

MINISTRY of EDUCATION and CHILD CARE

# Estimates

Spring 2024



BRITISH  
COLUMBIA

Ministry of Education  
and Child Care

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December 7, 2022

Honourable Rachna Singh  
Minister of Education and Child Care  
Parliament Buildings  
Victoria, BC V8V 1X4

Dear Minister Singh:

Thank you for agreeing to serve as Minister of Education and Child Care. I trust in your leadership at this critical time to deliver results for the people of British Columbia.

British Columbians continue to recover from and respond to the upheaval caused by the COVID-19 pandemic and climate related natural disasters, while global inflation is driving up costs for more households and the world's economic outlook is concerning. Now more than ever, we need to focus on building a secure, low emission, sustainable economy, and a province where everyone can find a good home – whether you live in a rural area, in a city, or in an Indigenous community. We will continue working toward true and meaningful reconciliation by supporting opportunities for Indigenous Peoples to be full partners in the inclusive and sustainable province we are building together.

Our government is committed to delivering on the mandate British Columbians gave us in 2020. Together we can make life better for people in B.C., improve the services we all rely on, and ensure a sustainable province for future generations.

As we renew our work, my priority as Premier is to deliver results that people can see and feel in four key areas:

- **Attainable and affordable housing:** In the wake of soaring prices and record migration to B.C., we will take on the important work of building new homes that are actually attainable for the middle class, while continuing our work to address the housing crisis for those in distress on our streets.

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- **Safer communities:** To address concerns about public safety, both for the people struggling with mental health and addiction on our streets, as well as the feeling that downtown centres are not as safe as they were before the pandemic, we will work with our partners at all levels of government, the justice and health care systems, the non-profit sector, and community leaders to find solutions for this complex challenge facing our province, and work overtime to seize the assets of high-level criminals.
- **Improved health care:** Amid unprecedented pressures we will continue to work to strengthen our public health care system, from family doctors to new hospitals, so care is there for each of us when we need it.
- **A sustainable, clean, secure, and fair economy:** We will continue our work investing in British Columbians, fighting racism and promoting equity, and building a clean economy that addresses our obligations to combat climate change by driving down emissions, while creating good, family supporting jobs.

Because of our government's success in building an economy that works for everyone, 100,000 people moved to B.C. last year seeking new opportunities, the fastest growth in 50 years. This year's numbers are expected to be similar. Many of B.C.'s fastest growing communities are seeing more families moving in, including school-age children, exerting pressure on school capacity in several parts of the province.

Sustaining our economic success means responding to the needs of fast-growing communities, and this will be a significant challenge and opportunity for us given the unprecedented rate of growth we are seeing. As Minister, working with teachers, staff, elected school boards, local governments, Indigenous Peoples, and colleagues, you will work to ensure the learning outcomes of over 665,000 students are achieved as an essential part of our whole-of-government response to this growth.

In addition, as Minister you will continue the good work of rolling out the first major new social program in a generation in our province – universal child care. Affordable, accessible, and inclusive child care helped B.C. to be the province with the fastest post-pandemic recovery of women returning to the workforce. The initial successes have raised public expectations and hopes for expanded child care services, including before and after school spaces. Supporting childcare workers and those who would like to become childcare workers will be key to meeting the needs of urban and rural communities as our government, in partnership with the federal government, commits to expand these vital services as quickly as possible to support families and reduce their costs.

Our education system is not immune to global trends of rising racism – making sure that schools, school boards, teachers, and staff have the tools they need to respond and fight racism in our education system so that all students feel they're in a safe place to learn is a priority.

Since 2020, our government has made considerable progress on important initiatives including:

- Increasing funding to deliver the safe new and expanded schools families need, and building new, accessible playgrounds for thousands of kids across the province.
- With teachers and required stakeholders, identify opportunities to expand services and interventions for kids with dyslexia and related learning differences.
- Taking steps to ensure that reconciliation and education go hand-in-hand, including co-creation of culturally relevant resources that are now available to all educators across the K-12 education system, and starting in the 2023-24 school year, requiring all secondary students to complete Indigenous-focused coursework before they graduate.
- Ensuring quality public education continues to be safely delivered throughout the COVID-19 pandemic, which included fast-tracking improvements to online and remote learning and increasing supports for teachers, support staff and students.

As you continue to make progress on items in the previous mandate letter, over the remaining period of this mandate I expect you to prioritize making progress on the following:

- Continue to work with Boards of Education to ensure all students have the supports they need to be successful.
- To help make sure students are properly fed for learning, expedite work with school districts to create more local school meal programs based on district data and priorities, and work with the Minister of Agriculture and Food to integrate Feed BC into this plan so that districts can include locally grown food.
- Deliver targeted investments to help make sure students have the classroom supplies they need to succeed, so parents and teachers don't have to pay the full cost out-of-pocket.
- With support from the Parliamentary Secretary for Accessibility, continue providing supports to children and youth with disabilities and special learning needs.
- Continue to invest in new and modernized schools, including focusing on meeting seismic requirements, increasing child care spaces, and achieving climate change and energy efficiency standards as set out in our CleanBC plan.

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- Work with staff, Boards of Education, teachers, parents, students, and other stakeholders to identify and address issues of racism in our education sector.
- Support the Minister of State for Child Care by working toward universal access to before and after school care, continuing to build spaces on school grounds, and finalizing development of a capital plan for child care.
- Work with the Minister of Children and Family Development and support the work of the Minister of Mental Health and Addictions to continue our government's commitment to addressing mental health problems early by expanding Integrated Child and Youth Teams to 20 school districts.

Our work together must continue to evolve to meet the changing needs of people in this province. Issues not contemplated by this letter will come forward for government action and I ask you to bring such matters forward for consideration by the Planning and Priorities Committee of Cabinet, with the expectation that any proposed initiatives will be subject to the usual Cabinet and Treasury Board oversight and include measurable outcomes for British Columbians. Your ministry's priorities must reflect our government's overall strategic plan as determined by Cabinet.

British Columbians expect their elected representatives to work together to advance the public good. That means seeking out, fostering, and championing good ideas regardless of their origin. I expect you to reach out to elected members from all parties as you deliver on your mandate. Further, you will build thoughtful and sustained relationships both with title holders and through public and stakeholder engagement plans that incorporate diverse perspectives early in the policy development process. Federal partnerships and resources will be particularly important and, on behalf of our government, you will engage with the federal government on advancing priorities to improve the lives of British Columbians.

As a Cabinet, we will uphold the highest standards of ethics, collaboration, and good conduct in service of the public, and as a Minister of the Crown, you are expected to review, understand, and act according to the *Members' Conflict of Interest Act*. You will establish a collaborative working relationship with your Deputy Minister, and the public servants under their direction, who provide the professional, non-partisan advice that is fundamental to delivering on our government's priorities. Your Minister's Office must meet the highest standards for integrity and provide a respectful, rewarding environment for all staff.

The rural and urban challenges that we face are urgent and complex. In response, we must be forward-thinking, strategic, and ready to work across disciplines and old divisions in new ways. Labour shortages are a major issue globally, and British Columbia is no

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exception, including in the public service. Maintaining the BC Public Service as an employer of excellence will be key to retaining and recruiting the diverse professionals we rely on to deliver essential services, advice, and analysis.

At the core of this work is listening and responding to the priorities of people in B.C. Together, we can deliver results in very real ways – ways that people can see, feel, and touch, and that change their lives for the better. Thank you for doing this important work with me.

Sincerely,

A handwritten signature in black ink, appearing to read "David Eby", with a long horizontal flourish extending to the right.

David Eby, KC  
Premier

Mandate/ Strategic-Business Priority	Key Commitments and Priorities	CCD	NEXT STEPS	MILESTONE DEADLINE (Year / Quarter)	STATUS <div style="font-size: 8px; margin-top: 5px;"> <span style="display: inline-block; width: 10px; height: 10px; background-color: #d3d3d3; margin-right: 5px;"></span> on time  <span style="display: inline-block; width: 10px; height: 10px; background-color: #cccccc; margin-right: 5px;"></span> on hold  <span style="display: inline-block; width: 10px; height: 10px; background-color: #e0e0e0; margin-right: 5px;"></span> waiting direction  <span style="display: inline-block; width: 10px; height: 10px; background-color: #808080; margin-right: 5px;"></span> at risk                 </div>
<b>Ministry of Education and Child Care</b>					
Mandate	Increasing funding to deliver the safe new and expanded schools families need, and building new, accessible playgrounds for thousands of kids across the province.	RMD	Since 2018, funding for replacing or improving 282 playgrounds at public schools has been provided, resulting in better, more accessible play infrastructure for over 70,000 students and the broader communities where they live. Looking ahead, Budget 2024 committed \$5M/year for playgrounds moving forward, funding which will allow ECC to continue to build and improve playgrounds and reduce the fundraising burden on families.	Ongoing	
Mandate	With teachers and required stakeholders, identify opportunities to expand services and interventions for kids with dyslexia and related learning differences.	LEPD	<ul style="list-style-type: none"> <li>- Public announcement outlining additional details about the new provincial literacy and learning supports initiative (April 16, 2024)</li> <li>- Ministry staff continue to engage and consult with educational partners, stakeholders, and Indigenous rightsholders to inform planning and implementation (May-Aug 2024)</li> <li>- Determine pro-d grant funding formula and disseminate grants to districts and FISA (by March 2025)</li> <li>- Initiative roll-out begins (2024/25 school year)</li> </ul>	April 2024 - Public announcement March 2025 - Provide pro-d grants to districts and FISA June 2025 - Roll-out of other initiative components initiated	Budget 2024 included a \$30M investment in provincial literacy and learning disability supports, including early literacy screening (K-3), interventions and outreach programs, professional development for educators and support staff, and resources for parents and caregivers.
Mandate	Taking steps to ensure that reconciliation and education go hand-in-hand, including co-creation of culturally relevant resources that are now available to all educators across the K-12 education system, and starting in the 2023-24 school year, requiring all secondary students to complete Indigenous-focused coursework before they graduate.	LEPD	<ul style="list-style-type: none"> <li>- In partnership with FNEESC, BCSSA and FISA, deliver workshops and support communities of practice to increase the confidence and competence of BC educators in teaching provincial Indigenous-focused courses that meet the new graduation requirement.</li> <li>- Under guidance from the Standard 9 Working Group (incl. representation from FNEESC, FNEA, MNBC, BCTF and BCTC), co-develop an online module to support BC educators in accessing, selecting and respectfully using authentic Indigenous K-12 learning resources.</li> </ul>	Jul 2024 - Educator workshops delivered XXXX - Online module launched	New Graduation requirement in effect  Educator workshops delivered in 23/24 school year.  Timeline to produce module extended due to service provider change
Mandate	Ensuring quality public education continues to be safely delivered throughout the COVID-19 pandemic, which included fast-tracking improvements to online and remote learning and increasing supports for teachers, support staff and students.	S&T	Launch of new website for parents/students with information about the provincial online schools at end of Jan 2023. System changes to support implementation of policy will be completed.	July 1 2023 - New policy came into effect.	New Online Learning (OL) website and new OL policy launched July 1, 2023. MyEducation BC system updated to support policy implementation.
Mandate	Continue to work with Boards of Education to ensure all students have the supports they need to be successful.	SLSD	<ol style="list-style-type: none"> <li>1. (LEPD) Worked with educators to develop comprehensive supporting materials for the implementation of the new K-12 Student Reporting Policy (released Dec 9, 2022), with additional communication materials on changes to reporting coming in the 2022/23 SY for parents/caregivers and educators.</li> <li>2. (LEPD) In collaboration with a development team of teachers, develop and release draft Performance Standards resources for educators that outline what is proficient in key literacy and numeracy skills. Draft Standards are expected to be released for full field review in Spring 2023.</li> <li>3. (SLSD) Provided \$3M in Mental Health in School Grants to all 60 school districts to support mental health and substance use initiatives in schools.</li> <li>4. (SLSD) In June 2023, released the Decision-Making Tool: Supporting Educators in Selecting Mental Health and Substance Use Resources, an optional toolkit to support Boards of Education and educators with selecting appropriate, effective mental health and substance use resources for their learners.</li> </ol>	2023/Q1	Educator workshops delivered in 22/23 school year, and will continue in 23/24.
Mandate	To help make sure students are properly fed for learning, expedite work with school districts to create more local school meal programs based on district data and priorities, and work with the Minister of Agriculture and Food to integrate Feed BC into this plan so that districts can include locally grown food.	SLSD	<ol style="list-style-type: none"> <li>1. September 2023: Issued School District Feeding Futures Funding allocations and Food Infrastructure Program funding</li> <li>2. September 2023-March 2024: Launched Feeding Futures Advisory Committee to inform policy framework</li> <li>3. Fall 2023: Sector engagement and Indigenous engagement, including introducing K-12 FeedBC Resources and Nutrition Toolkit to sector</li> <li>4. November 2023: Issued Feeding Futures funding to Independent schools</li> <li>5. Winter 2024: Feeding Futures Framework evaluation including launching 2024 school food survey and update to Student Learning Survey <b>Cabinet Confidences</b></li> <li>6. Spring 2024: Updated Feeding Futures Framework in development <b>Cabinet</b></li> </ol>	2024/Q2	Feeding Futures foundational year (2023/24) underway and on track for <b>Cabinet</b> <b>Cabinet</b>

Mandate	<b>Deliver targeted investments to help make sure students have the classroom supplies they need to succeed, so parents and teachers don't have to pay the full cost out-of-pocket.</b>	RMD	- School districts were encouraged to utilize unused SY 2022/23 Student and Family Affordability Funding (SFAF) for school supplies. - ECC developed and obtained approval of a Treasury Board submission that resulted in \$20M to replenish SFAF funding for the 2023/24 SY (nearly \$19M for public schools and \$1.1M to the Federation of Independent School Associations (FISA) to distribute to Independent School Authorities; carryover of some funds into 2024/25 SY is expected. - School districts will be able to utilize this funding to help minimize the cost of out-of-pocket purchases and expenses for parents and families, including school supplies and fees.	- SFAF announced in March 2024	
Mandate	<b>With support from the Parliamentary Secretary for Accessibility, continue providing supports to children and youth with disabilities and special learning needs.</b>	LEPD	- Launch second Provincial School Outreach team to support rural and remote school districts in addressing the needs of students with disabilities. - In collaboration with K-12 partners, implement Minister approved inclusive education projects including modernizing language in Ministry "special education" orders, policies and documents; creating updated Individual Education Plan (IEP) Guidelines and student support planning tool for school-based teams; and developing new resources to support meaningful consultation between, and clarify roles and responsibilities for, parents/caregivers and school district staff. - Continue to work with K-12 partners and the Accessibility Directorate at SDPR to support school districts in meeting the requirements of Accessible BC regulations and standards.	Jul 2024 - Post updated versions of "special education" order, policies and documents with modernized language Sep 2024 - BC CAISE releases updated Meaningful Consultation for families resource Oct/Nov 2024 - Launch second school outreach team Apr 2025 - Release of Inclusive Ed Roles & Responsibilities resource May 2025 - Release updated IEP Guidelines	First school outreach team became fully operational in January 2024. Recruitment underway for second outreach team.  K-12 Partner Inclusive Ed Project Table established in December 2023 to guide planning and implementation of inclusive ed projects.
Mandate	<b>Continue to invest in new and modernized schools, including focusing on meeting seismic requirements, increasing child care spaces, and achieving climate change and energy efficiency standards as set out in our CleanBC plan.</b>	RMD	Budget 2024 committed \$3.75B in capital funding to modernize schools, including over \$750M for seismic projects over 3 years as well as funding for Neighbourhood Learning Centres to be delivered as part of eligible capital projects and prioritized for child care space creation. The Budget also included funding to reduce the GhG footprint of school facilities and fleets, in line with CleanBC.	ongoing implementation	on time, waiting for direction from Budget 2024 to confirm additional project priorities to advance with school districts over the coming years
Mandate	<b>Work with staff, Boards of Education, teachers, parents, students, and other stakeholders to identify and address issues of racism in our education sector.</b>	SLSD	1. Launched Inclusion Calendar Guide in September 2023 and posted on erase site. 2. Funded Anti-Racism Educator Network Summit in October 2023 3. Fund and partner with school districts to host Indigenous Youth Dialogues in May 2024 4. Rollout Anti-Racism Training Course to sector by June 2024 5. Rollout anti-racism incident response guidelines to sector by June 2024. 6. Continue supporting cross-government anti-racism initiatives. 7. Implement DRIPA Actions regarding Local Education Agreements and Indigenous Education Councils, Fall 2023-Spring 2024. 8. (SLSD) Working directly with First Nations, following 2023's FNLG, on education items brought forward. 9. (SLSD) Brought together Indigenous Education Council Chair and School District leadership on priority First Nations education work. 10. (SLSD) Engagement with Indigenous partners and PSFS is underway to support planning of an Indigenous-Specific Racism Review (ISRR) in the BC K-12 and post-secondary education sectors.	1. 2023/Q2 2-3. 2023/Q3 4. TBD by AG/CITZ 5. 2023/Q2-3, 6. 2023 Q2-3 7. 2024/Q1 8. 2023/Q3-4 9. 2024/Q2 10. 2024/Q1-4	- Bill 40 legislation in support of LEAs/IECs/SoC passed in the house on November 8, 2023. Policy development and implementation is underway for completion in Spring 2024.
Mandate	<b>Support the Minister of State for Child Care</b> by working toward universal access to before and after school care, continuing to build spaces on school grounds, and finalizing development of a capital plan for child care.	CCD	Develop a capital plan for child care  Work to ensure child care is considered in all Ministry of Education and Child Care capital projects  Increase supports for communities and school districts through more regional and local approaches	Ongoing announcements of child care projects on school grounds  Development and approval of one-window application approach for school districts  Treasury Board approval of Design Guidelines and Implementation	On time Growth in before and after school care spaces is slow (currently at 10% coverage, up from 9%), but progress demonstrated through initiatives to facilitate more growth:  - ELCC leads in each district - Development of one-window approach through space creation funding for school districts through CMB - Development of design guidelines to support new projects (implementation dependent on TB approval in April 2024)
Mandate	<b>Work with the Minister of Children and Family Development and support the work of the Minister of Mental Health and Addictions to continue our government's commitment to addressing mental health problems early by expanding Integrated Child and Youth Teams to 20 school districts</b>	SLSD	1. (SLSD) Ongoing - Supported the implementation of ICY teams in 12 school district communities, facilitate monthly check-in with new ICY school districts to support and monitor implementation. 2. (SLSD) April 2024: Will support ICY Spring Gathering where next 8 ICY communities will be announced 3. (SLSD) Spring 2024: Onboard new 8 ICY school district leads.	Ongoing	New communities will be announced in April 2024 to fulfil the Province's commitment to implementing ICY teams across 20 communities by 2024/25.



