of reports

and complaints of misconduct. This need is one that should be addressed quickly by the creation of a course directed toward skill development for teachers to add to the three existing remedial courses already developed. I suggest that the Min. of Ed. Develop an online course for this purpose.”

Throughout the fall and early winter of the 2017/2018 school year, several media reports focused on children with special needs who were experiencing difficulties with the supports they were receiving from school districts. In November 2017, a CTV report focused on frustrated families who were upset about the levels and consistency of supports their children were receiving at school. They linked the issue to the teacher hiring occurring in B.C. This story along with stories from late October 2017, focused on the impact the MOA related teacher hiring was having on students with diverse learning needs - as reports claimed specialty support workers were not available in some situations. A B.C. Confederation of Parent Advisory Councils survey generated several media reports because the respondents of the survey showed that many children with special needs are not in school full time for a variety of reasons. In January 2018, an advocacy group called *Your Education Matters* started a campaign called #30DaysOfEd. One of the group’s founders, Tracy Humphries is calling for more inclusive schools for students with special needs.

In January 2018, a form letter began circulating to be sent to Minister of Health Adrian Dix. The letter reads “I am a teacher at Windermere Secondary in your riding, Vancouver-Kingsway. I write to let you know that despite improvements in class sizes at my school, contract provisions that guarantee supports for special needs students....have not been restored. The learning situation is not as improved as the restored contract language would ensure. I encourage you to familiarize yourself with this issue. Sincerely, _____, Teacher, Windermere Secondary, Vancouver.”

Students with special needs in the public school system are eligible for the full per pupil operating grant, in addition to supplementary special needs funding based on their special needs designation. These funds are not targeted to specific students. Decisions regarding the planning and delivery of supports and services for all students including those with ADHD and Autism Spectrum Disorder are made by local boards of education and school district administrators.

Data shows the number of new EAs in the system has increased as a result of the CEF. The 2017 fall count shows an increase in designations of 1314 students. Reasons for the increases included revised guidelines for designations, increased awareness leading to better diagnosis and a better overall understanding of childhood mental illnesses.

Program Area Contact:	Jennifer McCrea	
File Created:	Nov. 29, 2017	
File Updated:	Jan. 12, 2018, Feb.19, 2018	
File Location:		

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: November 2, 2017

Date Updated: Jan 16, 2018

Minister Responsible: Rob Fleming

**Student Data/ Privacy
Cloud Storage**

s.13

BACKGROUND:

The issue of student privacy and cloud-based data storage services that are situated outside of Canada was raised in an article published in the Vancouver Sun. There was some ensuing chatter on Twitter emanating from the BCTF and other regular social media commentators. Most of the concern raised in the article and on social media is around student data being accessed by US law enforcement via the Patriot Act.

Some schools are using programs such as the Google Education App. Parents are being asked to sign consent forms allowing for their children's data to be stored and accessed outside of Canada. If consent as prescribed by FOIPPA is given by the parent then it is not in violation of FOIPPA for schools to have students use cloud-based programs.

Program Area Contact:	HB Teo and Sally Barton	
File Created:	November 2, 2017	
File Updated:	Jan 16, 2018	
File Location:		

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: February 2, 2018

Date Updated: Feb 6, 2018

Minister Responsible: Rob Fleming

Student Mental Health

s.13

Page 227

Withheld pursuant to/removed as

s.13

ADVICE TO MINISTER

BACKGROUND:

In 2017/18 there are 8,521 students in BC public schools designated in Intensive Behaviour Interventions or Serious Mental Illness category. This represents a 14% increase in the number of students with these designations since 2013/14.

In 2017/18 there are 6,554 students in BC public schools designated in Moderate Behaviour Support/ Mental Illness category. This also represents a 14% increase in the number of students with these designations since 2013/14.