January 15, 2024

Honourable Mitzi Dean  
Minister of State for Child Care  
Parliament Buildings  
Victoria, BC V8V 1X4

Dear Minister Dean:

Thank you for agreeing to serve as Minister of State for Child Care. I trust in your leadership at this critical time to deliver results for the people of British Columbia.

British Columbians continue to recover from and respond to the upheaval caused by the COVID-19 pandemic and climate related natural disasters, while global inflation is driving up costs for more households and the world's economic outlook is concerning. Now more than ever, we need to focus on building a secure, low emission, sustainable economy, and a province where everyone can find a good home – whether you live in a rural area, in a city, or in an Indigenous community. We will continue working toward true and meaningful reconciliation by supporting opportunities for Indigenous Peoples to be full partners in the inclusive and sustainable province we are building together.

Our government is committed to delivering on the mandate British Columbians gave us in 2020. Together we can make life better for people in B.C., improve the services we all rely on, and ensure a sustainable province for future generations.

As we renew our work, my priority as Premier is to deliver results that people can see and feel in four key areas:

- **Attainable and affordable housing:** In the wake of soaring prices and record migration to B.C., we will take on the important work of building new homes that are actually attainable for the middle class, while continuing our work to address the housing crisis for those in distress on our streets.

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- **Safer communities:** To address concerns about public safety, both for the people struggling with mental health and addiction on our streets, as well as the feeling that downtown centres are not as safe as they were before the pandemic, we will work with our partners at all levels of government, the justice and health care systems, the non-profit sector, and community leaders to find solutions for this complex challenge facing our province, and work overtime to seize the assets of high-level criminals.
- **Improved health care:** Amid unprecedented pressures we will continue to work to strengthen our public health care system, from family doctors to new hospitals, so care is there for each of us when we need it.
- **A sustainable, clean, secure, and fair economy:** We will continue our work investing in British Columbians, fighting racism and promoting equity, and building a clean economy that addresses our obligations to combat climate change by driving down emissions, while creating good, family supporting jobs.

Building the first new social program for British Columbia in generations is a significant piece of work, and one that is still very much underway. Reducing costs and increasing access for parents to child care is vital, and a key part of our economic strategy as a province. As Minister of State for Child Care, you will be the front-line contact for workers, service-delivery organizations, Indigenous organizations, parents, school boards, and other key stakeholders to ensure that our programs meet the needs of British Columbians and we are responsive to their suggestions as we work together.

Your support for the Minister through active involvement with community will help improve the efficiency and effectiveness of our work as we focus on making life better for all parents and families in our province through efficient, safe, and educational child care opportunities across the province.

Since 2020, our government has made considerable progress on important initiatives including:

- Making child care more affordable, accessible, inclusive, and higher quality for families. Cuts to licensed child care fees have reduced average costs from \$53 to \$21 a day for parents of kids kindergarten aged and younger. Today, more than 20,000 families are paying \$10 a day or less for child care, with more savings on the way.
- Increasing the number and availability of child care spaces, with over 10,500 new spaces open and over 20,000 new spaces on the way. We know that early childhood educators are critical to providing the child care services families need, which is why we doubled our ECE wage enhancements to \$4 per hour.

- Supporting the delivery of safe, quality child care through the COVID-19 pandemic and beginning the work to integrate child care into the K-12 learning environment.

As you continue to make progress on items in the previous mandate letter, over the remaining period of this mandate I expect you to prioritize making progress on the following:

- Continue to implement ChildCareBC, our government's ten-year plan to provide universal, affordable, accessible, quality, and inclusive child care to every family that wants or needs it, with the goal of no family paying more than \$10 a day for licensed childcare when fully implemented in partnership with the federal government. As a next step, expand our child care fee reductions to all licensed before and after school care spaces, so more parents see savings in their monthly budgets.
- With support from the Minister of Finance and the Minister of Education and Child Care, finalize development of a capital plan for child care to keep increasing the number of child care spaces, and leverage opportunities to build spaces on public land, including at hospitals, medical centres, government offices, and post-secondary institutions.
- With support from the Minister of Education and Child Care, continue to work with school boards to use existing elementary school facilities toward universal access to before and after school, and continue to build spaces on school grounds.
- With support from the Minister of Finance and the Minister of Post-Secondary Education and Future Skills, take concrete steps to improve wages and supports in early learning and child care, and establish a timeline to implement a wage grid for all early childhood educators in partnership with the child care sector, to ensure that early childhood educators are a well-supported profession, just like other professionals who work in B.C.'s education system.
- In partnership with Indigenous Peoples and the federal government, support a distinctions-based approach to increasing Indigenous-led child care for First Nations, Métis, and Inuit Peoples who want and need it.

Our work together must continue to evolve to meet the changing needs of people in this province. Issues not contemplated by this letter will come forward for government action and I ask you to bring such matters forward for consideration by the Planning and Priorities Committee of Cabinet, with the expectation that any proposed initiatives will be subject to the usual Cabinet and Treasury Board oversight and include measurable outcomes for British Columbians. Your ministry's priorities must reflect our government's overall strategic plan as determined by Cabinet.

.../4

British Columbians expect their elected representatives to work together to advance the public good. That means seeking out, fostering, and championing good ideas regardless of their origin. I expect you to reach out to elected members from all parties as you deliver on your mandate. Further, you will build thoughtful and sustained relationships both with title holders and through public and stakeholder engagement plans that incorporate diverse perspectives early in the policy development process. Federal partnerships and resources will be particularly important and, on behalf of our government, you will engage with the federal government on advancing priorities to improve the lives of British Columbians.

As a Cabinet, we will uphold the highest standards of ethics, collaboration, and good conduct in service of the public, and as a Minister of the Crown, you are expected to review, understand, and act according to the Members' Conflict of Interest Act. You will establish a collaborative working relationship with your Deputy Minister, and the public servants under their direction, who provide the professional, non-partisan advice that is fundamental to delivering on our government's priorities. Your Minister's Office must meet the highest standards for integrity and provide a respectful, rewarding environment for all staff.

The rural and urban challenges that we face are urgent and complex. In response, we must be forward-thinking, strategic, and ready to work across disciplines and old divisions in new ways. Labour shortages are a major issue globally, and British Columbia is no exception, including in the public service. Maintaining the BC Public Service as an employer of excellence will be key to retaining and recruiting the diverse professionals we rely on to deliver essential services, advice, and analysis.

At the core of this work is listening and responding to the priorities of people in B.C. Together, we can deliver results in very real ways – ways that people can see, feel, and touch, and that change their lives for the better. Thank you for doing this important work with me.

Sincerely,

A handwritten signature in black ink, appearing to read 'David Eby', with a long horizontal flourish extending to the right.

David Eby, KC  
Premier

Mandate/ Strategic-Business Priority	Key Commitments and Priorities	CCD	NEXT STEPS	MILESTONE DEADLINE (Year / Quarter)	STATUS <div style="font-size: 8px; margin-top: 5px;"> <span style="display: inline-block; width: 10px; height: 10px; background-color: #d9ead3; border: 1px solid #ccc; margin-right: 5px;"></span> on time  <span style="display: inline-block; width: 10px; height: 10px; background-color: #f4cccc; border: 1px solid #ccc; margin-right: 5px;"></span> on hold  <span style="display: inline-block; width: 10px; height: 10px; background-color: #fff2cc; border: 1px solid #ccc; margin-right: 5px;"></span> waiting direction  <span style="display: inline-block; width: 10px; height: 10px; background-color: #f4cccc; border: 1px solid #ccc; background-image: linear-gradient(to right, #fff, #f4cccc); border: none; margin-right: 5px;"></span> at risk                 </div>
<b>Ministry of State for Child Care</b>					
Mandate	Continue to implement ChildCareBC, our government's ten-year plan to provide universal, affordable, accessible, quality, and inclusive child care to every family that wants or needs it, with the goal of no family paying more than \$10 a day for licensed childcare when fully implemented in partnership with the federal government. As a next step, expand our child care fee reductions to all licensed before and after school care spaces, so more parents see savings in their monthly budgets.	CCD	Implement commitments under the Canada-BC Early Learning and Child Care agreements  Expand fee reductions to include eligible licensed before and after school care and half-day preschool  To support future expansion of \$10aDay child care, pilot a new Operating Funding Model for child care with select child care sites and develop a plan for implementing the Funding Model with all eligible licensed providers	\$10aDay ChildCareBC program reaches 15,000 child care spaces (FY 23/24 Q4)  Families began receiving fee reductions at half-day preschool and before and after school care (FY 23/24 Q2)  The new Operating Funding Model pilot begins with select child care providers (FY 23/24)	On time
Mandate	With support from the Minister of Finance and the Minister of Education and Child Care, finalize development of a capital plan for child care to keep increasing the number of child care spaces, and leverage opportunities to build spaces on public land, including at hospitals, medical centres, government offices, and post-secondary institutions.	CCD	Work with the Minister of Finance to ensure child care is considered in all capital projects Explore opportunities to leverage public land and government offices to secure additional space for child care facilities Launch an updated intake for New Spaces Fund for FY 24/25, including phased implementation of new Design Guidelines for publicly-funded space creation (pending Treasury Board approval in approximately April 2024). Implement a streamlined application approach for school districts applying for space creation funding through the Capital Management Branch (planned launch to coincide with the FY 24/25 New Spaces Fund Intake).	Ongoing announcements of new child care spaces through the New Spaces Fund for projects within and outside of the Government Reporting Entity as well as child care spaces build in BC capital projects  Capital plan for child care supporting the FIN's Environmental, Social, Governance Framework for Capital  Single point of application approach for school districts	At risk A number of enabling components but no dedicated or coordinated capital plan or strategy to support child care space creation needs in the long term  Current components include: -ESGFC (Min of Fin) -Single application point SD application approach under development  Cabinet Confidences  -Ongoing implementation of and refinement to New Spaces Fund Program
Mandate	With support from the Minister of Education and Child Care, work toward universal access to before and after school care, and continue to build spaces on school grounds.	CCD	Work to ensure child care is considered in all Ministry of Education and Child Care capital projects  Increase supports for communities and school districts through more regional and local approaches  Implement a streamlined application approach for school districts applying for space creation funding through the Capital Management Branch.	Ongoing announcements of child care projects on school grounds  Developed and implemented single point of application approach for school districts  Treasury Board approval of Design Guidelines and Implementation	On Time Growth in before and after school care spaces is slow (currently at 10% coverage, up from 9%), but progress demonstrated through initiatives to facilitate more growth:  - ELCC leads in each district - Development of single point of application approach through CMB - Development of design guidelines to support new projects (implementation dependent on TB approval April 2024)
Mandate	With support from the Minister of Finance and the Minister of Post-Secondary Education and Future Skills, take concrete steps to improve wages and supports in early learning and child care, and establish a timeline to implement a wage grid for all early childhood educators in partnership with the child care sector, to ensure that early childhood educators are a well-supported profession, just like other professionals who work in B.C.'s education system.	CCD	Pilot the implementation of a compensation framework, including a wage grid, through the Operating Funding Model with select child care providers  Develop enhanced compensation options for child care providers receiving funding through existing programs (i.e., \$10aDay and Child Care Operating Funding)  Continue to implement, refine and enhance recruitment and retention initiatives	Publicly communicate the approach and timeline for the implementation of a wage grid and any other compensation enhancements (Fall 2023)  Pilot new Operating Funding Model with select child care providers, including a compensation framework and wage grid, and implement any other compensation enhancements for the rest of the sector (FY23/24)  Effective December 2023, eligible ECEs working at eligible licensed child care facilities will be eligible for an additional wage lift of \$2 per hour. This is the most recent in a series of increases to the Early Childhood Educator Wage Enhancement, bringing the total wage enhancement up to \$6 per hour. The total wage enhancement will increase the median wage for ECEs up to about \$28 per hour.	On time



Mandate	In partnership with Indigenous Peoples and the federal government, support a distinctions-based approach to increasing Indigenous-led childcare for First Nations, Métis, and Inuit Peoples who want and need it.	CCD	Co-create a distinctions-based engagement approach with First Nations and Indigenous partners  Engage on implementation of commitments in the Canada-BC Early Learning and Child Care agreements  Work towards a Tripartite governance model to support First Nations-led child care in communities	Engagement with First Nations and Indigenous Organizations regarding implementation of ChildCareBC, including enactment of Early Learning and Child Care Act and how to advance jurisdiction over ELCC (Action 4.19, Declaration Act Action Plan)  Implement second round of one-time only grants to First Nations (\$35M in federal funding in FY 23/24) to provide flexible and responsive funding to support each Nation's unique ELCC priorities.  Work in partnership with Government of Canada and First Nations Leadership Council to co-develop a Tripartite Memorandum of Understanding (MOU) for First Nations ELCC (pending Cabinet endorsement in March 2024)	On time
Mandate	Making child care more affordable, accessible, inclusive, and higher quality for families. Cuts to licensed child care fees have reduced average costs from \$53 to \$21 a day for parents of kids kindergarten aged and younger. Today, more than 20,000 families are paying \$10 a day or less for child care, with more savings on the way.	CCD	These achievements require continued operational implementation and maintenance of ministry programs.  Next steps for ChildCareBC plan for affordable, accessible, inclusive and higher quality child care contained in tracking of other mandate commitments	N/A, continued operational implementation and maintenance	On time
Mandate	Increasing the number and availability of child care spaces, with over 10,500 new spaces open and over 20,000 new spaces on the way. We know that early childhood educators are critical to providing the child care services families need, which is why we doubled our ECE wage enhancements to \$4 per hour.	CCD	Funded/Operational Spaces: Continue to monitor, review project cost escalation and extension requests  \$4 Wage Enhancement: Achieved, ongoing maintenance	<b>Funded/Operational Spaces Milestones :</b> Implementation ongoing with regular announcements of new spaces being funded  Ongoing tracking and reporting of operational, licensed child care spaces  <b>\$4 Wage Enhancement Milestones :</b> Complete	Funded/Operational Spaces: At risk due to cost escalations, construction sector shortages, child care sector capacity, ECE labor market capacity  \$4 Wage Enhancement: On time
Mandate	Supporting the delivery of safe, quality child care through the COVID-19 pandemic and beginning the work to integrate child care into the K-12 learning environment.	CCD	COVID-19: No further actions planned at this time  Ministry remains ready to respond to future iterations of the pandemic  Integration: Child Care Division transitioned to the Ministry of Education and Child Care on April 1, 2022  A ministry-level ChildCareBC Project board established in January 2023 provides governance and oversight for the next steps of integration of child care into the K-12 learning environment	<b>COVID-19 Milestones:</b> N/A  <b>Integration Milestones:</b> Working Agreement (FY22/23 Q4) ChildCareBC Project Board (FY22/23 Q4)  <b>Cabinet Confidences</b>  In 2022/23, as part of the Canada Wide Agreement, ECC asked all 60 school districts and the Federation of Independent Schools Association, on behalf of Independent Schools, to complete an Environmental Scan on child care within their school districts and communities. Results were received in July 2024 and data analysis is complete. ECC has continued funding the Early Learning and Child Care Lead positions through the Canada Wide Agreement, 59 of 60 school districts have a dedicated position to support the growth of child care on school grounds.	On time

## NUMBER OF ACTIVE SCHOOLS 2022/23

Public - **1,579** | Independent - **359** | Offshore - **35**

### PUBLIC SCHOOLS

**604,728** students in BC public schools (**591,230** resident)

FROM **591,230** → **12%** students are Indigenous (**70,068**)  
**14%** students have a designation (**80,605**)  
**14%** students are English Language Learners (**84,332**)

In **2023/24** public school enrolment grew at a **LOWER RATE** than independent schools (**2.39% vs. 2.53%**)

→ **MOST** students = **Surrey 81,768** **FEWEST** students = **Stikine 189**

### INDEPENDENT SCHOOLS

**91,694** students in BC independent schools (**88,242** resident)

FROM **88,242** → **6%** students are Indigenous (**5,331**)  
**12%** students have a designation (**10,839**)

→ *Most independent schools (59) and students (16,839) are located in the Vancouver School District area.*

## WORKFORCE

**90,559** People working in the public school system (approx. as of 2022/23 SY)

**47,488** Teachers

**24,537** Unionized support staff (other than EA's)

**15,526** Education Assistants

**3,311** Administrators

**2,063** Non-unionized support staff

## POPULATION

According to B.C. Statistic projections:

**5.5 million** people in British Columbia  
 [ AS OF JULY 1, 2023 ]

**3.2%** ↑  
 B.C. population growth in 2023 - **LARGEST** increase since the late 1990's  
*(Entirely driven by immigration)*

B.C. (and Ontario) follow Alberta and the Maritime provinces for population growth in 2023

Overall increase for CANADA  
**2.9%** ↑  
 [ **1.16 million** ]  
*(98% of Canada's growth in 2022/23 accounted to International migration)*

## TRANSITIONING TO B.C. PUBLIC POST-SECONDARY

**\*\* 2019/20 51.2%** immediate transition rate for graduates  
**2020/21 48.7%** immediate transition rate for graduates

## CHILD CARE

- Over **146,000** child care spaces/month operating in B.C.
- Over **128,000** spaces/month receive Child Care Fee Reduction Initiative funding
- Over **35,000** children/month receive the Affordable Child Care Benefit

*This is the MOST CHILDCARE SPACES/month operating in B.C. history*

AS OF DECEMBER 2023:

- Over **27,000** active ECE Certifications
- Over **12,000** active ECE Assistant Certifications
- Over **13,000** Early Childhood Educators/month (receive the wage enhancement)

## INDIGENOUS LEARNERS

ON RESERVE  
**8,125** public  
**2,062** independent  
**TOTAL 10,187**

OFF RESERVE  
**61,943** public  
**3,269** independent  
**TOTAL 65,212**

## COMPLETION RATES

**2022/23**

Public schools **SIX YEAR RESIDENT COMPLETION RATE** exceeded **91.8%**  
*(second year in a row this has occurred)*

**74.3%** Indigenous Completion Rate  
*(4th year in a row in excess of 70%)*  
 On-reserve [ 63.2% ] Off-reserve [ 77.1% ]

**77.3%** Completion Rate for students with a *designation*  
*(the 6th year in a row in excess of 70%)*

**91.8%**



## INDEPENDENT SCHOOLS

359 Schools | 91,694 Students | 7,389 Teachers, Administrators + Support Staff

TYPE: GROUP 01	GROUP 02	GROUP 03	GROUP 04
<p><b>241 Schools</b> [ Including 16 online ]</p> <p><b>67%</b> of independent schools</p> <p><b>71,529 Students</b> 78% of independent students</p>	<p><b>71 Schools</b> [ Including 4 First Nations ]</p> <p><b>20%</b> of independent schools</p> <p><b>18,042 Students</b> 20% of independent students</p>	<p><b>20 Schools</b> [ Including interim Certs. ]</p> <p><b>6%</b> of independent schools</p> <p><b>526 Students</b> 1% of independent students</p>	<p><b>27 Schools</b></p> <p><b>8%</b> of independent schools</p> <p><b>1,597 Students</b> 2% of independent students</p>
<p><b>CRITERIA</b></p> <ul style="list-style-type: none"> <li>→ Not for profit</li> <li>→ BC Curriculum</li> <li>→ BC Certified Teachers</li> <li>→ Can offer BC Dogwood</li> </ul>	<p><b>CRITERIA</b></p> <ul style="list-style-type: none"> <li>→ Not for profit</li> <li>→ BC Curriculum</li> <li>→ BC Certified Teachers</li> <li>→ Can offer BC Dogwood</li> </ul>	<p><b>CRITERIA</b></p> <ul style="list-style-type: none"> <li>→ Cannot offer BC Dogwood</li> <li>→ Not Required to use curriculum or BC certified teachers</li> </ul>	<p><b>CRITERIA</b></p> <ul style="list-style-type: none"> <li>→ &gt;50% non-resident students</li> <li>→ Can be for profit</li> <li>→ BC Curriculum</li> <li>→ BC Certified Teachers</li> </ul>
<p><b>FUNDING</b></p> <p><b>50%</b> of local district per student rate</p>	<p><b>FUNDING</b></p> <p><b>35%</b> of local district per student rate</p>	<p><b>FUNDING</b></p> <p><b>Not Funded</b></p>	<p><b>FUNDING</b></p> <p><b>Not Funded</b></p>
<p><b>EXAMPLES:</b></p> <ul style="list-style-type: none"> <li>• <i>Discovery</i> - Victoria, Designated Special Education School, K-12, 73 Students</li> <li>• <i>Summerland Montessori</i> - Summerland, Specialized Program, K-5, 50 Students</li> <li>• <i>Surrey Muslim</i> - Surrey, Faith-based K-6, 289 Students</li> </ul>	<p><b>EXAMPLES:</b></p> <ul style="list-style-type: none"> <li>• <i>Cousteau L'Ecole Francaise Internationale</i> - North Vancouver, Specialized Program K-10, 155 Students</li> <li>• <i>Nak'abun Elementary School</i> - First Nations Independent, K-7, 133 students</li> <li>• <i>St. Michaels University School</i> - Victoria, University Prep, IB, K-12, 1,022 Students</li> </ul>	<p><b>EXAMPLES:</b></p> <ul style="list-style-type: none"> <li>• <i>Ark Elementary School</i> - Richmond, Specialized Program (Montessori), K-5, 26 students</li> <li>• <i>Eaton Arrowsmith</i> - Vancouver, Special Education, Grades 4-11, 12 Students</li> <li>• <i>Kootenay Christian Academy</i> - Cranbrook, Faith-based, K-11, 259 Students</li> </ul>	<p><b>EXAMPLES:</b></p> <ul style="list-style-type: none"> <li>• <i>Bodwell High School</i> - North Vancouver, Grades 8-12, 449 Students, International</li> <li>• <i>Canada Star Secondary</i> - Richmond, Grades 8-12, 85 Students</li> <li>• <i>Vancouver Formosa Academy</i> - Vancouver, Grades 7-12, 13 Students, International</li> </ul>

## TYPES OF SCHOOLS

	GROUP 01	GROUP 02
<b>TOTAL</b>	241	71
<b>ONLINE LEARNING</b>	16 Schools 7% of group	0 Schools 0% of group
<b>FAITH-BASED</b>	168 Schools 70% of group	2 Schools 3% of group
<b>MONTESSORI / WALDORF</b>	24 Schools 10% of group	4 Schools 6% of group
<b>OTHER ALT. APPROACHES</b> [ I.E. PLAY-BASED, INQUIRY-BASED ETC. ]	19 Schools 8% of group	9 Schools 13% of group
<b>NON-SPECIALIZED</b>	2 Schools 1% of group	5 Schools 7% of group
<b>FIRST NATIONS</b>	0 Schools 0% of group	24 Schools 34% of group
<b>DESIGNATED SPECIAL EDUCATION SCHOOLS</b>	12 Schools 5% of group	1 Schools 1% of group
<b>UNIVERSITY PREP</b>	0 Schools 0% of group	26 Schools 37% of group

## FIRST NATIONS INDEPENDENT SCHOOLS

**24 First Nations**  
Independent schools 2023/24

→ Operated by First Nations that have voluntarily sought out independent school certification



The Ministry is pleased to work with ANY First Nation wishing to transition from independent school certification to Participating First Nation Status or to relinquish independent school certification.





## DATA SOURCE AND DEFINITIONS

NOTE: DATA SOURCE FOR ALL 'FACTS AND FIGURES 2023/2024' IS THE EDUCATION DATA WAREHOUSE – EDW [ UNLESS STATED OTHERWISE ].

### SECTION REFERENCE

#### NUMBER OF SCHOOLS

- **Active schools** are defined as those where at least 1 student is enrolled.
- **Source of Offshore school count:** Independent Schools and International Education Branch.
- **Residency** is defined as of September of the reported school year.
- **Indigenous identity** is defined using Indigenous-Ever Backdated. Whether the student has ever self-identified as being of Indigenous ancestry on any September or February authority enrolment collection. Future values will update prior values back to 2003/04.
- **Designation** and **ELL** are defined as of September 2023 for the purpose of enrolment statistics.

#### POPULATION

- **Source:** Statistics Canada, 2023 and BC Stats Website  
statcan.gc.ca  
<https://www2.gov.bc.ca/gov/content/data/statistics/people-population-community/population>

#### CHILD CARE

- **Source:** Modelling and Analysis Branch, Child Care Division.
- **146,000 child care spaces** operating/month in B.C. (Monthly average YTD 2023/24 – includes child care spaces participating in the Ministry of Education and Child Care programs, either the Child Care Operating Funding program or the \$10 a Day ChildCareBC program).
- **128,000 spaces receive Child Care Fee Reduction Initiative funding** (Monthly average YTD 2023/24). Includes eligible facilities and spaces that opt-in to the Child Care Fee Reduction Initiative program.

#### TRANSITION TO B.C. PUBLIC POST-SECONDARY

- **Source:** Research results from the Student Transitions Project.  
[https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/data-research/stp/stp\\_research\\_results.pdf](https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/data-research/stp/stp_research_results.pdf)

\*\* NOTE: Change in Transitioning to B.C. Public Post-Secondary 2019/20 rate is due to changes between EDW1 and EDW2. The drop to 48.7% for 2020/21 is at least partially due to missing enrolments from Langara College.

#### COMPLETION RATE

- **Designation** is defined using 'Designation-Ever' for the purpose of Completion Rate, whether the student was ever given a 'Special Needs' designation in any enrolment in any school year.

#### INDEPENDENT SCHOOLS

- **Source:** Count of schools, enrolments and educators from EDW, other statistics from Independent Schools and International Education Branch.

\* School Count – NOTE: Group 2 school count includes 2 schools that transitioned from interim Group 3 to Group 2 after Sept 30, 2023. All other school counts are as at Sept. 30, 2023.



## MINISTRY PROFILE

### Ministry

The Ministry of Education and Child Care is responsible for the province’s K-12 education system and for developing, implementing, and regulating an affordable, inclusive, and high-quality child care system that is accessible to all families, as per the province’s ChildCareBC plan. The province’s K-12 education system is responsible for ensuring that the learning outcomes of over 696,000 students are achieved, and that they acquire the knowledge and skills necessary to contribute to a healthy society and a prosperous, sustainable economy. The ministry is also responsible for developing and implementing an affordable, inclusive, and high-quality system of child care that is accessible to all families. The ministry is responsible for working in partnership with Indigenous communities to develop a distinctions-based approach to child care and ensure that wherever Indigenous families seek child care services, they will find cultural safety.

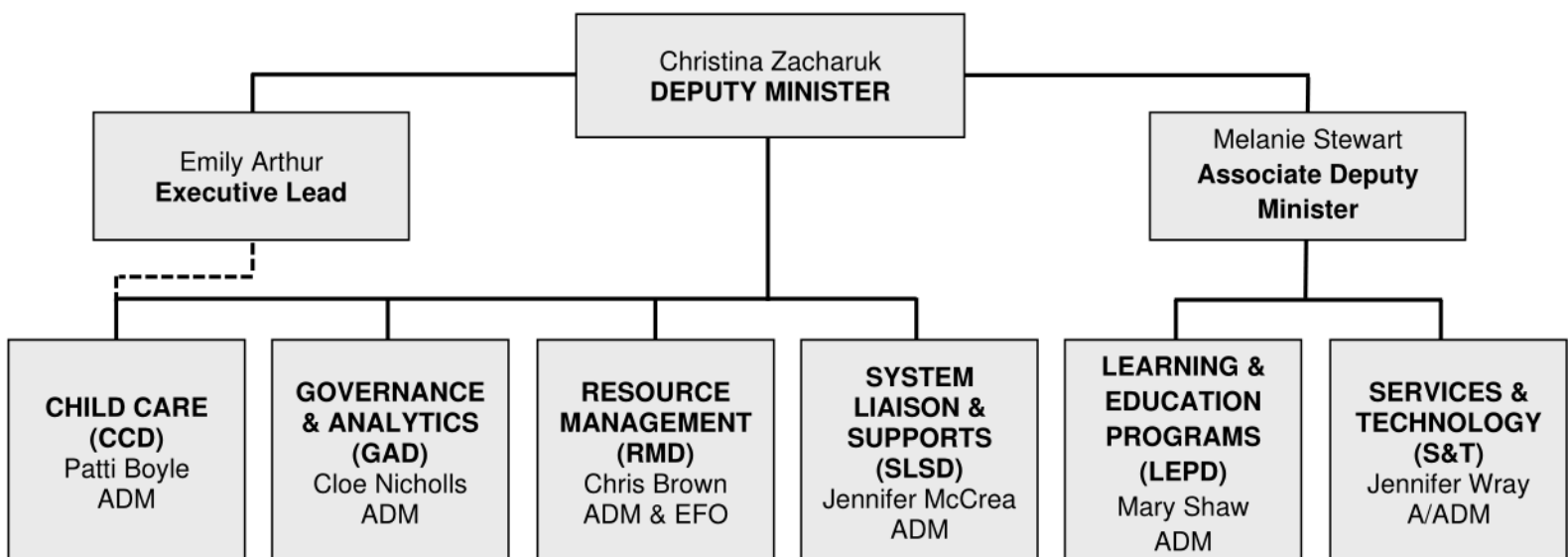
### Ministry Mandate

As specified in the Statement of Education Policy Order, the ministry’s mandate is to develop the “Educated Citizen,” which is defined as the Intellectual, Human, Social, and Career Development of students.

The Ministry of Education and Child Care has a duty to set policies for the British Columbia public school system in accordance with specified duties and powers. The ministry has a corresponding responsibility to ensure that the education system provides students with opportunities for a quality education in a cost-effective manner; set standards and overall directions for the education system; provide leadership and encouragement to all educational agencies in the province; cooperate with provincial agencies in the delivery of non-educational support services to students; and focus at a high level of provincial concern on the following areas:

- (1) finance and facilities;
- (2) program direction, development and implementation;
- (3) student access and achievement;
- (4) teaching performance; and
- (5) system evaluation and public accountability.

### Executive Organizational Chart



## ADVICE TO MINISTER

<p style="text-align: center;"><b>CONFIDENTIAL</b> <b>ESTIMATES NOTE</b></p> <p>Ministry of Education and Child Care Date: February 21, 2024 Date updated: March 21, 2024 Minister Responsible: Rachna Singh</p>	<h1>Budget 2024</h1>
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### ADVICE AND RECOMMENDED RESPONSE:

- **Our government is taking action to address enrolment growth in schools and keep kids safe and supported so they can succeed in their education and beyond.**
- **This means strong supports in education and child care with a budget of over nine and a half billion dollars (\$9.615 billion) to support kids and students this year.**
  - **That’s almost a nine percent (9%) funding lift this year for public education to align with enrolment and wage growth.**
- **Alongside record capital investments, Budget 2024 boosts supports for K to 12 students, families, staff, and communities so that everyone—including young people—can see a future for themselves in this province.**
- **Compared to last year, Budget 2024 provides the ministry with an almost one point five billion dollars (\$1.5 billion) lift in operating funding over three years.**
- **Overall, Budget 2024 invests almost thirty billion dollars (\$30B) over three years to support education and child care operations.**

## ADVICE TO MINISTER

### IF ASKED ABOUT CAPITAL:

- **We continue to make record investments in schools.**
- **Budget 2024 includes our highest ever capital funding in a single year - over one point zero four six billion dollars (\$1.046B), and three point seven five billion dollars (\$3.75B) over the next three years to expand, improve and maintain schools.**
  - **Two point two six two billion dollars (\$2.262B) for expansion and replacement projects that address enrolment growth.**
  - **Seven hundred and seventy-five million dollars (\$775M) to accelerate the Seismic Mitigation Program.**
  - **And seven hundred and fifteen million dollars (\$715M) for routine capital to maintain and improve schools throughout the province.**
- **Budget 2024 includes almost fifty percent (50%) more than Budget 2023 had earmarked for expansion and replacement projects over three years.**
- **To further support growing communities, Budget 2024 commits one hundred and eighty-five million dollars (\$185M) to build classrooms faster through more provincially funded prefabricated additions and opportunities to buy more school sites.**
- **That's on top of the one hundred and fifty-six million (\$156M) we provided last fall to help meet enrolment**

## ADVICE TO MINISTER

demands.

- **We know building new schools, expanding existing schools and investing in prefabricated additions will lead to more student spaces faster and operating savings for school districts.**

### IF ASKED ABOUT NEW SUPPORTS:

- **Ensuring students are supported to succeed is our top priority.**

### IF ASKED ABOUT FOOD PROGRAMS:

- **We know students learn best when they are fed.**
- **We're providing almost nineteen million dollars (\$19M) more this year through our Feeding Futures Fund to support students most at risk of going hungry during the school day.**

### IF ASKED ABOUT LITERACY:

- **We know some children need more support to succeed in their learning.**
- **We're taking action through thirty million dollars (\$30M) in new funding to provide literacy screening and learning supports for students earlier in their education journey, so every child—especially those with dyslexia and other learning disabilities—get the support they need to achieve their best in their education and beyond.**



## ADVICE TO MINISTER

- **We look forward to sharing more details later this spring.**

### **IF ASKED ABOUT SUPPORTS FOR STUDENTS WITH DISABILITIES AND DIVERSE ABILITIES:**

- **An important area of support in Budget 2024 is an additional one point four million dollars (\$1.4M) each year that will support students with disabilities and diverse abilities through a second provincial school outreach team.**
- **Combined with last year's funding announcements, that's over nine million dollars (\$9M) for the next three years for specialists like occupational therapists, speech language pathologists, learning support teacher consultants and school psychologists so all students - especially in school districts in rural and remote areas - are better connected to the supports they need.**
- **Additionally, our new Literacy supports will be further maintained by provincial outreach programs and the new Provincial School Outreach teams, who will have expanded capacity to provide teachers and support staff with access to training and resources to address the literacy needs of students with disabilities and diverse abilities.**

### **IF ASKED ABOUT CLASSROOM STAFF SUPPORTS:**

- **We've increased funding for school facilities and in-classroom supports this year to help districts continue**

## ADVICE TO MINISTER

to hire teaching staff and address inflationary costs.

- This year's Budget provides the Classroom Enhancement Fund an additional two hundred and fifty-five million dollar (\$255M) boost over three years for school districts to continue to meet their commitments under the collective agreement.
  - We're further supporting the K-12 sector with ongoing funding through the Future Ready Plan to help boost recruitment and retention of more certified teachers, with a focus on rural and remote areas and Indigenous teachers.

### IF ASKED ABOUT AFFORDABILITY SUPPORTS:

- We know big issues like affordability are still top of mind this year for parents and families in our school communities - especially those who were already finding it hard to make ends meet.
- Building on the sixty million dollars (\$60M) we provided to support families through the Student and Family Affordability Fund, and two hundred and fourteen million (\$214M) over three years for the new Feeding Futures program in Budget 2023 to support school meal programs throughout the province, we're taking action again today to support students in B.C.
- We are replenishing the Student and Family Affordability Fund this year with an additional twenty million dollars (\$20M) to help districts and independent schools meet

## ADVICE TO MINISTER

the needs of their students and families with the additional costs that comes with school supplies, field trips, band, or school sports.

- **We know families can't afford to wait. We look forward to having more to say in the coming days/weeks.**

### IF ASKED ABOUT CLIMATE:

- **Kids are looking to us to lead on clean initiatives and support their futures. This year, we have nine million (\$9M) in additional funding through Budget 2024 for the electrification of school buses.**
- **We know the impacts of these supports reach far beyond the classroom walls.**
- **These supports are part of our long-term commitment to ensure every student in our province is supported and ready to learn.**

### IF ASKED ABOUT INDEPENDENT SCHOOL FUNDING:

- **The funding formula for Independent Schools has been in place for over 30 years and has not changed.**
- **Independent schools are only seeing an increase relative to public schools.**
- **If needed: We understand that parents and caregivers want choices for their kids' education. Independent schools serve a range of communities, including faith-**

## ADVICE TO MINISTER

**based, university preparatory and specialized programs for students with disabilities.**

- **Independent schools provide education programs to thirteen point two percent (13.2%) of the K to 12 population for less than six percent (6%) of the total ministry budget and have seen increases this year due to associated Public School wage lifts and enrolment growth.**
  - **This budget includes just over five hundred and seventy million (\$570M) for independent schools in 24/25.**
  - **At the same time, government doesn't fund capital projects for independent schools.**
- **Funding for some independent schools is required under the Independent School Act.**

### **Background:**

The Ministry of Education and Child Care's total operating budget for fiscal 2024/25 is \$9.615 billion (including Special Accounts).

Budget 2024 lifts include:

- \$650.8M for actual and projected enrolment growth in public schools;
- \$301.9M to fund public school wage lifts related to the 2022 Shared Recovery Mandate (SRM) for Cost-of-Living Adjustment (COLA) and Management/Excluded Compensation for SY 2023/24;
- \$254.5M in funding under the Classroom Enhancement Fund (CEF);
- \$219.7M for independent schools to fund enrolment and associated increases related to the 2022 SRM costs for public schools;
- \$30.3M for additional learning supports – more to come later this spring;
- \$5.3M to fund ratified SRM costs for Child Care Community Social Services organizations;
- \$6.7M to fund Ministry Administration (K-12 and Child Care) salary and benefit costs related to the 2022 Shared Recovery Mandate COLA and Management/Excluded Compensation approved for FY 2023/24;
- \$4.2M to fund Children and Youth with Support Needs School Outreach Teams related to Budget 2023; and

## ADVICE TO MINISTER

- \$.5M net reduction for the Teachers Act Special Account due to savings anticipated for ongoing operational costs.