The Ministry of Education currently spends approximately \$145 million annually in support of mental health including:

- \$900,000 ERASE Bullying Strategy
- \$4.2 million Provincial Resource Programs
- \$76.6 million to support students with serious mental illness
- \$52 million CommunityLINK program
- \$11.2 million vulnerable student supplement

In 2016/17, the Ministry partnered with MOH and K-12 education partners to:

Establish a K-12 education leaders group to develop a common agenda for addressing mental well-being in schools.

- Develop instructional samples that support teachers in delivering the mental well-being components of the new K-9 curriculum.
- Create a healthy schools grant stream dedicated to mental well-being.

In response to feedback from K-12 education leaders, ministry staff are laying the groundwork for development of a School Mental Health and Addictions Framework. Key themes identified by K-12 education leaders included:

- provide stronger leadership from the ministry regarding mental health;
- focus on mental health promotion, prevention and intervention;
- build human resource capacity and infrastructure;
- support professional learning;
- leverage the new curriculum to focus on mental wellbeing; and
- expand school-based mental health hubs and services

Program Area Contact:	Shelaina Postings and Jennifer McCrea	
File Created:	Feb 1, 2018	
File Updated:	Feb 6, 2018	
File Location:		

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Aug 22, 2017

Date Updated: Jan. 31 2018

Minister Responsible: Rob Fleming

Syrian Refugees

s.13

BACKGROUND:

In the Spring of 2016, an anticipated influx of Syrian refugees began to arrive in B.C. Media has been interested in the current supports in place and plans for integrating refugee students moving forward.

B.C. does not differentiate between refugee students and other students for the purposes of funding. However, because the majority of these children arrived after the ministry's scheduled enrolment count in February 2016, the ministry committed to providing a discretionary grant to school districts via a one-time enrolment count on May 27, 2016. School districts received approximately \$9 million in block funding to support these students in the 2016/17 school year.

Moving forward, additional Syrian refugees in B.C. will be included within the regular school intake process and districts will receive the same per student, ELL and special needs funding as all students entering the B.C. school system.

Program Area Contact:	Jonathan Foweraker	
File Created:	Aug 22, 2017	
File Updated:	Jan. 31 2018	
File Location:	n:\education lan\operations\issues notes\independent schools & international ed\in_refugees.docx	

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Oct 24, 2017

Date Updated: March 9, 2018

Minister Responsible: Rob Fleming

Task Force on Teacher Recruitment and Retention

s.13

Page 232 to/à Page 233

Withheld pursuant to/removed as

s.13

BACKGROUND:

Over the past several years, school districts have reported challenges in finding and retaining educators with certain specializations and in some rural districts. Districts have identified learning assistance teachers, counselors, teacher librarians, senior math and science teachers, and French teachers as positions that are difficult to recruit. This year, the labour market challenges have been exacerbated by the number of positions funded to restored class size and composition language, as well as growing student enrolment.

Education Minister Rob Fleming appointed the task force made up of experts in the education field to verify the extent of educator workforce challenges and make recommendations to address those challenges with immediate action.

The task force reported that in recent consultations, 54 school districts identified some difficulties finding and retaining specialized educators including learning assistance teachers, teacher librarians, counsellors, senior science and math teachers and French teachers.

Some districts have also reported some challenges finding substitute teachers, due to depleted Teachers Teaching on Call (TTOC) lists and the rate of job offer acceptance by TTOCs.

It was also found that recruitment and retention challenges are even greater for rural school districts, and are expected to continue for all districts as implementation of the MOA and enrolment increases continue.

Members of the Task Force include:

- Chris van der Mark, Superintendent School District 54 (Bulkley Valley)
- Gina Niccoli-Moen, Superintendent School District 41 (Burnaby)
- Glen Hansman, President, BCTF
- Janet Stewart, Chief Operating Officer, BCPSEA
- Kris Magnusson - Dean of Education, Simon Fraser University
- Ken Dawson, Executive Director, Public Sector Employers' Council Secretariat

The task force considered available data, including certification, payroll and other labour market information, as well as district level operational classroom conditions. The Ministry of Education, provided data and analysis to ensure recommendations are data driven.