Budget 2024 also includes a record \$3.752B in capital funding for the K-12 sector over the next three years (increase of \$799M compared to the three-year outlook announced in Budget 2023). This funding includes:

- \$2.262B to invest in Expansion and Replacement projects;
- \$775M to accelerate the Seismic Mitigation Program; and
- \$715M to invest in asset rehabilitation and maintenance.

Budget 2024 provides for a lift of over \$600 million to public schools this year compared to Budget 2023. In total, an additional of \$1.473 billion in operating funds for the ministry over three years. Budget 2024 lifts: (\$000)

2024/2025:	\$ Change from 2023:	% Change from 2023:
Public Schools: 8,023,617	632,123	8.55%
Independent: 571,217	72,240	14.48%
Transfers to other partners: 59,053	-2,585	-4.19%
Child Care: 865,255	37,878	4.58%
Executive and Support Services: 57,639	1,973	3.54%
BC Training and Education Savings Program Special Account: 30,001	0	0%
Teachers Act Special Account: 8,600	-217	-2.46%
Totals: 9,615,382	741,412	8.35%

Budget comparisons:

Year	Operating** (\$000)	Capital^ (\$000)
2013/14	5,365,750	469,054
2014/15	5,386,605	438,217
2015/16	5,498,443	392,109
2016/17	5,608,854	454,385
2017/18	6,099,997	523,657
2018/19	6,340,751	483,205
2019/20	6,568,898	788,189
2020/21*	6,694,425	880,192
2021/22	7,131,834	1,033,349
2022/23	7,400,726	930,347
2023/24	8,046,079	864,898
2024/25	8,749,613	1,046,194

^ Provincial contributions only, excludes other taxpayer supported capital contributions.

\*2020/21 Operating is restated for Public Libraries transfer to the Ministry of Municipal Affairs.

\*\* For year over year comparative purposes, excludes Special Accounts (BC Training and Education Savings Program and Teachers Act) and Child Care sub-vote and Minister of State.

## ADVICE TO MINISTER

### Basic Allocation Rates by School Year (2016/17 to 2024/25)

2016/17:

- **\$7,218** per school-age FTE (\$6,030 per school-age FTE enrolled in Distributed Learning)

2017/18:

- **\$7,301** per school-age FTE (\$6,100 per school-age FTE enrolled in Distributed Learning)

2018/19:

- **\$7,423** per school-age FTE (\$6,100 per school-age FTE enrolled in Distributed Learning).

2019/20:

- **\$7,468** per school-age FTE (\$6,100 per school-age FTE enrolled in Distributed Learning).

2020/21:

- **\$7,560** per school-age FTE (\$6,100 per school-age FTE enrolled in Distributed Learning).

2021/22:

- **\$7,885** per school-age FTE (\$6,360 per school-age FTE enrolled in Distributed Learning) (up +\$325 per school age FTE and \$260 per FTE in DL)

2022/23:

- **\$7,885** per school-age FTE (\$6,360 per school-age FTE enrolled in Online Learning) (up +\$325 per school age FTE and \$260 per FTE in OL)

2023/24:

- 8,625 per school-age FTE (\$6,960 per school-age FTE enrolled in Online Learning) (up +\$740 per school age FTE and \$600 per FTE in OL)

2024.25

- 8,915 per school-age FTE (\$7,200 per school-age FTE enrolled in Online Learning) (up +\$290 per school age FTE and \$240 per FTE in OL)

**Teachers Act Special Account** is estimated at \$8.6 million in 2024/25, a net reduction of \$0.2 from 2023/24. The account was established to keep the associated revenues and expenses related to teacher regulation separate from other ministry operations. As a Special Account, the Teacher Regulation Branch (TRB) operates on a cost-recovery basis - revenues must be sufficient to cover all expenses related to the delivery of its mandate. TASA is not a part of the Ministry Operations appropriation.

### BC Training and Education Savings Program

There is no change to the BC Training and Education Savings Program in *Budget 2024* as funding has stayed at \$30 million.

Program Area Contact:	Kristin Rutledge Liz Marko
File Created:	January 31, 2024 Sara White 250-208-7705

## ADVICE TO MINISTER

<p>CONFIDENTIAL ESTIMATES NOTE Ministry of Education and Child Care Date: January 31, 2024 Date updated: February 9, 2024 Minister Responsible: Rachna Singh</p>	<h1>Prefabricated Additions</h1>
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### ADVICE AND RECOMMENDED RESPONSE:

- **Over the past two and a half years a record number of people have chosen to make B.C. their home, which means we're seeing more enrolment growth in schools.**
- **After years of underfunding and neglect by the previous government, we're taking action by building new schools and expanding schools in fast-growing areas.**
- **In Fall 2023, the government provided one hundred and fifty-six million dollars (\$156 million) for prefabricated school addition projects in eight school districts.**
- **These projects will rapidly create 104 new classrooms, with the equivalent of two thousand five hundred and thirty-five (2,535) new seats, in high enrolment growth communities.**
- **These projects are scheduled for occupancy in 2024 and 2025.**

## ADVICE TO MINISTER

- **As part of Budget 2024, there is over one hundred million (\$100 million) in additional funding allocated for more prefabricated school addition projects.**

### IF ASKED: WHY PREFABRICATED ADDITIONS AND NOT TRADITIONAL BUILDINGS?

- **Prefabricated additions have a lifespan of 30 to 50 years and can get students into new classrooms faster than traditional buildings.**
- **They offer the same level of comfort for students and staff while also providing a solution to high student enrollment growth.**
- **Additionally, they are designed with the health and wellbeing of students in mind, with natural light, and HVAC systems that provide heating and partial cooling.**

### IF ASKED: WHAT'S THE FUTURE FOR INCREASED ENROLLMENT?

- **Our government is committed to working with school districts and municipalities to find more innovative solutions to address enrollment growth.**
- **This includes:**
  - **Speeding up provincial approvals for capital projects.**



## ADVICE TO MINISTER

- **Financially supporting project offices in growing school districts to help deliver school projects.**
- **It also includes prefab additions to meet the demands of high student enrollment more quickly.**

### IF ASKED: WHAT'S THE PLAN FOR FUTURE GROWTH?

- **To plan for future growth, we've invested in 25 school sites to make sure land is available to build new schools when they're needed, including property purchases in:**
  - **Colwood and Langford**
  - **Langley**
  - **Maple Ridge**
  - **Surrey**

#### **Background:**

- Over the past two and half years, there has been record population growth into the province with more than 350,000 new people moving to B.C. As a result of this influx, schools in the province faced student enrollment pressures.
- As an example, in the Chilliwack school district, district enrolment stats for 2021 counted 13,581 students and this grew by 605 to 14,186 students for the 2022/2023 school year. Enrolment forecasts for the 2023/2024 school year suggest that the district will grow by another 200 students. This has resulted in enrolment growth of over 800 students in the past two years.
- To meet this challenge, the Province is working with high-growth school districts to develop solutions that address fast-paced enrolment growth specifically.
- Through an investment of \$156 million, the Ministry of Education and Child Care is adding 104 new classrooms, which is the equivalent of 2,535 new seats, to eight school districts. The new classrooms are expected to be ready for students as soon as fall of 2024.
- Communities receiving the new additions include Burnaby, Colwood, Coquitlam, Dawson Creek, Kelowna, Langford, Langley, Peace River (North and South), Richmond, and Surrey.
- As part of Budget 2024, there is over \$100 million additional funding allocated for more prefabricated school addition projects.

## ADVICE TO MINISTER

- Since September 2017, the Government of B.C. has provided more than \$4 billion for over 150 new and improved school capital projects as well as land purchases for future schools throughout the province.
- This has resulted in:
  - Nearly 25,000 new student spaces
  - Over 35,000 seismically safe seats across B.C.
  - Almost \$1.6 billion for 65 seismic projects
  - 267 million for 25 property purchases for future schools
- Budget 2023 includes \$4 billion for school capital projects over the next three years, including new and expanded schools, seismic upgrades and replacements, and land purchases for future schools.
- The Ministry also supports project offices in Vancouver, Surrey, Richmond, and for the CSF that are dedicated to accelerating the backlog of needed school capital projects in those districts.

Program Area Contact:	Geoff Croshaw AD/CMB Damien Crowell ED/CMB
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## ADVICE TO MINISTER

<p style="text-align: center;"><b>CONFIDENTIAL</b> <b>ESTIMATES NOTE</b></p> <p>Ministry of Education and Child Care Date: December 19, 2019 Date Updated: January 11, 2024 Minister Responsible: Rachna Singh</p>	<h1>School Capital – General</h1>
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### ADVICE AND RECOMMENDED RESPONSE:

- **Over the past two and a half years, a record number of people have chosen to make B.C. their home. This means we're seeing more enrolment growth in schools.**
- **After years of underfunding by the previous government, our government is focused on building new schools and expanding schools in fast-growing areas of the province.**
- **Since September 2017, we have announced over four billion dollars (\$4 billion) for more than one hundred and fifty (150) projects. This includes new schools, expansions, seismic upgrades, and property purchases for future schools.**
- **Our government is committed to working with school districts and municipalities to find innovative solutions to address enrollment growth.**
- **To plan for future growth, we've invested in twenty-five (25) school sites to make sure land is available to build new schools when they're needed.**

## ADVICE TO MINISTER

### IF ASKED ABOUT PLAYGROUND INVESTMENTS

- **To relieve the fundraising burden on parents and support the health and well-being of our students, our government created a Playground Equipment Program in 2018. Since its inception, we have invested more than thirty-five million dollars (\$35 million) into the program.**
- **Under this program, two hundred and fifty-six (256) new playgrounds have been built at schools across the province, benefiting more than sixty-three thousand (63,000) children, including those living in surrounding neighbourhoods.**

#### **Background:**

Since September 2017, the ministry has announced almost \$4.0 billion for over 150 school capital projects. This includes:

- Almost 27,000 new student spaces.
- Over 35,000 seismically safe seats.
- Almost \$1.6B for 65 seismic projects (since 2017).
- Construction and delivery of additional prefabricated classrooms in fast-growing school regions like Surrey, Burnaby and Langley.
- \$267 million for 25 property purchases for future schools
  - Property purchases in Langford, Colwood, Langley, Maple Ridge, Fernie and Surrey.

The ministry also supports project offices in Vancouver, Surrey, Richmond, and for the CSF that are dedicated to accelerating the backlog of needed school capital projects in those districts.

#### **Playgrounds**

Starting in 2018/19, the government started providing \$5 million annually for schools to purchase playground equipment in the Playground Equipment Program (PEP).

To date, \$35 million has been invested to build 256 new playgrounds throughout B.C. - benefiting more than 63,000 children. The PEP funding for 2021/2022 received a one-time \$5 million dollar boost compared to previous years, to meet increasing demand, and improve accessibility for children of all abilities. The funding for each project has also been increased by \$40,000 to a total of \$195,000 to better support accessible components - like ground cover, ramps and/or transfer platforms that connect to the play structure - to ensure there's a place for all students to play.

## ADVICE TO MINISTER

### Issues

Issues informing ongoing capital spending include:

- Enrollment growth in fast growing communities, in districts such as Surrey, Sooke and Langley.
- Delays due to elongated business case development processes, which the ministry has addressed through a more streamlined process. Use of swing space to temporarily re-locate students during seismic projects.
- Budget escalation for major capital projects due to inflation
- District capital asks are high despite significant investment made since 2017.

Program Area Contact:	Damien Crowell, A/ED CMB Chris Brown, ADM RMD	
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## ADVICE TO MINISTER

<p style="text-align: center;"><b>CONFIDENTIAL ESTIMATES NOTE</b></p> <p>Ministry of Education and Child Care Date: February 14, 2019 Date Updated: February 27, 2024 Minister Responsible: Rachna Singh</p>	<h1>Seismic Mitigation Program</h1>
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### ADVICE AND RECOMMENDED RESPONSE:

- **Our government takes the safety of students and staff very seriously.**
- **That's why we're working hard to make sure every B.C. student can attend a school that is seismically safe.**
- **The primary objective of the Seismic Mitigation Program is to protect students by minimizing the probability of structural collapse as a result of a seismic event.**
- **We've worked with school districts to prioritize seismic upgrades or replacements to keep students and staff safe at school in communities throughout B.C.**
- **Our goal is to have all B.C. students in seismically safe seats as soon as possible.**
- **Over the past seven years, the Government of B.C. has invested almost one point six billion dollars (\$1.6 billion) to seismically upgrade sixty-five (65) schools.**
- **This has ensured that over thirty-five thousand (35,000) more students are attending schools that are seismically safe.**

## ADVICE TO MINISTER

- **Budget 2024 commits an additional seven hundred and seventy-five million dollars (\$775M) for the Seismic Mitigation Program over the next three years.**
- **To date we've also funded twenty-eight (28) new or replacement schools outside of the Seismic Mitigation Program. These are all being built to modern seismic safety standards.**
- **And there is more to come, as we continue to support more school districts to develop business plans to mitigate high-risk schools.**
- **We're actively working to bring those projects to approval as soon as possible.**

### IF ASKED ABOUT SWING SPACES

- **I completely understand the concerns of parents when students are temporarily relocated during seismic upgrade projects.**
- **Boards of education decide which swing spaces are used and are responsible for planning and communicating temporary arrangements with their school community.**

### IF ASKED ABOUT DECISIONS TO REPLACE OR UPGRADE SCHOOLS

- **A lot of work and analysis goes into each business case to determine the best option to seismically mitigate a school.**

## ADVICE TO MINISTER

- **Some of the factors include the school's risk rating, age, and enrolment.**
- **In some cases, expansions are included in seismic replacement projects.**
- **Our goal is to seismically mitigate schools efficiently so there are enough safe seats for every student over time.**

### IF ASKED ABOUT DEFERRED MAINTENANCE

- **Generally, seismic upgrade projects include significant renovations to impacted electrical and mechanical systems, and hazardous material abatement where necessary.**
- **The ministry offers funding to support school districts in maintaining their schools, including the Annual Facilities Grant.**
- **Budget 2023 includes one hundred and forty-seven point one million dollars (\$147.1 million) for school districts to address their maintenance needs in a versatile way based on their priorities.**

#### **Background:**

The ministry's Seismic Mitigation Program aims to have all B.C. students in seismically safe seats as soon as possible. Since September 2017, \$1.6 billion has been invested to seismically upgrade 65 schools.

As of January 2024, 224 high-risk schools have been mitigated, while 9 are under construction and 6 are proceeding to construction. 14 schools are in the business case development stage, while another 245 have been identified as future priorities.



## ADVICE TO MINISTER

RISK (On a Block Basis)	RISK DEFINITION (Risk Levels based on the NBC Code Hazard which is the Maximum Credible Earthquake (2% in 50 Years))
High 1 (H1)	Most vulnerable structure; at highest risk of widespread damage or structural failure. Not repairable after event. Structural and non-structural seismic upgrades required.
High 2 (H2)	Vulnerable structure; at high risk of widespread damage or structural failure. Likely not repairable after event. Structural and non-structural seismic upgrades required.
High 3 (H3)	Isolated failure to building elements is expected; building not likely repairable after event. Structural and non-structural seismic upgrades required.
Medium (M)	Isolated damage to building elements is expected; non-structural elements (such as bookshelves, lighting) are at risk of failure. Non-structural upgrades required. Building to be upgraded or replaced within the Capital Plan when it has reached the end of its useful life.
Low (L)	Least vulnerable structure. Would experience isolated damage and would probably be repairable after an event. Non-structural upgrades may be required.

### Issues:

#### **Concern about the Government’s decision to spend budget on other projects instead of seismically upgrading schools**

The ministry is continuously reviewing capital plan submissions from all 60 school districts to prioritize investments that provide the best benefit for students and staff – including critical considerations such as seismic safety.

Cost estimates for major school capital projects like seismic upgrades or replacements are not fully quantified until individual projects receive formal support from government, and school districts bring forward options to carry out the projects; however, the estimated cost to address the 250 outstanding seismically vulnerable school would be an additional \$5.0 billion in capital funding.

#### **Between 2012 and 2017, \$574 million was spent on seismic upgrades. Since 2017, the Province has invested over \$1.6 billion.**

Budget 2023 includes \$3.4 billion for investments in school capital projects which includes \$810 million for seismic upgrades.

#### **Swing space concerns**

To mitigate high-risk schools efficiently, many seismic upgrade projects include re-locating students to a new school site during construction.

Vancouver has a surplus of empty seats throughout the district, which provides an opportunity to use swing space to accelerate the pace of an upgrade or replacement project. Concerns are mostly around the distance between the school and the swing space, and the condition of the swing space.

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Boards of education decide which swing spaces are used and are responsible for planning and communicating this with the school community.

### **Decisions to upgrade or replace schools**

After some announcements, there were concerns from the public that a school would be better replaced than upgraded.

Ministry staff work from school districts' capital plans and support districts to move forward with business cases with individual projects. These business cases include a number of options for seismic mitigation. Ministry staff review the scope, schedule, and budget for each business case developed by the school districts.

Ministry policy is to move forward with the lowest-cost option that best protects students, with school districts having an ability to offset the difference between the lower cost option and more expensive options (such as replacements). This policy enables the government to accelerate funding for as many Seismic Mitigation Program projects as possible, so all B.C. students can be in seismically safe schools as fast as possible.

However, as owners of schools, it is up to school districts to maintain them. The ministry offers a number of funding envelopes, such as the Annual Facility Grant and the School Enhancement Program, to assist districts with maintenance costs.

### **Seismic Retrofit Guidelines (SRG3)**

In June 2019, 151 schools from Vancouver Island, Haida Gwaii and Richmond were added to the SMP as future priorities due to the third edition of the Seismic Retrofit Guidelines (SRG3) being released.

The SRG3 guidelines show that, due to new research and assumptions, many school blocks that were once thought to be low or medium risk, are now believed to be high risk. The 151 schools that were added to the SMP included 14 schools that have already had high risk blocks upgraded. However, only blocks of schools that were previously considered low or medium risk and were not upgraded as part of the SMP were added to the program.

Ministry staff have communicated this information to school district staff, with these projects being added to school district capital plan submissions in the district defined priority order.