Program Area Contact:	Keith Godin	
File Created:	Oct 24 , 2017	
File Updated:	Feb 6,2018	
File Location:		

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Feb. 7, 2018

Date Updated: March 5, 2018

Minister Responsible: Rob Fleming

Teacher Replacements

s.13

BACKGROUND:

The North Okanagan-Shuswap school district (SD 83) posted the following call for teacher replacements in a Facebook post:

School district looking for teacher "replacements" for on-call work!

Due to a shortage of certified teachers, The North Okanagan-Shuswap School District is looking to hire individuals without a teaching certificate to replace absent teachers. Successful applicants will be working on-call.

Teacher Replacements are needed at the Elementary, Middle and Secondary Level with specialized disciplines such as Music, Arts Education, French Immersion, Applied Design, Skills and Technologies, Mathematics & Science, English Language Arts, Social Studies and Physical and Health Education.

Teacher Replacements will perform the normal duties of a teacher such as instruction, supervision, lesson preparation and marking for the day's assignments. It is expected that they will follow directions provided by the regular classroom teacher and the school Principal.

Successful applicants will have:

- A university degree;
- Experience working with children or youth in a formal position or as a volunteer;
- The ability to connect with students;
- Strong interpersonal, communication and collaboration skills;
- Demonstrated ability to organize and safely manage groups of children;
- To complete a criminal record check prior to employment.

Please submit an application including a cover letter, resume and copy of Academic Transcripts, Certificates and/or Diplomas and three professional references

Sd 83's superintendent linked the call for teacher replacements to MOA related teacher hiring, as well as typical winter staff vacations, and the cold and flu season that contributed to a shortage of on-call or substitute teachers in the district.

For public schools

There is also a section of the School Act that allows employers to place non certificate holders in classrooms for 20 days. See section (2) below.

Employee qualifications

19 (2) A board may employ a person who possesses qualifications approved by the board,

ADVICE TO MINISTER

- but does not meet the requirements of subsection (1), if that person is
- (a) employed for 20 or fewer consecutive teaching days and teaching a particular class or classes where no teacher holding a certificate of qualification is available, or
 - (b) instructing a general interest course that is not leading to school graduation.

For independent schools

There are different stipulations pertaining to independent schools as per the Independent School Act:

Additional requirements for certificates for group 1 classification

- 3** (ii) if no certified teachers are available to teach a particular class or classes, teachers who
- (A) have qualifications established by the authority, and
 - (B) teach the particular class or classes for 20 or fewer consecutive teaching days.

Accelerated process for certificates for group 2 classification

4.1 (2) Before issuing a certificate mentioned in subsection (1), the inspector must be satisfied that the independent school meets

- (a) all the requirements for a certificate of group 2 classification as set out in sections 1 and 2 except the requirement under section 2 (c) (i), and
- (b) all the requirements applicable for a certificate of group 1 classification as set out in section 3 except the requirement under section 3 (1) (a).

Additional requirements for certificates for group 4 classification

6 (1) (d) the teachers of the independent school are

- (i) certified teachers, or
- (ii) if no certified teachers are available to teach a particular class or classes, teachers who
 - (A) have qualifications established by the authority, and
 - (B) teach the particular class or classes for 20 or fewer consecutive teaching days;

Program Area Contact:	Paul Squires	
File Created:	Feb. 7, 2018	
File Updated:	March 5, 2018	
File Location:		

ADVICE TO MINISTER

CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: Aug 22, 2017

Date Updated: January 25, 2018

Minister Responsible: Rob Fleming

Teacher Regulation Branch

s.13

BACKGROUND:

In Oct. 2011, the Province introduced The Teachers Act that dissolved the BC College of Teachers and brought in a new system to certify, regulate and discipline teachers through shared responsibility between government and the education sector. The Teacher Regulation Branch was established in January 2012 to provide administrative support to the new regulatory system.

The Commissioner for Teacher Regulation can't talk about the specifics of an individual case, nor can the Commissioner explain delays related to cases initiated during the BC College of Teachers days. The Commissioner is committed to ensuring that concerns about the competence and conduct of teachers

are addressed independently, fairly, transparently, expeditiously and in the public interest.