### **2020 update**

The SRG is a living document which is updated in response to changes to earthquake forces predicted in the National Building Code (NBC) and BC Building Code (BCBC). SRG is also updated to include improved science and understanding of the performance of buildings under earthquake forces coming from tests at the UBC Seismic Lab. It was most recently updated in 2020 and all facilities previously retrofitted are still considered safe under SRG2020.

### **Timelines**

The previous government committed to having all schools upgraded by 2030. Under the current government, ministry staff have been working to have all schools upgraded as soon as possible.

Program Area Contact:	Damien Crowell, Executive Director, CMB
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## ADVICE TO MINISTER

<p style="text-align: center;"><b>CONFIDENTIAL</b> <b>ESTIMATES NOTE</b></p> <p>Ministry of Education and Child Care Date: February 28, 2024 Date updated: February 21, 2024 Minister Responsible: Rachna Singh</p>	<h1>Teachers Act Special Account</h1>
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### ADVICE AND RECOMMENDED RESPONSE:

- **When the current model for certifying and regulating teachers was established in 2012, annual practice fees for educators were lowered from one hundred twenty dollars (\$120) to eighty dollars (\$80).**
- **The eighty-dollar (\$80) fee was in place for over twelve years, despite increased administrative costs and inflation.**
- **In April 2024, the annual practice fee will raise to ninety-five dollars (\$95). This will cover the increased administrative costs and allow for the teaching profession to be regulated without running a deficit.**
- **Application and annual practice fees for educators in B.C. are substantially lower than other professional annual practice fees in B.C., and lower than other teacher regulators in Canada.**
- **To support a robust educator workforce, the ministry is reviewing all costs associated with certification for teachers, in particular internationally trained teachers, and looking at ways to reduce cost barriers while maintaining the sustainability of the Teachers Act Special Account (TASA).**

## ADVICE TO MINISTER

### IF ASKED

- **TASA covers the cost of regulating the teaching profession. TASA's revenue comes from the annual practice fees paid by certified teachers and application fees paid by teacher applicants.**
- **All aspects of the Teacher Regulation Branch's administrative process are reviewed on a regular basis, with the goal of finding administrative cost savings where possible.**
- **The annual practice fee covers the maintenance of a registry of active certificate holders, conducting cyclical criminal record checks for all certified educators, and administering a system of professional standards and discipline to maintain public trust in the K-12 education system.**

### **Background:**

#### **Statistics:**

- Government took over the regulation of the teaching profession in 2012, when the BC College of Teachers was disbanded, and the Teacher Regulation Branch was established.
- When the new regulatory model was established in January 2012:
  - the former BC College of Teachers accumulated surplus (or funding balance) was transferred to the Special Account; and,
  - the annual practice fee was reduced from \$120 to \$80, resulting in decreased revenue of \$2.5 million per year.
- Since 2012, TASA has funded teacher regulation operations despite revenues consistently being below expenditures. This was possible because TASA carried an accumulated surplus from the former BC College of Teachers, which used to charge a higher annual practice fee (\$120 vs \$180).
- A draw down of the surplus account over time necessitated a \$15 increase to the annual practice fee, which takes effect in April 2024. A \$95 annual practice fee will ensure that TASA can fully fund teacher regulation operations without running a deficit.
- The average revenue generated by fees each fiscal year and held in the Teachers Act Special Account is \$7.5 million.
- The Treasury Board approved budget for 2023/24 is \$8.817 million. This budget includes salaries for staff who carry out the operations of teacher certification and discipline (62% of the budget), building occupancy (10% of the budget), legal fees (10% of the budget), as well

## ADVICE TO MINISTER

as remuneration for the Commissioner for Teacher Regulation (2% of the budget), the BC Teachers Council and hearing panels (4% of the budget) and other operating costs (12% of the budget)

- Forecasted expenses as at December 31, 2023 are expected to be \$8.22 million. Forecasted revenue is expected to be \$7.82 million (\$6.37 million from annual certification fees and \$1.45 million application and other fees). The shortfall will be supplemented with \$0.74 million from the Special Account surplus.
- Government Financial Information
- Government Financial Information

Program Area Contact:	Kristin Rutledge, Executive Director and CFO, MSB Sarvi Brent, Executive Director, Teacher Regulation Branch
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## ADVICE TO MINISTER

<p style="text-align: center;"><b>CONFIDENTIAL</b> <b>ESTIMATES NOTE</b></p> <p>Ministry of Education and Child Care Date: March 19, 2024 Date updated: March 22, 2024 Minister Responsible: Rachna Singh</p>	<h1>2024/2025 Operating Grants and District Funding</h1>
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### ADVICE AND RECOMMENDED RESPONSE:

- **Our government is taking action to address enrolment growth in schools and keep kids safe and supported so they can succeed in their education and beyond.**
- **This means strong supports in education and child care so that students in all districts can receive a quality education.**
- **Compared to last year, this year's budget provides the ministry with an almost one point five billion dollar (\$1.5B) lift in operating funding over three years.**
- **Operating grants to school districts, including special grants, are estimated to total almost eight billion dollars (\$8B) for the 2024/25 school year, increasing by two hundred and nine million dollars (\$209M) from last year, and two point eight billion dollars (\$2.8B) or fifty-five percent more than in 2016/17.**
- **The Province has been steadily increasing operating funding since 2017. Including special grants, total operating funding per student is now estimated at over thirteen thousand dollars (\$13,000) per student for the 2024/25 school year. This is forty percent higher than in 2016/17.**

## ADVICE TO MINISTER

- **This includes over seventy million dollars (\$70M) this year through Feeding Futures to support school food programs throughout the province.**
- **Ensuring students are supported to succeed is our top priority. Our government is committed to improving services for all students after many years of underfunding in our school system.**

### IF ASKED ABOUT INDIGENOUS AND DIVERSE LEARNING NEEDS:

- **The amount of money school districts are receiving to support Indigenous learners and students with special needs is increasing for the 2024/25 school year.**
- **Targeted funding for Indigenous learners is estimated to total one hundred and fourteen million dollars (\$114 M) in 2024/25. This is an increase of forty-four million dollars (\$44 M), or sixty-four percent (64%) since we formed government.**
- **We are also supporting students with special needs with an estimated nine hundred and thirty-one million dollars (\$931 M) in additional funding in 2024/25 – almost double the funding since we formed government.**
- **We're also providing thirty million dollars (\$30M) in new funding this year to provide literacy screening and learning supports for students earlier in their education journey. This will ensure every child – especially those with dyslexia and other learning disabilities – get the support they need to achieve their best in their education and beyond.**

## ADVICE TO MINISTER

### IF ASKED ABOUT CLASSROOM SUPPORTS:

- **This year's Budget provides the Classroom Enhancement Fund an additional two hundred and fifty-five million (\$255M) boost over three years for school districts to continue to meet their commitments under the collective agreement.**
  - **This funding will support districts to hire five thousand three hundred (5,300) teaching positions including over eight hundred (800) special education teachers, and more than two hundred (200) teacher psychologists and counsellors.**
- **The Learning Improvement Fund will continue, totalling twenty-five million (\$25M) this year.**
- **The Annual Facility Grant is more than one hundred and fifty million (\$150M) this year to help school districts to maintain and operate their schools.**
- **Additionally, we've provided another twenty million (\$20M) in the 2023/24 school year through the Student and Family Affordability Fund to support students and families that need it most with school expenses – on top of the over sixty-three million (\$63M) we provided in 2022 to both public and independent schools.**



## ADVICE TO MINISTER

### IF ASKED ABOUT RURAL AND REMOTE AREAS:

- **We recognize there are higher costs to provide education services in rural districts – we are improving equity in the system by continuing to increase funding for those districts.**
- **Students at rural schools will benefit from over three hundred and seventy-one million (\$371 M) allocated this year, twelve million (\$12 M) more than last year and almost one hundred million (\$100M) more than in 2016/17.**
- **We're further supporting the K-12 sector with ongoing funding through the Future Ready Plan to help boost recruitment and retention of more certified teachers, with a focus on rural and remote areas and Indigenous teachers.**
  - **We have another five hundred thousand dollars (\$500,000) going towards support hiring initiatives in remote and rural school districts, which helped hire fifty (50) teachers in those regions this past summer.**
- **Through the new Provincial School Outreach Teams, we are investing over three million (\$3M) a year to provide students with disabilities and diverse abilities, especially in rural and remote areas, with access to occupational therapists, speech language pathologists, learning support teacher consultants and school psychologists.**

## ADVICE TO MINISTER

### IF ASKED ABOUT ENROLMENT INCREASES

- **With three hundred and fifty thousand (350,000) more people choosing B.C. as their home in the past two and a half years, B.C. remains a desirable place to live and raise a family with good-paying jobs and strong clean economy.**
- **Districts are forecasting seven thousand nine hundred and seventy-four (7,974) more full-time students (total for all sixty SDs) throughout the 2024/25 school year (school age and adult).**
- **We continue to make strong investments in schools. With Budget 2024's record Capital investments, we know building new schools, expanding existing schools and investing in prefabricated additions will lead to more student spaces faster and operating savings for school districts.**
  - **Across the province, we're expecting almost five thousand (5,000) more students will be learning in brand new and expanded schools by the end of this school year, with new schools opening in communities, like Burnaby and Vancouver.**
- **The ministry is working with education partners to develop a comprehensive K to 12 workforce strategy to support and sustain a stable, qualified, and engaged K to 12 workforces, and providing increased funding for classroom supports this year.**
- **These investments are how our government is taking**

## ADVICE TO MINISTER

### action to address enrolment growth in schools and keep kids safe and supported so they can succeed in their education and beyond.

#### Background:

The *School Act* requires the Minister of Education and Child Care to provide operating grant allocations to boards of education for the coming school year on, or before, March 15. This year the ministry published the [preliminary operating grants](#) on March 14, 2024. These figures are estimates and will be adjusted in the fall to reflect actual enrolments. School districts are required to submit their balanced 2024/25 Annual Budget to the ministry by June 30, 2024.

Operating grants will be recalculated following the September 2024, February 2025, and May 2025 enrolment counts.

When including all operating funding, including special grants, the government provides \$13,229 on average per student, 40.3% higher than in 2016/17.

**Table 1: Enrolment Changes**

	Sept 2021	Sept 2022	Sept 2023	Sept. 2024 Estimated
Standard Schools (FTE)	541,245	553,869	566,313	574,032
OL (FTE)	10,086	8,035	8,323	8,249
Level 1 (headcount)	586	570	574	563
Level 2 (headcount)	27,254	29,367	31,727	32,807
Level 3 (headcount)	8,402	8,644	9,060	9,329
ELL/FLL (headcount)	66,577	73,677	82,311	86,885
Indigenous Ed. (headcount)	62,890	64,105	64,620	64,647

Provincial total – total public-school operating grants (+43.5% compared to 2016/17)

- 2016/17: \$4.92 billion
- 2017/18: \$5.04 billion (increase from 2016/17: \$114 million; 2%)
- 2018/19: \$5.22 billion (Increase from 2017/18: \$182 million; 4%)
- 2019/20: \$5.39 billion (Increase from 2018/19: \$171 million; 3%)
- 2020/21: \$5.52 billion (Increase from 2019/20: \$132 million; 2%)
- 2021/22: \$5.84 billion (Increase from 2020/21: \$321 million; 6%)
- 2022/23: \$6.01 billion (Increase from 2021/22: \$167 million; 3%)
- 2023/24 interim: \$6.72 billion (increase from 2022/23: \$715 million; 12%)
- 2024/25 estimated: \$7.06 billion (increase from 2023/24: \$344 million; 5%)

Provincial total School-Age Full-Time Equivalent

- September 2021: 557,505
- September 2022: 568,526 (+11,021)
- September 2023: 581,525 (+13,190)
- September 2024 (*School district projections*): 589,067 (+7,542)

## ADVICE TO MINISTER

### **Supplementary Funding Allocations 2024/25**

#### Inclusive Education

- Level 1 – Physically Dependent/Deafblind
  - \$50,730 /student
- Level 2 – Intellectual disability, physical disability or chronic health impairment, visual impairment, deaf/hard of hearing, autism spectrum disorder
  - \$24,070/student
- Level 3 – intensive behavior interventions or serious mental illness
  - \$12,160/student

#### Indigenous Education

- \$1,770 per student

#### ELL/FLL

- \$1,795 per student

#### Student Location Factor

- Provincial total: \$104,802,919

#### Small Community Supplement

- Provincial total: \$102,964,543

#### Low Enrolment Factor

- Provincial total: \$63,876,245

#### **Top 5 declining enrolments - districts, based on Sept school-age FTE only:**

- SD 48 Sea to Sky -274
- SD 37 Delta -141
- SD 83 North Okanagan-Shuswap -94
- SD 82 Coast Mountains -83
- SD 91 Nechako Lakes -80

#### **Top 5 increasing enrolments - districts, based on Sept school-age FTE only:**

- SD 36 Surrey +1,636
- SD 39 Vancouver +1,098
- SD 41 Burnaby +1,041
- SD 35 Langley +816
- SD 43 Coquitlam +589

#### **Funding Protection districts in 2024/25 estimated grants:**

- SD 5 Southeast Kootenay
- SD 10 Arrow Lakes
- SD 37 Delta
- SD 48 Sea to Sky
- SD 64 Gulf Islands
- SD 74 Gold Trail
- SD 84 Vancouver Island West

#### **School districts with the highest estimated operating and special grants funding for 2024/25:**

- SD 36 Surrey \$1.00 billion
- SD 39 Vancouver \$648.2 million

## ADVICE TO MINISTER

- SD 43 Coquitlam \$426.1 million
- SD 35 Langley \$338.4 million
- SD 41 Burnaby \$332.7 million

<b>Summary of K-12 Funding: 2016/17 to 2024/25</b>									
	Operating Grants	Other Grants	Total	Increase from 2016/17		All Funded Enrolment	Per student average	Increase from 2016/17	
2016/17	\$4.92 B	252 M	\$5.18 B			548,905	9,430		
2017/18	\$5.04 B	579 M	\$5.62 B	\$441 M	9%	553,338	10,150	720	7.6%
2018/19	\$5.22 B	624 M	\$5.84 B	\$668 M	13%	558,728	10,460	1,030	10.9%
2019/20	\$5.39 B	769 M	\$6.16 B	\$983 M	19%	564,015	10,920	1,490	15.8%
2020/21	\$5.52 B	784 M	\$6.31 B	\$1,131 M	22%	561,244	11,238	1,808	19.2%
2021/22	\$5.84 B	690 M	\$6.53 B	\$1,356 M	26%	571,176	11,436	2,006	21.3%
2022/23	\$6.01 B	996 M	\$7.00 B	\$1,827 M	35%	583,713	11,998	2,568	27.2%
2023/24 Interim*	\$6.72 B	1,057 M	\$7.77 B	\$2,599 M	50%	595,502	13,056	3,626	38.5%
2024/25 Estimated	\$7.06 B	923 M	\$7.98 B	\$2,807 M	54%	603,475	13,229	3,799	40.3%

\* Interim as of December 2023

### Financial Management, Operating Surplus, and Reserves

- The balance of Operating Fund surpluses and deficits for all school districts totalled more than \$308 million as of June 30, 2023, of which boards have internally restricted \$205 million of the Operating Fund surpluses to be used in years 2023/24 and beyond.
- School districts collectively appropriated \$105 million of accumulated surplus from prior school years to balance their 2023/24 amended annual budgets. This is normal and accepted practice for school districts.
- School districts can transfer Operating funds into Local Capital. Primary purpose of these transfers is to pay for purchases of tangible capital assets (i.e., Board office renovations) and capital lease payments (i.e., photocopier and IT equipment leases). These transfers from Operating to Local Capital provide a conduit to lowering Accumulated Operating Surplus.

### Classroom Enhancement Fund (CEF)

The preliminary CEF allocation for the 2024/25 school year is \$676.5 million, which will be finalized once districts report actual costs in the fall of 2024.

## ADVICE TO MINISTER

CEF consists of three components:

- Staffing costs for BCTF teachers hired to implement the Memorandum of Agreement (MOA), including enrolling and non-enrolling (specialist) positions.
- Overhead costs related to the ancillary costs of employing the additional teachers, including leave coverage, and support staff dictated by collective agreement language.
- Remedy costs: The cost of time owing to a teacher where their class is not in compliance with the restored language despite 'best efforts,' calculated monthly.

CEF is the largest special purpose grant that is provided to districts outside of regular operating grants. Since the 2017/18 school year total CEF costs have grown from approximately \$390M to \$697M in 2023/24, with over 90% of CEF attributed to BCTF staffing (89%) and remedies (5%).

Program Area Contact:	Caroline Ponsford, ED, FFAB Ian Aaron, Dir SD, Fin Reporting. Kristin Rutledge, ED & CFO Neal Dobinson, SNR Econ	Personal
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## ADVICE TO MINISTER

<p style="text-align: center;"><b>CONFIDENTIAL</b> <b>ESTIMATES NOTE</b></p> <p>Ministry of Education and Child Care Date: August 31, 2022 Date updated: March 14, 2024 Minister Responsible: Rachna Singh</p>	<h1 style="text-align: center;">Student and Family Affordability Fund</h1>
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### ADVICE AND RECOMMENDED RESPONSE:

- **British Columbians are concerned about the impacts that increased interest rates and inflation are having on the cost of living, especially those who were already finding it hard to make ends meet.**
- **In 2022, our government introduced the Student and Family Affordability Fund, which provided one-time funding of sixty million dollars (\$60M) to school districts, meant to help ensure students were fed at school and had the supplies they needed to be successful for that school year.**
- **Now we've replenished that fund, with an additional twenty million dollars (\$20M) that districts can use to continue to support families who need it most with the additional fees associated with K to 12 education.**
- **This is on top of the historic investment in school food programs, two-hundred-and-fourteen-million dollars (\$214M) over three years through our Feeding Futures fund, that's available to school districts to create or expand local food programs in schools throughout B.C.**

## ADVICE TO MINISTER

- For some families, the Student and Family Affordability Fund might help with school supplies or seasonal coats and footwear.
- This additional funding will help minimize the cost of out-of-pocket purchases and expenses for parents and families who need it most.
- By investing in programs to support families who need it most, we're ensuring students are starting their school days fed and ready to learn and have everything they need to learn with.

### IF ASKED ABOUT FUNDING PROVIDED TO INDEPENDENT SCHOOLS:

- Through the legislated funding formula in the *Independent School Act*, the ministry is required to provide independent schools with a percentage of the full funding provided to public school districts.
- With this twenty million dollar (\$20M) replenishment funding, nearly nineteen million dollar (\$19M) will go to support public schools, with one point one million dollar (\$1.1M) provided through the Federation of Independent School Associations (FISA) to distribute to independent school authorities.
- We understand that parents and caregivers want choices for their kids' education. Independent schools serve a range of communities, including faith-based, university preparatory and specialized programs for students with disabilities.