The TRB also supports the work of the Director of Certification, the BC Teacher's Council, the Disciplinary and Professional Conduct Board and the Independent School Teaching Certificate Standards Committee.

Program Area Contact:	Paul Squires	250-886-1582
File Created:	Aug 22, 2017	
File Updated:	January 25, 2018	
File Location:	n:\education lan\operations\issues notes\partner relations\in_trb.docx	

ADVICE TO MINISTER

CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: Dec. 8th, 2017

Date Updated: Jan. 29th, 2018

Minister Responsible:

Vancouver International College

s.13

BACKGROUND:

- The Ministry did not renew the certification of Vancouver International College (VIC) after December 22nd, 2017 for failing to meet the requirements of the Independent School Act.
- VIC was a group 4 Independent School in operation since 2013. For 2017/18, there are 52 students in grades 10-12, and seven teachers at the school.
- Group 4 independent schools enroll primarily international students, operate for profit, and are required to maintain a bond for the purposes of reimbursing students should claims be made in the event of school closure during the school year.

- VIC was given multiple opportunities to comply with bonding and to confirm payment of teacher salaries – both deadlines were missed.
- The ministry instructed the school on November 21st that it was required to agree to address the concerns by December 5th. The school was also told that failure to address the concerns may result in school closure.

ADVICE TO MINISTER

- Having observed little progress, ministry staff arranged a follow-up meeting with the owner on December 4th, but school representatives failed to attend the meeting.
- A review of student study permits confirms that students are able to transition to other programs and simply inform Immigration and Refugee Citizenship Canada.
- The GIC will also be used to enable partial refunds if claims are made against it.
- The school authority is required to maintain bonding for two years past the date the school ceased operation. At the expiry of the two year window, the balance of funds will be returned to the school authority.
- On January 16, 2018 the ministry sent a letter to VIC Director Andrew Jiang directing him to stop offering Ontario education curriculum (distance learning) to students; to provide refunds to former students; and outlining the steps that would need to be taken to recertify VIC.
- The ministry also directed Jiang to distribute a letter to VIC parents informing them that the ministry has not received an application for certification of the former VIC; that students may transfer to other education programs in BC; and that the ministry had sent a cease and desist letter to Jiang in re: using the Ontario curriculum.

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: December 15, 2017

Date Updated:

Minister Responsible: Rob Fleming

Vancouver Remedies MOA

s.13

ADVICE TO MINISTER

BACKGROUND:

On November 30, the Vancouver Secondary Teachers' Association and the Vancouver Elementary School Teachers' Association sent a letter to Vancouver MLAs complaining about the VSB's implementation of the MOA to restore class size and composition language. The teachers' associations claim there are over 2000 classes in violation of the language in their collective agreements. The teachers' associations claim during the bargaining rounds of 1988-1994, teachers sacrificed pay increases to ensure that resources would flow to classrooms to support students with Special Education designations. The association claims that the SCC decision protects the language, however, that would be inaccurate. Rather, the SCC said government did not meet our requirements before passing legislation and sent the parties back to the bargaining table, using 2002 provisions as the starting point. The MOA is the result of that negotiation.

In some cases, despite exhausting "best efforts", it might not be feasible for districts to meet the criteria in each and every classroom. The MOA contains a formula to calculate the value of the "remedy" that is owed to the teacher whenever districts deviate from the old restored language.

It is up to the teacher and the local union to decide the form of the remedy. For example, a remedy could be taken as more prep time, additional teaching supports, or some other form of assistance. This agreement bridges us to 2019 when we'll look for longer-term solutions during the next round of bargaining.

Program Area Contact:	Keith Godin	
File Created:	October 27, 2017	
File Updated:	December 15, 2017	
File Location:		

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: January 16, 2018

Date Updated: Jan 16, 2018

Minister Responsible: Rob Fleming

Vancouver Project Office

s.13

Page 246

Withheld pursuant to/removed as

s.13

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Aug 22, 2017

Date Updated: Jan 16, 2018

Minister Responsible: Rob Fleming

VSB By-Election

s.13

BACKGROUND:

In late October 2017 a by-election was held to restore an elected school board to the Vancouver School District. Green Party Trustee Janet Fraser was subsequently nominated as Board Chair.

On Aug 3, 2017 Minister Fleming announced that there would be a by-election to restore a democratically elected board to the Vancouver School District.

The previously appointed official trustee, Dianne Turner, has been asked to remain as a special advisor to help the newly elected board get up to speed, and she will play a key role in developing a transition plan to support the new trustees and staff.

The VSB failed to submit a balanced budget to the Ministry for June 20, 2016. A special advisor, Peter Milburn was hired to conduct an audit (with the support of Ernst & Young). Following the release of the audit (Oct.17, 2016) the entire board was dismissed and Dianne Turner was appointed as an official trustee.

The Vancouver School Board released a report that was prepared for WorkSafe via an external investigation that found trustees created a toxic work environment in which staff were bullied.

Worksafe then released a redacted report that found bullying and harassment had indeed occurred at the VSB.

After allegations of bullying and a toxic workplace became public in 2016, SD 39 determined that as an employer it had an independent obligation under WorkSafe legislation to investigate these allegations. The district investigation was completed by Rosalyn Goldner and her report was separate from another investigation and report produced by WorkSafe BC. WorkSafeBC conducted an investigation to determine whether bullying and harassment had occurred and whether VSB met the requirements of the *Workers Compensation Act* by taking reasonable steps to address the hazard of workplace bullying and harassment.

ADVICE TO MINISTER

Recent media coverage has focused on the decision by some former VSB board members to release their un-redacted copies of the report produced by Rosalyn Goldner. Some former members of the board are choosing not to release un-redacted versions of Rosalyn Goldner's report. The divide is along the traditional party lines in Vancouver.

Both WorkSafe BC and Goldner had similar findings describing a toxic work environment at VSB, a situation that had been developing for several years, with intense demands on staff to work overtime, all in the context of a board that was sharply divided. Employees at the VSB have expressed fear that former board members might return, according to the Goldner Report.

The previously appointed official trustee, Dianne Turner, has been asked to remain as a special advisor to help the newly elected board get up to speed, and she will play a key role in developing a transition plan to support the new trustees and staff.

The VSB failed to submit a balanced budget to the Ministry for June 20, 2016. A special advisor, Peter Milburn was hired to conduct an audit (with the support of Ernst & Young). Following the release of the audit (Oct.17, 2016) the entire board was dismissed and Dianne Turner was appointed as an official trustee.

Program Area Contact:	Keith Godin (ADM, Resource Management)	250 356-6760
File Created:	Sept. 18, 2017	
File Updated:	Jan 8, 2017	
File Location:		

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: January 10, 2018

Date Updated: Jan 10, 2018

Minister Responsible: Rob Fleming

**Vancouver School
Board**

s.13

Page 251 to/à Page 253

Withheld pursuant to/removed as

s.13

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Feb. 21, 2018

Date Updated:

Minister Responsible: Rob Fleming

VSB Worksheet

s.13

BACKGROUND:

In February 2018, a media story ran after the “N-Word” was reportedly used in worksheet in an elementary school class in the Vancouver school district. The VSB removed the teacher from the classroom. The school’s PAC released a statement saying "As a parent community, we do not condone/strongly oppose any use of racist language." The district has confirmed the worksheet was distributed.

Complaints about teacher conduct can be directed to the Office of the Commissioner for Teacher Regulation. If disciplinary action is taken then the district must report the incident to the Office of the TRB.

Or the Commissioner’s office has the power to launch their own investigation if they learn about the conduct/competence of a teacher that goes against the standards that teachers are held accountable.

In an area such as this example where the media report happened first before the District have had the chance to refer the matter to the Commissioner.