## ADVICE TO MINISTER

- **We also recognize there are families who access education through independent schools who are also struggling to make ends meet right now.**

### **Background:**

To help address the increase in cost-of-living that British Columbians have been experiencing these past few years, the ministry provided B.C. school districts with a one-time \$60 million grant (August 2022) for the 2022/23 school year through the newly created Student and Family Affordability Fund. The Federation of Independent School Associations (FISA) received \$3.8 million to distribute to independent school authorities.

School districts were able to use this one-time funding to expand school food and meal programs, purchase school supplies for students and address other school-related expenses incurred by families, such as school field trips and extracurricular school activity costs.

In March of 2024, the ministry announced a replenishment of the Student and Family Affordability Fund, with an additional \$20 million funded through Budget 2023 contingencies. This replenished funding provides each of the 60 school districts with a minimum of at least \$100,000 to continue to support families and students through the rest of the 23/24 school year, and potentially into the 24/25 school year. The additional funding is not meant to be used for food programs, as all school districts are now receiving Feeding Futures funding to address school food program costs.

### **School Supplies**

Under section 82(1) of the *School Act*, students have a right to a free education. Under section 82(3), 82.2, and 82.3 of the *School Act*, boards are permitted to charge fees for certain disposable items (such as school and shop supplies, workbooks retained by the student) and extra-curricular activities (field trips, instrument rentals). However, under section 82.4 of the Act, boards can only do so if they have a financial hardship policy.

### **Student and Family Affordability Fund - Allocations for SY 2023/2024**

See *next page* for allocations for SY 2023/2024. SFAF figures for 2023/24 School Year will be posted later in spring with the February enrolment updates.

Program Area Contact:	Meghan Day, Stephanie Sinitsin
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SFAF figures for 2023/24 School Year will be posted later in spring with the February enrolment updates.

**Student and Family Affordability Fund - Allocations for SY 2023/2024**

		Grand Total Cost	\$	20.03 M		
		Independent Schools ▶	\$	1.13 M		
		Public School Total ▶	\$	18.89 M	\$	60.00 M
					\$	71.50 M
School District		Spring 2024 SFAF Allocation			SFAF SY 2022/23	Feeding Futures Allocation SY 23/24
5	Southeast Kootenay	\$	151,000	\$	693,747	\$ 808,815
6	Rocky Mountain	\$	169,000	\$	417,507	\$ 475,770
8	Kootenay Lake	\$	100,000	\$	553,554	\$ 644,263
10	Arrow Lakes	\$	100,000	\$	250,000	\$ 350,000
19	Revelstoke	\$	100,000	\$	250,000	\$ 350,000
20	Kootenay-Columbia	\$	173,000	\$	443,114	\$ 513,092
22	Vernon	\$	260,000	\$	925,658	\$ 1,079,115
23	Central Okanagan	\$	826,000	\$	2,396,709	\$ 2,808,793
27	Cariboo-Chilcotin	\$	100,000	\$	547,562	\$ 637,232
28	Quesnel	\$	100,000	\$	357,657	\$ 420,850
33	Chilliwack	\$	345,000	\$	1,526,471	\$ 1,769,556
34	Abbotsford	\$	722,000	\$	1,924,762	\$ 2,241,078
35	Langley	\$	781,000	\$	2,163,240	\$ 2,671,352
36	Surrey	\$	1,872,000	\$	7,385,112	\$ 8,711,614
37	Delta	\$	566,000	\$	1,509,498	\$ 1,765,282
38	Richmond	\$	809,000	\$	1,960,126	\$ 2,372,391
39	Vancouver	\$	2,026,000	\$	4,712,638	\$ 5,566,910
40	New Westminster	\$	191,000	\$	697,152	\$ 826,518
41	Burnaby	\$	740,000	\$	2,377,676	\$ 2,925,795
42	Maple Ridge-Pitt Meadows	\$	673,000	\$	1,588,729	\$ 1,900,067
43	Coquitlam	\$	861,000	\$	3,001,720	\$ 3,533,596
44	North Vancouver	\$	479,000	\$	1,472,288	\$ 1,734,379
45	West Vancouver	\$	100,000	\$	656,881	\$ 771,793
46	Sunshine Coast	\$	128,000	\$	422,210	\$ 499,932
47	Powell River	\$	149,000	\$	343,568	\$ 417,806
48	Sea to Sky	\$	188,000	\$	550,909	\$ 625,279
49	Central Coast	\$	100,000	\$	250,000	\$ 350,000
50	Haida Gwaii	\$	100,000	\$	250,000	\$ 350,000
51	Boundary	\$	100,000	\$	250,000	\$ 350,000
52	Prince Rupert	\$	100,000	\$	250,000	\$ 350,000
53	Okanagan Similkameen	\$	100,000	\$	298,786	\$ 350,000
54	Bulkley Valley	\$	100,000	\$	250,000	\$ 350,000
57	Prince George	\$	413,000	\$	1,439,982	\$ 1,682,425
58	Nicola-Similkameen	\$	100,000	\$	250,000	\$ 350,000
59	Peace River South	\$	100,000	\$	459,079	\$ 521,677
60	Peace River North	\$	141,000	\$	687,149	\$ 806,483
61	Greater Victoria	\$	469,000	\$	1,953,010	\$ 2,253,290
62	Sooke	\$	350,000	\$	1,251,529	\$ 1,565,710
63	Saanich	\$	247,000	\$	737,162	\$ 862,717
64	Gulf Islands	\$	100,000	\$	250,000	\$ 350,000
67	Okanagan Skaha	\$	206,000	\$	604,177	\$ 705,022
68	Nanaimo-Ladysmith	\$	495,000	\$	1,458,182	\$ 1,663,981
69	Qualicum	\$	138,000	\$	448,698	\$ 519,738
70	Pacific Rim	\$	125,000	\$	427,481	\$ 483,245
71	Comox Valley	\$	422,000	\$	980,354	\$ 1,141,262
72	Campbell River	\$	100,000	\$	607,563	\$ 709,927
73	Kamloops-Thompson	\$	336,000	\$	1,656,248	\$ 1,926,080
74	Gold Trail	\$	100,000	\$	250,000	\$ 350,000
75	Mission	\$	161,000	\$	689,814	\$ 800,105
78	Fraser-Cascade	\$	100,000	\$	250,000	\$ 350,000
79	Cowichan Valley	\$	347,000	\$	880,984	\$ 1,018,779
81	Fort Nelson	\$	100,000	\$	250,000	\$ 350,000
82	Coast Mountains	\$	117,000	\$	510,045	\$ 582,554
83	North Okanagan-Shuswap	\$	100,000	\$	771,098	\$ 902,357
84	Vancouver Island West	\$	100,000	\$	250,000	\$ 350,000
85	Vancouver Island North	\$	100,000	\$	250,000	\$ 350,000
87	Stikine	\$	100,000	\$	250,000	\$ 350,000
91	Nechako Lakes	\$	134,000	\$	515,019	\$ 589,780
92	Nisga'a	\$	100,000	\$	250,000	\$ 350,000
93	Conseil scolaire francophone	\$	283,000	\$	995,152	\$ 1,093,590
<b>Provincial Total</b>		<b>\$</b>	<b>18,893,000</b>	<b>\$</b>	<b>60,000,000</b>	<b>\$ 71,500,000</b>

## ADVICE TO MINISTER

<p style="text-align: center;"><b>CONFIDENTIAL ESTIMATES NOTE</b></p> <p>Ministry of Education and Child Care Date: August 9, 2023 Date updated: January 31, 2024 Minister Responsible: Rachna Singh</p>	<h1>Student Enrollment and Growth Pressures</h1>
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### ADVICE AND RECOMMENDED RESPONSE:

- **A record three hundred and fifty thousand (350,000) more people chose B.C. as their home in the past two and a half years, because B.C. is a wonderful place to raise a family.**
- **We recognize the challenges that fast-growing school districts face. We're focused on building and expanding schools throughout B.C.**
- **We're working closely with school districts to find innovative ways to create more student seats and build classrooms faster, while easing budget pressures. This includes:**
  - **Funding prefabricated additions for schools in high growth school districts, with new classrooms expected to be ready for this September**
  - **Shortening provincial approvals for capital projects and financially supporting project offices for school districts to help deliver school projects**
  - **Since 2017, we've also purchased twenty-five (25) sites to build new schools across B.C.**

## ADVICE TO MINISTER

- **Budget 2024 includes more than three point seven five billion dollars (\$3.75 billion) over three years for new and expanded school projects.**
- **As more families choose B.C., we'll keep working with our education partners and all levels of government to meet the demands of student space.**

### IF ASKED ABOUT ENROLMENT PROJECTIONS:

- **Rapid growth in B.C. population over the past two years means that enrolment in B.C. public schools is growing at the fastest pace since the late 1990's.**
- **Each year, school districts and the ministry make enrollment projections for specific purposes to help with financial forecasting and future planning and take factors like population growth into consideration.**
- **The ministry works closely with high growth school districts to build or expand schools where there are areas of growth.**

### IF ASKED ABOUT STUDENT FUNDING:

- **The ministry provides per-student funding to school districts based on the district enrolment counts submitted in late September.**
- **We've been steadily increasing operating funding since 2017, and the average is now just over an estimated thirteen thousand dollars (\$13,000) per-student.**

## ADVICE TO MINISTER

### IF ASKED ABOUT PROVINCIAL LEGISLATION ON HOUSING AFFECTING ENROLMENT:

- **The Province’s announcements on housing are about taking action to create more community spaces faster.**
- **When school districts work with their local municipality, there are opportunities for cost sharing and better community planning for everyone.**
- **We’re working closely with municipalities to make sure homes get built while balancing the service needs of communities and local governments.**

#### **Background:**

- The Ministry of Education and Child Care routinely collects and releases data on overall enrolment of B.C.’s K-12 students. Information is gathered throughout the fall, and publicly released through Open Data in late December to early January of each school year.
- As of September 30, 2023, public schools saw 604,728 students enrolled (+2.4% from the previous year). This is the highest year-over-year growth in the past twenty-five years. The Province forecasted 602,971 students, an increase of 2.1% (12,385 students).
- Coverage on enrollment numbers in high growth districts continues in the media. The largest absolute increases to headcounts were in:
  - SD36 (Surrey): +3,347 (+4.3%)
  - SD43 (Coquitlam) +1,332 (+4%)
  - SD35 (Langley) +1,267 (+5.2%)
- The largest absolute decrease was in SD63 (Saanich, -122 (-1.4%))
- The largest growth factor over the past two years is immigration from other countries. This reflects high levels of increased Federal government immigration targets for permanent residents and record levels of temporary residents coming to B.C. for work and/or study. This is the second consecutive year of substantial enrollment increases fueled by immigration.

#### **Enrollment trends:**

- Student enrolment increased each year since the beginning of the 2021/2022 school year:
- The 2023/24 enrolment increase is entirely attributable to immigration as there are more permanent residents, temporary residents, and refugees coming to BC at the same time as there are now more deaths than births and more people leave BC than arrive from other parts of Canada.
- Across the 2023/2024 year, there’s been a decrease in total Indigenous student enrolment (-1763) and a decrease in the number of Indigenous students living off-reserve.
- Over the past five years, there has been a consistent upward trend in the enrollment of students with a special needs designation, increasing by 5.6% (80,609) in the 2023/24

## ADVICE TO MINISTER

academic year.

Program Area Contact:	Jeremy Higgs, ED of Education Analytics Damien Crowell, Executive Director of Major Capital Projects Cloe Nicholls, ADM (Gov. & Analytics) Chris Brown, ADM (Capital/RMD)	250-217-9398 (Jeremy) 250-893-6477 (Damien)
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## ADVICE TO MINISTER

<p style="text-align: center;"><b>CONFIDENTIAL</b> <b>ESTIMATES NOTE</b></p> <p>Ministry of Education and Child Care Date: February 8, 2021 Updated: March 1, 2024 Minister Responsible: Rachna Singh</p>	<h1 style="text-align: center;">SD 57 Special Advisors</h1>
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### ADVICE AND RECOMMENDED RESPONSE:

- **We know the education experience for Indigenous students in Prince George is not what it should be.**
- **Between 2021 and 2023, Special Advisors investigated and made recommendations to the board after hearing concerns raised by First Nations about their relationship with the school district.**
- **The school district provided quarterly reports to the Minister from October 2022 to July 2023 outlining progress on the recommendations made by special advisors.**
- **The board has made progress in implementing the majority of the initial recommendations and has a plan in place for those that are outstanding.**
- **As part of a larger provincial initiative, the board is also reviewing its code of conduct for trustees and is working on a district Anti-Racism Action Plan.**
- **We'll continue to monitor the work of SD 57 through existing mechanisms, like the annual Enhancing Student Learning Report, to support the equity of all students.**

## **Background:**

The Prince George School District (SD 57) was under review by Special Advisor(s) between 2021 and 2023. The review focused on systemic racism, financial planning, outcomes for Indigenous students and relations with First Nations rightsholders.

The review led to the resignation of school board chair Trent Derrick and vice chair Shuirose Valimohamed on Sept. 13, 2021. On Sept. 14, 2021, a day after their resignations, the board appointed Sharel Warrington as chair and Ron Polillo as vice chair.

In 2022, the school district hired Pam Spooner as its first Indigenous assistant superintendent. She became acting Superintendent in 2023, following the departure of Cindy Heitman. A new superintendent, Jameel N. Aziz was appointed in January 2024 with an effective date of March 25, 2024.

## **Review**

Special advisors Kory Wilson and Catherine McGregor were appointed on Feb. 12, 2021 after concerns were raised in the community, including from the Chiefs of the L'heidli T'enneh and the McLeod Lake Indian Band to the school district requesting a forensic audit. In addition, the Lheidli T'enneh and McLeod Lake Indian Band wrote to the Minister on November 30, 2020, requesting to discuss a proposal to add two Indigenous trustees to the board.

Prior to the special advisors' appointment, three main issues were alleged by school district staff:

- Inappropriate and disrespectful communications from trustees to senior staff, both in writing and verbally in front of colleagues at board meetings.
- Circumstances where the trustees have not followed policies and procedures and potentially infringing confidentiality (e.g., using confidential in-camera meeting discussion and content in regular (i.e. with staff and public) board meetings).
- Trustees not following the board's own policy for a Trustee Code of Ethics, nor is there any enforcement of their Code.

Wilson and McGregor submitted their final report on June 24, 2021, which outlined concerns in the school district, including educational outcomes for Indigenous students, relationships with First Nations communities, allocation of resources and strategic planning.

In August 2021, former superintendent Rod Allen was appointed as a special advisor, while McGregor and Wilson were re-appointed. This special advisor "committee" was tasked by the Minister to work with the district to ensure trustees understood the recommendations in the Wilson and McGregor report, drafted a work plan that detailed how they would address the recommendations, improved district financial planning, aligned finances with board priorities, improved staffing resources, improved relationships with local First Nations; and implemented the work plan.

In March 2022, the special advisor committee submitted a final report to outline the progress made by the board. The Minister reviewed the final report and appointed two of the three members until July 28, 2023, to continue to monitor and support the board.

Along with the re-appointment of two of the Special Advisors, the board was required to submit additional reports to report on progress made on the workplan. Reports were received by the Minister / Ministry on October 2022, December 2022, February 2023 and July 2023.



## ADVICE TO MINISTER

Special Advisors Wilson and Allen provided a final verbal update to the Minister in May of 2023 and have now completed their work in the district.

The board is also reviewing its code of conduct as part of a provincial initiative to ensure all trustees have a clear understanding of roles and expectations on conduct, as well as approaches to investigate breaches of conduct, determine consequences and restore relationships. All boards have been asked to submit their updated code of conduct by April 30, 2024.

Program Area Contact:	Cloe Nicholls, ADM Kiersten Fisher, ED
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## ADVICE TO MINISTER

<p>CONFIDENTIAL ESTIMATES NOTE Ministry of Education and Child Care Date: November 10, 2022 Date updated: February 16, 2024 Minister Responsible: Rachna Singh</p>	<h1>Teacher/Staffing Pressures</h1>
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### ADVICE AND RECOMMENDED RESPONSE:

- **We know a tight labour market for teachers and educators is a reality, not just in B.C., but throughout Canada and internationally.**
- **While welcoming many new British Columbians has put pressure on services such as schools, it also provides opportunities for new people to join the work force and fill labour gaps.**
- **The Province is taking action to support school districts in hiring more certified teachers. This includes:**
  - **Allowing a higher number of internationally trained educators to work in B.C. by updating the certification process.**
  - **Training more teachers by adding over four hundred (400) new spots in teacher education programs since 2018.**
  - **Supporting rural and remote school districts in recruiting more than fifty (50) new teachers since**

## ADVICE TO MINISTER

the start of this school year.

- **Working with Indigenous partners for the recruitment and retention of more Indigenous teachers.**
- **A twelve-point-five-million dollar (\$12.5 million) boost from the province will continue to help recruit, train, hire, and retain more K to 12 teachers as we work to fill these gaps with our partners.**
- **B.C. public school teachers' salaries are now in line with other provinces due to the current collective agreement that provides significant wage increases.**

### **IF ASKED ABOUT THE USE OF PEOPLE WHO ARE NOT CERTIFIED TEACHERS IN CLASSROOMS:**

- **In unique circumstances, including when a certified teacher can't be secured, a school board can employ a person who is not certified as a temporary teacher on call.**
- **In those cases, the temporary teacher on call can only be employed for less than twenty (20) consecutive days.**
- **School boards follow robust hiring processes: they ensure the person hired is both suitable and meets the qualification requirements, and require them to**

## ADVICE TO MINISTER

### undergo a criminal records check.

#### **Background:**

A global workforce shortage for certified teachers, coupled with surging student enrolment growth in B.C., is leading to school districts being unable to find qualified people for positions needed to teach the influx of students. It is a complex issue that requires a multifaceted solution involving the Ministry of Education and Child Care, BCSPEA, school districts, unions, Indigenous organizations, the BC Teachers' Council, and post-secondary institutions.

In January 2024, a Global News story titled "[Vancouver teachers warn of 'alarming' shortage, with hundreds of shifts going unfilled](#)," reports on a letter, signed by the Vancouver Secondary Teachers' Association, the Vancouver Elementary and Adult Educators Society, two CUPE locals and the Union of Operating Engineers Local 953, warning of an "alarming" rise in cases where absent teachers aren't being replaced.

In the kickoff to back to school (Sept. 2023) the head of the BCTF claimed that B.C. teacher shortage is a 'really severe crisis,' and the government should work to track how many uncertified teachers are working in B.C. The association says there are approximately 60 uncertified teachers on call this year in SD57 (Prince George) alone. <https://www.cbc.ca/news/canada/british-columbia/uncertified-teachers-bc-1.6957689>

Several other high growth districts like Chilliwack and Langley have also confirmed to the media that they have hired Teachers Teaching on Call who are not certified.

#### **Recruitment and Retention:**

- The ministry has been working in partnership with the Ministry of Post-Secondary and Future Skills and the First Nations Education Steering Committee, and in close collaboration with Métis Nation BC, to develop strategies to increase the number of Indigenous teachers in the K-12 public education system.
- Budget 2023 included \$12.5 million over three years to support teacher recruitment and retention with a specific focus on 1) teachers in rural and remote areas, and 2) Indigenous teachers. Almost \$5 million will go towards teacher recruitment and retention initiatives in 2024/25 in partnership with Post-Secondary Education and Future Skills.

#### **Certification:**

Recent revisions to the certification standards have allowed for a higher number of internationally trained educators to certify with the Teacher Regulation Branch and become eligible to work in B.C.'s K-12 classrooms.

#### **Teacher Hiring Incentives:**

The Province, in partnership with the BC Public School Employers' Association (BCPSEA), launched the teacher-recruitment incentives in summer 2023 with \$500,000 in funding to address the immediate need for teachers in rural and remote B.C. The

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funding was used to provide hiring incentives between \$5,000 and \$10,000 per teacher. Of the 50 new teachers, 41 are in northern B.C., seven on Vancouver Island and two in Thompson-Okanagan. A second round of hiring incentives of \$500,000 will be distributed to districts for next school year.

### **Further background:**

The 2017 Supreme Court ruling reinstating class size and composition collective agreement language from 2002 for the purpose of negotiations puts constraints on workforce flexibility. For example, districts must meet non-enrolling ratios for positions like teacher librarians even if those teachers could be better deployed to meet urgent classroom teaching shortages.

**In Q1 2023/24 there are over 37,000 FTE unionized teachers employed in BC public schools.** This year the number of teacher FTE's grew quicker than student enrolment. While historically the number of teacher FTE's had been expanding quicker than student enrolment, this was not the case in years 2021/22 and 2022/23.

Program Area Contact:	Linda Beddouche, Director, GAD Cloe Nicholls, ADM
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## ADVICE TO MINISTER

<p style="text-align: center;"><b>CONFIDENTIAL ESTIMATES NOTE</b></p> <p>Ministry of Education and Child Care Date: March 4, 2024 Date updated: March 4, 2024 Minister Responsible: Rachna Singh</p>	<h1 style="text-align: center;">Independent Schools Overview</h1>
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### ADVICE AND RECOMMENDED RESPONSE:

- **Independent schools provide parents with additional education choices and serve a range of communities, including faith-based, Montessori, and specialized programs for students with disabilities.**
- **The estimated budget for independent schools in the 2024/25 fiscal year is five hundred and seventy-one million dollars (\$571 million).**
- **This funding is only for operating expenses as government doesn't fund capital projects for independent schools.**
- **Funding for some independent schools is required under the Independent School Act.**
- **The funding formula for Independent Schools has been in place for over thirty (30) years and has not changed.**
- **Independent schools provide education programs to thirteen-point two percent (13.2%) of the K-12 population for less than six percent (6%) of the total ministry budget.**

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### Background:

#### Key statistics:

- 91,694 students in BC independent schools (88,242 resident) in 2023/24.
  - 6% of resident students are Indigenous (5,331)
  - 12% of resident students have a designation (10,839)
- 7,389 teachers, administrators and support staff work in independent schools in 2023/24.
- 359 independent schools in 2023/24.
  - 241 Group 1 schools (includes 16 online), enrolling 71,529 students (78%)
  - 71 Group 2 schools (includes 24 First Nations independent schools), enrolling 18,042 students (20%).
  - 20 Group 3 schools enrolling 526 students (1%).
  - 27 Group 4 schools, enrolling 1,597 students (2%).

#### Funding:

- \$571.2M is the 2024/25 **estimated** fiscal year independent schools budget.
  - \$396.2 in estimated operating grants
  - \$175 in estimated special education grants
- \$563.0M is the 2023/24 forecasted **actual** fiscal year independent schools budget.
  - \$412M in actual operating grants
  - \$151M in actual special education grants

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## ADVICE TO MINISTER

<p style="text-align: center;"><b>CONFIDENTIAL ESTIMATES NOTE</b></p> <p>Ministry of Education and Child Care Date: March 15, 2024 Date updated: March 15, 2024 Minister Responsible: Rachna Singh</p>	<h1 style="text-align: center;">2023/24 Foundation Skills Assessment (FSA) Results</h1>
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### ADVICE AND RECOMMENDED RESPONSE:

- **We care deeply about providing a high-quality education to all students and addressing equity gaps.**
- **Understanding student outcomes provincially and over time in both Grades 4 and 7 allows us to continue to evaluate progress.**
- **Classroom level Foundation Skills Assessment (FSA) results on literacy and numeracy are among the many tools the education sector uses to understand learning needs and to identify students who need more support.**
- **FSA results at the provincial and local level also allow us to assess equity gaps in student outcomes and take action to address them.**
- **We recognize there is much more work to do to address gaps between the results of Indigenous and Non-Indigenous students.**

### IF ASKED ABOUT FSA PARTICIPATION RATES

- **The participation rate across public and independent schools rose by five percentage points to seventy nine percent this year.**



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### IF ASKED ABOUT SCHOOL DISTRICTS WITH LOW RESULTS:

- There are a few school districts where we want to better understand the context for the results.
- We are particularly concerned about districts that have large outcome gaps between Indigenous and Non-Indigenous students or that have results that are not continuously improving.
- We are also continuing to monitor for evidence of on-going impacts from the COVID-19 pandemic, particularly at the Grade 7 level.
- Many jurisdictions, including B.C., are still feeling the impact of COVID-19 on student learning, which can be seen in the 2023/24 FSA results. Before COVID-19, FSA results were relatively stable year over year.
- The ministry will continue to work with all districts to ensure they align their resources to address on-going student learning needs.

### IF ASKED ABOUT FRASER INSTITUTE RANKING SCHOOLS WITH FSA RESULTS:

- Ranking schools based solely on FSA results is not methodologically sound. While the ministry fully supports accountability for student outcomes, suggesting that FSA outcomes are the only determining

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**factor in evaluating school quality paints a simplistic picture that ignores many factors.**

- **Ranking schools also stigmatizes and marginalizes school communities who are making best efforts to improve student outcomes in very complex environments.**
- **While the FSA is a valuable tool for the ministry and can be a helpful tool for students, parents, and schools, using it to rank schools is an inappropriate application of its intended use.**

### **Background:**

The FSA is an annual assessment of literacy and numeracy skills. With limited exceptions, all Grade 4 and Grade 7 students are expected to write FSA. In the 2023/2024 school year, the FSA was administered from October 2 to November 10, 2023.

The main purpose of FSA is to help the province, school districts, and schools evaluate how well fundamental skills are being addressed and make plans to improve student success. FSA outcomes are shared directly with school districts, independent schools, and with the public as a part of government's commitment to system accountability.

Schools and districts rely on this information to inform local planning and to drive improvements and interventions to support student learning. Public awareness on how students are doing is key to ensuring system accountability and reporting FSA results is a requirement of school districts per the Enhancing Student Learning Reporting Order.

2023/2024 FSA results are also instrumental to the ongoing assessment of the impact of the COVID-19 pandemic on educational outcomes.

### **2023-2024 FSA Participation Rates:**

- The overall provincial participation rate for public and independent schools (Grades 4 and 7 combined) was 79%, up by 5 percentage points compared to 2022/2023.
- 50,986 Grade 4 and 51,640 Grade 7 students were expected to write. 40,944 (80%) Grade 4 and 41,182 (80%) Grade 7 students completed the assessment.
- More Indigenous students wrote the FSA; the participation rate for Grade 4 is 76%, up from 73% in the previous year, and for Grade 7 is 76%, up from 72% in 2022/2023.
- Similar to last year, independent schools have higher participation rates than public schools (91% vs. 77%, respectively).
  - Public school participation rose 6 ppt from 71% in 2022/23.

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- Higher numbers of students with disabilities or diverse abilities (excluding Gifted) wrote this year: the overall participation rate is 55%, up by 3 ppt from last year (52%).
- The school district with the lowest ranked FSA participation rates in 2023/24:
  - Maple Ridge-Pitt Meadows (SD 42) at 33% for Grade 4 Literacy
  - Maple Ridge-Pitt Meadows (SD 42) at 33% for Grade 4 Numeracy
  - Maple Ridge-Pitt Meadows (SD 42) at 27% for Grade 7 Literacy
  - Maple Ridge-Pitt Meadows (SD 42) at 26% for Grade 7 Numeracy

### 2023-2024 FSA Proficiency Results:

FSA results are categorized under three levels of proficiency – emerging, on-track and extending. On-track and extending are relatable to students meeting and exceeding expected achievement levels. The proficiency rates are reported for public and independent schools.

- For Literacy, the percentage of Grade 4 and Grade 7 students who are On Track and Extending is 75% (lower than last year by 1 ppt) and 74% (higher than last year by 1 ppt), respectively.
- For Numeracy, the percentage of Grade 4 and Grade 7 students who are On Track and Extending is 67% (same as last year) and 60% (lower than last year by 2 ppt), respectively.
- The proportion of Grade 7 females who are On Track and Extending in Numeracy is at its lowest since 2018/2019 – 56%.

### Percent of Students On Track & Extending– All Students\*

FSA Grade	FSA Skill	# of Writers (2023/2024)	2019/2020 ON TRACK & EXTENDING	2020/2021 ON TRACK & EXTENDING*	2021/2022 ON TRACK & EXTENDING	2022/2023 ON TRACK & EXTENDING	2023/2024 ON TRACK & EXTENDING
4	Reading/Literacy	40,649	77%	85%	78%	77%	75%
4	Numeracy	40,649	72%	76%	70%	67%	67%
7	Reading/Literacy	40,751	80%	81%	77%	73%	74%
7	Numeracy	40,712	67%	72%	66%	62%	60%

*\*FSA results for 2020/21 could not be compared with other years due to the late administration of the assessment in this year.*

### Percent of Indigenous Students On Track & Extending

Grade	Component	Number of Writers (2023/2024)	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
4	Reading/Literacy	4,115	62%	73%	62%	60 %	59%
	Numeracy	4,107	52%	57%	47%	45%	46%
7	Reading/Literacy	4,555	61%	63%	55%	52%	56%
	Numeracy	4,536	41%	47%	41 %	37%	36%

- Indigenous Grade 4 and 7 students showed the lowest percentages of On Track and Extending in Numeracy (46% and 36%, respectively) this year compared to the previous comparable three years.
- There are persistent gaps in the On Track and Extending rates for Indigenous students compared to non-Indigenous students, across Grades 4/7, across Literacy and Numeracy, and across the sector. For example, the number of Indigenous Grade 4 students who are On Track & Extending in Numeracy in School District 49, is 57 ppt lower at 43% than non-Indigenous students (100%).

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### Percent of Non-Gifted Special Needs Students On Track and Extending

Grade	Component	Number of Writers (2023/2024)	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
4	Reading/Literacy	2,779	63%	74%	63%	63%	60%
	Numeracy	2,767	54%	60%	51%	50%	51%
7	Reading/Literacy	4,581	55%	61%	53%	48%	50%
	Numeracy	4,546	39%	48%	39%	39%	36%

### Percent of Students On Track and Extending– English Language Learner (ELL) Students

Grade	Component	Number of Writers (2023/2024)	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
4	Reading/Literacy	7,963	64%	76%	68%	69%	65%
	Numeracy	7,993	60%	65%	61%	57%	56%
7	Reading/Literacy	2,825	64%	64%	60%	56%	57%
	Numeracy	2,871	59%	62%	58%	52%	49%

- The percentage of On Track and Extending for Grade 7 Numeracy for both ELL and non-gifted special needs are at their lowest this year compared to previous years at 49% and 36%, respectively.

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## ADVICE TO MINISTER

<p style="text-align: center;"><b>CONFIDENTIAL</b> <b>ESTIMATES NOTE</b></p> <p>Ministry of Education and Child Care Date: November 24, 2023 Date Updated: February 27, 2024 Minister Responsible: Rachna Singh</p>	<h1 style="text-align: center;">Programme for International Student Assessment (PISA) 2022 Results</h1>
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### ADVICE AND RECOMMENDED RESPONSE:

- **The Organization for Economic Development’s (OECD) international learning assessment shows that B.C. students continue to perform among the best in the world in math, science, and reading.**
- **B.C.’s ranking has gone up since 2018 and B.C. students continue to perform above the OECD average in math, science, and reading.**
- **While B.C. students continue to perform at a comparatively high level, B.C.’s 2022 performance in reading, math, and science declined compared to the 2018 PISA assessment. A decline in scores is a global trend, likely as a result of the COVID-19 pandemic.**
- **Due to the pandemic, the shift in how students were learning resulted in some challenges in terms of technology-use, academic achievement, and mental health conditions.**
- **We are continuing to monitor how the pandemic impacted learning.**

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- **Our government is working hard to continue improving B.C.'s education system.**
- **In 2023/24, schools have been allocated over seven point seven billion dollars (\$7.7 billion) in Operating and Special Grant funding. This is a fifty percent (50%) increase from 2016/17.**
- **In the third quarter of 2022-23, B.C.'s public Kindergarten to Grade 12 schools had:**
  - **Thirteen thousand eight hundred (13,800) educational assistants. That's four thousand four hundred (4,400) more than in 2016-2017.**
  - **Thirty-seven thousand (37,000) teachers. That's four thousand five hundred and sixty (4,560) more teachers than in 2016-17.**
  - **One thousand and forty (1,040) counsellors. That's three hundred and three (303) more than in 2016-17.**
- **Based on 2022/23 graduations, 92% of all B.C. students completed high school within six years from the first time they enrolled in Grade 8.**

### IF ASKED ABOUT STRAIGHT RANKINGS:

- **Statistical standings based on a performance range are a more accurate and reliable way to compare results across jurisdictions – though B.C. students have risen in straight rankings in math, reading and science since 2018.**

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### Background:

The Organization for Economic Co-operation and Development conducted the 2022 Programme for International Student Assessment (PISA), assessing 15-year-old students from 81 countries including all 10 Canadian provinces. PISA tests are administered every three years. Although each PISA administration includes questions on all three domains (math, reading and science), the major domain changes from one administration to the next. In 2022, the major domain was math.

B.C.'s 2022 performance in reading, math, and science declined since the 2018 PISA assessment. Similar to test results in previous years, B.C. performed at the Canadian average in reading, math and science, and scored well above the OECD average in all three disciplines.

Countries that out-performed B.C. include:

- Mathematics: Singapore, Macao (China), Chinese Taipei, Hong Kong (China), Japan, Korea, Quebec, Estonia, Switzerland, Alberta and Canada (Canadian average).
  - Alberta and the Canadian average are statistically in the same score range as B.C.
- Reading: Singapore, Alberta, Ireland, Japan, Korea, Chinese Taipei, Ontario and Estonia.
  - Of these 8 jurisdictions that outperformed B.C., all except Singapore are statistically in the same score range as B.C.
- Science: Singapore, Japan, Macao (China), Chinese Taipei, Alberta, Korea, Estonia, Hong Kong (China).
  - 4 of these 8 jurisdictions, Alberta, Korea, Estonia and Hong Kong are statistically in the same score range as B.C.

Results should be compared within performance ranges representing statistical differences, which provides greater reliability compared to ranking actual average scores. However, OECD also releases straight rankings based on average test scores. **B.C.'s straight rankings increased compared to 2018.** Straight rankings are often preferred by media.

### Context of the PISA 2022 administration:

- PISA 2022 was administered during the COVID-19 pandemic. The shift to online learning during this time was accompanied by various challenges, in terms of technology, academic achievement and mental health conditions.
- Students who took part in PISA assessment in the 2017/18 school year were on the old B.C. curriculum. PISA 2022 is the first administration of PISA where students are on the new B.C. curriculum.

### Math:

- B.C. continues to perform well in Mathematics in a global context, with only 9 out of 81 jurisdictions performing statistically above B.C.'s range.
- B.C. students scored well above the OECD average in Mathematics – 496 vs 472.
- Mathematics scores decreased in all provinces.
- Average scores declined by 15 points in Canada between 2018 and 2022, compared to 8 points in B.C.
- 79% of B.C. students reached the baseline level of Mathematics proficiency required to participate fully in modern society (Level 2), while 12% were high performers (Level 5 or 6).
- 21% of B.C. students did not meet the benchmark level of Mathematics (Level 2).

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### Reading:

- B.C. continues to perform well in Reading in a global context, with only 1 out of 81 jurisdictions performing statistically above B.C.'s range.
- B.C. students scored well above the OECD average in Reading – 511 vs 476.
- 83% of B.C. students reached the baseline level of Reading proficiency required to participate fully in modern society (Level 2), while 14% were high performers (Level 5 or 6).
- While Reading performance declined in B.C. since PISA 2018, it is important to highlight that this is comparable to that observed in Canada and OECD countries. Average scores declined by 10 points across OECD countries between 2018 and 2022, compared to 8 points in B.C. and 13 points in Canada.
- Note: Reading was a minor domain in 2022 and was not assessed fully and, therefore, results should be interpreted with some caution. We will be monitoring these results carefully over time.

### Science:

- B.C. continues to perform well in Science in a global context, with only 4 out of 81 jurisdictions performing statistically above B.C.'s range.
- B.C. students scored well above the OECD average in Science – 519 vs 485.
- 86% of B.C. students reached the baseline level of Science proficiency required to participate fully in modern society (Level 2), while 12% were high performers (Level 5 or 6).
- While there is a decline in B.C. students' performance in Science when compared with 2015, performance in Science remained stable between 2018 and 2022.
- Note: Science was a minor domain in 2022 and was not assessed fully and, therefore, results should be interpreted with some caution. We will be monitoring these results carefully over time.