The Commissioner may also choose to proactively launch her own investigation.

In this case because the district has moved to remove the teacher from the classroom, the Commissioner would likely wait for the district report rather than launch an independent investigation.

Program Area Contact:	Scott Beddall, Jennifer McCrea and Paul Squires	
File Created:	February 21, 2018	
File Updated:		
File Location:		

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Dec. 20, 2017

Reviewed: Jan. 26, 2018

Minister Responsible: Rob Fleming

Water Quality and Lead

s.13

BACKGROUND:

In mid-December 2017, media in Kamloops picked up on a [Facebook post](#) by a parent who was upset that his child's school PAC was requesting funds for new water fountains. The PAC, on behalf of the school Principal, was asking for parents to fundraise to purchase two new water fountains. It's not clear why the district is not providing funds for the water fountains.

In fall 2017, an information request was sent to the Vancouver Sun that contained water test results for lead levels from school districts from around the province. The results were from the first round of testing submitted by BC's school districts into the Ministry in March 2017. The FOI was followed up by a Vancouver Sun media request about the results. The reporter claimed that the results show that 27 % of the nearly 15,000 tests (fountains and sinks — some sources appear to have been tested more than once) had levels above the recommended Canadian guideline.

The Provincial Health Officer wrote to the Deputy Minister of Education on Feb. 23 2016 asking the Ministry to ensure it reminded districts of their responsibility to test water quality in schools because of our "inconsistency in application of testing and mitigation measures in some areas." That letter also noted that we have no evidence of children being adversely affected in BC.

The Education Deputy Minister wrote to superintendents on Feb. 24 2016 to remind them of the need to test water quality and that they should work with local health authorities on plans to evaluate water quality especially in schools built before 1989. There are 1,578 public schools in B.C. Of these, 1,452 were built pre-1989.

On September 26, 2016, the Ministry of Education issued a new policy on testing school drinking water for lead content. The policy requires all school districts to assess the risk of a school having elevated lead content and where appropriate test their facilities' drinking water to ensure water quality meets the established guidelines under provincial and federal legislation. The policy also mandates school districts

ADVICE TO MINISTER

to complete lead content testing on all school facilities once every 3 years. Therefore a minimum of 1/3 (or 33%) of the school facilities in a school district's inventory must be tested each year.

Under this policy, districts are also required to report annual water testing results to the Ministry. If school districts find elevated lead levels in water they must take reasonable steps to resolve the issue, either by implementing daily flushing, installing a filter, replacing the pipes or deactivating and signing the water source. The policy also requires school districts to communicate their findings and responses to parents, teachers, students and the Ministry.

Ministry will also continue to work with school districts to remind them annually of the need to revisit and update their Water Management Plans and to track and report results.

When elevated lead levels show up it is almost always when water remains in pipes overnight – and running water in the morning often takes care of the problem.

Program Area Contact:	Joel Palmer and Reg Bawa	(250) 882-3699
File Created:		
File Updated:	December 20, 2017	
File Location:		

ADVICE TO MINISTER

CONFIDENTIAL ISSUES NOTE

Ministry of Education

Date: Aug 22, 2017

Reviewed: Jan. 26, 2018

Minister Responsible: Rob Fleming

Wi-Fi in Schools

s.13

BACKGROUND:

Public Health Findings and Recommendations:

Public health agencies and regulatory bodies in Canada and around the world have studied Wi-Fi RF emissions, established RF exposure limits, set safety standards for Wi-Fi products and their use has been deemed acceptable in public settings.

Program Area Contact:	Shelaina Postings ADM Jennifer McCrea	(778) 679-8531 (250) 896-3735
File Created:	Aug 22, 2017	
File Updated:		
File Location:		

ADVICE TO MINISTER

**CONFIDENTIAL
ISSUES NOTE**

Ministry of Education

Date: Aug 22, 2017

Date Updated: Feb. 1, 2018

Minister Responsible: Rob Fleming

Qatar Offshore School

s.13

Page 261

Withheld pursuant to/removed as

s.13