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## ADVICE TO MINISTER

<p style="text-align: center;"><b>CONFIDENTIAL</b> <b>ESTIMATES NOTE</b></p> <p>Ministry of Education and Child Care Date: March 7, 2024 Date updated: March 7, 2024 Minister Responsible: Rachna Singh</p>	<h1 style="text-align: center;">Curriculum Overview</h1>
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### ADVICE AND RECOMMENDED RESPONSE:

- **The B.C. K to 12 curriculum was fully redesigned for all subjects and grade levels and implemented in classrooms between 2016 and 2019.**
- **The purpose of the redesign was to modernize the approach to learning, providing more flexibility for teachers to meet the needs of their students.**
- **B.C.'s curriculum has been recognized nationally and internationally for this flexibility and for the inclusion of Indigenous knowledge and perspectives and the First Peoples Principles of Learning.**
- **The ministry has committed to consultation with rightsholders and education partners to co-develop a process for the review and update of the provincial curriculum and to address topics that have received significant feedback.**

### IF ASKED ABOUT INDIGENOUS EDUCATION

- **B.C.'s K to 12 curriculum was developed in collaboration with B.C. and Yukon educators, Indigenous educators, and academic specialists.**

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- **When the curriculum was being redesigned, First Nations partners, such as the First Nations Education Steering Committee, helped ensure the curriculum reflected the rich history of Indigenous Peoples in British Columbia, across all grades and subjects.**
- **There is still more work to do to support lasting and meaningful reconciliation with Indigenous people. This will include more collaboration with rightsholders and Indigenous partners on the curriculum.**
- **The Indigenous-focused graduation requirement began this school year (2023/24). It requires all B.C. students take either a mandatory course or bundle of credits related to First Peoples for graduation.**

### IF ASKED ABOUT CONSENT IN THE CURRICULUM

- **Feedback from students, parents/caregivers, and education partners identified topics related to consent education and gender-based violence as a priority for all students to learn.**
- **This focus is particularly important with new topics emerging in recent years like the non-consensual distribution of intimate images.**
- **The Physical and Health Education curriculum elaborations were updated in November 2022 to include the topics of consent and gender-based violence.**

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- **Additional information and age-appropriate guidance for teaching consent and gender-based violence has also been added within the *Supporting Student Health* guides for elementary and secondary teachers.**

### **IF ASKED ABOUT SEXUAL ORIENTATION AND GENDER IDENTITY (SOGI) IN THE CURRICULUM**

- **The B.C. education system and B.C. schools should be safe and welcoming for all students and their families.**
- **Topics related to sexual identity are included in the curriculum, as well as learning standards related to respecting diversity.**
- **The Physical and Health Education (PHE) curriculum covers a broad spectrum of topics, including sexual and reproductive health.**
- **There is no mandated ‘SOGI curriculum.’**
- **Resources like SOGI 123 can help teachers create inclusive school environments for all students, but their use in schools and classrooms is not required for implementing the B.C. curriculum.**

### **IF ASKED ABOUT OTHER JURISDICTIONS USING B.C.’S CURRICULUM:**

- **In December 2021, the Northwest Territories announced their decision to adopt the B.C. provincial curriculum in their schools, which began this school year (2023/24).**

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- **The Yukon Territory adopted the use of B.C.’s curriculum many years ago and was a key contributor to the K to 12 curriculum redesign.**

### **Background:**

- B.C.’s curriculum is built on a “Know-Do-Understand” model to support a concept-based competency-driven approach to learning.
- The three elements of Content (Know), Curricular Competencies (Do), and Big Ideas (Understand) all work together to support deeper learning.
- Core Competencies (Thinking, Communication, and Personal and Social) are found in the curricular competencies of each area of learning.
- The K-9 curriculum was mandated for use in schools on July 1, 2016.
- The Grade 10 curriculum was mandated for use in schools on July 1, 2018.
- The Grade 11 and 12 curriculums were mandated for use in schools on July 1, 2019.
- Planning has begun for engagement on a future curriculum review and update to ensure that B.C.’s curriculum remains up-to-date and continues to meet the needs of B.C. students and teachers.

### **Key statistics:**

- B.C. has 445 courses developed across K-12: 136 in K-9, 105 in Grade 10, and 202 in 11-12.
- Over 300 B.C. and Yukon educators and subject experts were involved in developing the new curriculum.

### **Funding for FY 2023/24:**

- Budget for Curriculum Development and Implementation: \$64K

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## ADVICE TO MINISTER

<p style="text-align: center;"><b>CONFIDENTIAL ESTIMATES NOTE</b></p> <p>Ministry of Education and Child Care Date: February 29, 2024 Date updated: March 9, 2024 Minister Responsible: Rachna Singh</p>	<h1 style="text-align: center;">Holocaust Education</h1>
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### ADVICE AND RECOMMENDED RESPONSE:

- **Learning about the Holocaust will be a mandatory part of B.C.'s Social Studies 10 curriculum beginning in the 2025-26 school year.**
- **Many students are already learning about the Holocaust as part of their education, but it isn't currently a mandatory part of the provincial curriculum.**
- **By making Holocaust education a mandatory part of the Social Studies 10 curriculum, we're ensuring all B.C. students will know about this dark chapter in our shared history before they graduate.**
- **We also know the importance of teaching other shared histories and we are reviewing ways other possible additions to the Grade 10 social studies curriculum to reflect the diversity and history of B.C:**
  - **These could include learning about topics like the destruction of Hogan's Alley, Japanese internment, and discrimination against other culturally diverse groups.**

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## Background:

### Issue Summary:

- There has been a rise in antisemitic incidents in B.C. over the last few years.
- On October 30, 2023, the Premier, David Eby, announced that B.C. to make Holocaust education mandatory for high school students.
- The provincial government is broadening the scope of the required Grade 10 social studies curriculum so all students in B.C. learn about the Holocaust.
- The changes will take effect in the 2025-26 school year to allow for consultation and development with stakeholders, including the Vancouver Holocaust Education Centre, the Jewish community, other interested stakeholders, and education partners.
- Some districts have already taken steps to increase Holocaust education. Two teachers in the Central Okanagan School District developed a course, *Holocaust 12: Beyond the Shoah*, that will be available this September 2024 for Grade 12 students at Rutland Senior Secondary and Kelowna Secondary School.

### Ministry Update:

- The next step for the ministry is consulting with a variety of organizations representing the Jewish community, as well as representatives of other community organizations to discuss learning about discriminatory policies/practices which have impacted other diverse groups.
- Consultations are expected to be completed in advance of the 2024-25 school year.

### Media Scan:

- Oct. 30, 2023, CBC: Holocaust education to be mandatory in B.C. high schools
- Oct. 31, 2023, City News: B.C.'s Jewish community applauds mandated Holocaust education
- Nov. 2, 2023, Global News: Holocaust educators applaud B.C. and Ontario for mandatory education in high schools

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## ADVICE TO MINISTER

<p style="text-align: center;"><b>CONFIDENTIAL ESTIMATES NOTE</b></p> <p>Ministry of Education and Child Care Date: August 19, 2018 Date Updated: February 2, 2024 Minister Responsible: Rachna Singh</p>	<h1 style="text-align: center;">New K-12 Student Reporting Policy</h1>
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### ADVICE AND RECOMMENDED RESPONSE:

- **Report cards provide important updates on student progress, so parents and caregivers know where their children are at in their learning.**
- **Under the new K-12 Reporting Policy, parents, caregivers, and students now have specific, meaningful, and descriptive feedback.**
- **They are also better informed about whether their child is on track to graduate.**
- **Many families have reported that they have a clearer picture of their child’s progress than simple letter grades would allow.**
- **Report cards also now have a student self-assessment on them. This was added because we know that students learn best when they reflect on their learning and set goals.**
  - **These are skills that will help them succeed both in post-secondary and in the workforce.**

## ADVICE TO MINISTER

### IF ASKED WHY B.C. MADE THIS CHANGE:

- The shift is based on global research of the knowledge and skills students need to be successful and achieve their best in today's world.
  - The old reporting policy was still operating on foundations set in 1994.
- The new reporting policy puts B.C. in line with other provinces who have also adopted a modernized reporting approach, including Ontario, Manitoba, Alberta, and New Brunswick.
- Grades 10 to 12 continue to use letter grades for a smooth university and post-secondary transition.
- Whether using letter grades or the proficiency scale, what matters is concise, descriptive feedback from teachers that explains both students' strengths and areas where more support may be needed.

### IF ASKED ABOUT DISTRICTS/TEACHERS REPORTING AN INCREASED WORKLOAD OR FEELING UNPREPARED:

- The ministry delayed the reporting policy change an extra year so teaching staff could have more time to prepare.
- We also offered training to school districts and many districts offered additional training for their staff.



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- **Providing feedback on student’s learning is an essential part of a teacher’s role for a student’s progress.**

### **IF ASKED ABOUT DIVERSE LEARNERS:**

- **The reporting policy is designed to ensure students with disabilities and diverse abilities get meaningful feedback on their growth and areas of need, at the same time as their peers in any program.**

### **IF ASKED ABOUT USING THE LETTER F:**

- **The letter grade F — along with IE, W, and SG — has always been available for use in K to 12 in very specific cases.**
- **The majority of K to 9 students should still receive reporting with the Provincial Proficiency Scale.**
- **The inclusion of the F letter grade in the MyEducationBC Learning Update was a technical update to the system.**

### **Background:**

The new K-12 Reporting Policy was implemented for all of B.C. for the 2023/24 school year. At least half of B.C. students and parents/caregivers were already familiar with this type of report card because it was being used in their school district.

It’s remained a steady topic in the media with various parents and education leaders speaking on the impact and implementation. The policy framework had been in the making since 2016 and has included public consultations and engagement with parents, caregivers, students, rightsholders, and education partners.

As of January 2024, feedback from superintendents has indicated that educators and parents are becoming increasingly familiar with the new K-12 reporting policy and are adjusting well as we near the end of the first term/semester. Updates and feedback from superintendents will be

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asked for towards the end of the school year to identify successes and opportunities for further clarification and improvement.

The ministry released the new K-12 Reporting Policy Framework in June 2022, which sets out how K-12 students are assessed throughout the school year. The scale uses the terms “Emerging,” “Developing,” “Proficient,” and “Extending.”

Students in all grades are still being tested, evaluated, and marked in classrooms, whether it’s through projects, quizzes, assignments, or tests. Students will continue to participate in standardized testing, including the FSAs and Grad Assessments in literacy/numeracy which helps B.C. to continue to track trends and identify issues. There is also still plenty of room for students who want to challenge themselves. Students in K-9 who are already proficient will be encouraged to reach for “extending” their knowledge in a way that meets their strengths, interests, and talents. The proficiency scale and teacher comments help students, parents/caregivers, and teachers to set goals, outline next steps, and put in place supports.

### **Development of the K-12 Reporting Policy:**

The ministry worked over several years and through rounds of feedback, engagement, and piloting, hearing from over 5,000 B.C. parents and caregivers. In the 2016/17 school year, the ministry introduced a pilot, Interim Reporting Policy. Under this interim policy, Grades K-9 school districts could either develop their own experimental and local student reporting policy or continue to use a more traditional, general Student Reporting Policy (revised). For Grades 10-12, all school districts were required to follow the general Student Reporting Policy (revised). Between September 2017 and June 2020, the ministry ran a reporting pilot involving 13 school districts and two independent schools, to inform the creation of a new K-12 student reporting policy.

### **Feedback:**

In response to feedback gathered, including the 2021 *What We Heard Report*, the ministry took steps to amend the student reporting policy. A graduation status update was included in grades 10-12 to ensure every student and parent/caregiver was aware of progress being made toward graduation. Supporting resources for teachers, parents and schools were co-developed.

English and French Language Learners and students with cognitive disabilities and diverse abilities are being supported through guidelines on reporting processes and report card formats. The importance of keeping letter grades for older students was also noted.

The 2021 report also represents only one source of public feedback. Multiple teachers, parents, and students also provided important feedback in shaping the new reporting policy. The gradual move to the proficiency scale over multiple years allowed the ministry to engage and improve the new framework.

Program Area Contacts:	Nick Poeschek, Director Stacey Wilkerson, Executive Director Mary Shaw, ADM	250-886-1718 (Nick) 250-213-2757 (Stacey)
File Updated:	Feb 2, 2024	250-208-7705 (Sara White)

## ADVICE TO MINISTER

<p style="text-align: center;"><b>CONFIDENTIAL</b> <b>ESTIMATES NOTE</b></p> <p>Ministry of Education and Child Care Date: March 9, 2022 Date updated: February 26, 2024 Minister Responsible: Rachna Singh</p>	<h1>Indigenous-focused Graduation Requirement</h1>
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### ADVICE AND RECOMMENDED RESPONSE:

- **We know that Indigenous peoples face inequity within the education system, as part of a larger system of colonialism and racism.**
- **The Ministry of Education and Child Care has implemented a new graduation requirement to ensure all students complete Indigenous-focused coursework before they graduate from B.C.'s K to 12 education system.**
- **Students who entered Grade 12 in September 2023 are the first group that will need to complete the new requirement in order to graduate.**
- **The new requirement is intended to build further awareness and understanding of First Peoples' perspectives, cultures, and histories among all B.C. students and serve as an important step toward reconciliation.**
- **The Indigenous-focused graduation requirement is one way we are preparing students for a journey of lifelong learning as we work towards building a more educated, respectful, and inclusive society in British Columbia.**

## ADVICE TO MINISTER

- **The ministry is continuing to work closely with the First Nations Education Steering Committee (FNESC) and all our education partners to ensure this is successfully implemented in communities and schools across B.C.**
- **The ministry and FNESC co-developed an implementation support package for schools and districts that was released to the sector in August 2022.**
- **The support package has been updated for this school year, and includes an implementation handbook for schools/districts, and communications materials including a video, question and answer document, a PowerPoint presentation for school events, and a parent brochure translated into multiple languages. It also includes criteria for how locally developed courses can meet the new requirement.**
- **The ministry and FNESC worked with the BC School Superintendents' Association and the Federation of Independent School Associations (FISA) in B.C. to host regional and provincial workshops for teachers during the 2022/23 and 2023/24 school years. More sessions are planned for the 2024/25 school year.**
- **The workshops support teachers to deliver the provincial Indigenous-focused courses that meet the new graduation requirement.**

## ADVICE TO MINISTER

### IF ASKED ABOUT THE ONLINE CONSULTATION PROCESS:

- **The ministry launched an online engagement with the public in the spring of 2022 to gain feedback on how best to implement the new graduation requirement. This included what related information and resources students, parents, and schools will need.**
- **The ministry also consulted with Indigenous communities and the K to 12 sector in March and April 2022. FNEESC facilitated information sharing regarding the new requirement with First Nations.**
- **This ministry released a “What We Heard Report” in June 2022 to summarize feedback from the public, education, and Indigenous partners on the new graduation requirement.**
- **The results of the engagement activities informed a finalized implementation plan for the new graduation requirement. This was made available in August 2022.**

#### **Background:**

As part of the government’s commitments to truth, reconciliation, and anti-racism, the Ministry of Education has implemented an Indigenous-focused graduation requirement for all students.

This requirement provides all students with the opportunity to develop deeper understanding and a broader knowledge base of Indigenous worldviews, histories, and cultures, and supports the K-12 sector’s mandate to develop the Educated Citizen.

The goal is to build a culture of understanding and respect for Indigenous Peoples amongst all people in British Columbia.

The new requirement, which came into effect beginning in the 2023/24 school year, allows secondary students to meet the requirement through a variety of existing and new course options.

The new requirement applies to all B.C. students in public, independent and offshore schools.

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B.C. is the first Canadian province/jurisdiction to implement an Indigenous-focused graduation requirement for K-12 students.

### **Online Consultation Process:**

Between March 7 to April 22, 2022, a public engagement process was held to gather feedback on the proposed model for the new graduation requirement. A summary of the engagement results is available on the govTogetherBC website. Here:

[https://engage.gov.bc.ca/govtogetherbc/impact/indigenous\\_focused\\_grad\\_requirement\\_results/](https://engage.gov.bc.ca/govtogetherbc/impact/indigenous_focused_grad_requirement_results/)  
On June 22, 2022, the “What We Heard Report” was posted on to summarize feedback from the public, education, and Indigenous partners (FNESC) on the new graduation requirement. Link to the report here: [https://engage.gov.bc.ca/app/uploads/sites/121/2022/06/What-We-Heard-Indigenous-Graduation-Requirement-June-16\\_22-Final.pdf](https://engage.gov.bc.ca/app/uploads/sites/121/2022/06/What-We-Heard-Indigenous-Graduation-Requirement-June-16_22-Final.pdf)

### **Where the idea for an Indigenous-focused graduation requirement came from:**

Many groups including the First Nations Leadership Council, FNESC, educators and K-12 partners have long advocated for an Indigenous-focused graduation requirement.

The Action Plan for the Declaration on the Rights of Indigenous Peoples Act includes a commitment to “implement a mandatory course or bundle of credits related to First Peoples as part of graduation requirements in B.C.”

Implementing an Indigenous-focused graduation requirement is also part of the First Nations Anti-Racism Strategy being developed by the First Nations Education Steering Committee (FNESC) at the direction of First Nations, to address systemic racism towards Indigenous students in the public education system.

### **Model for an Indigenous-Focused Graduation Requirement:**

The change to the B.C. Graduation Program requires that 4 credits of the current 80 credit requirements for the BC Certificate of Graduation (Dogwood Diploma) include an Indigenous-focused course(s).

Eligible options include the current provincial Indigenous-focused courses, an Indigenous-focused locally developed BAA course, or a First Nations language course.

Some of these courses also already satisfy other graduation requirements in Language Arts or Social Studies, and otherwise may be taken as electives.

Program Area Contacts:	Scott Beddall/Brent Munro/Melanie Stewart
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## ADVICE TO MINISTER

<p style="text-align: center;"><b>CONFIDENTIAL</b> <b>ESTIMATES NOTE</b></p> <p>Ministry of Education and Child Care Date: February 9, 2024 Date updated: February 9, 2024 Minister Responsible: Rachna Singh</p>	<h1>Children and Youth in Care</h1>
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### ADVICE AND RECOMMENDED RESPONSE:

- **We know that children and youth in care face unique challenges that can significantly impact their learning.**
- **The Ministry of Education and Child Care continues to take action to improve outcomes for children and youth in care, in alignment with recommendations from the Representative for Children and Youth.**
- **The *Framework for Enhancing Student Learning* recognizes children and youth in care as priority learners and commits the ministry and school districts to work with Indigenous peoples and education partners to create a brighter future for these students.**
- **To support this work, the ministry provides Equity of Opportunity Supplement funding to boards of education to provide programs and services for children and youth in care.**
  - **This year, the ministry distributed twenty-six point five million dollars (\$26.5 million) in Equity of Opportunity Supplement funding to boards of education.**

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- **The ministry is working closely with the Ministries of Children and Family Development (MCFD) and Post-Secondary Education and Future Skills, the First Nations Leadership Council, and the First Nations Education Steering Committee to achieve the objectives of the First Nations Children and Youth in Care Protocol.**
- **Together, we are implementing a comprehensive workplan to improve data collection, public reporting, and services for children and youth in care.**
- **The ministry has also signed a partnership agreement with MCFD to work jointly on improving outcomes for children and youth in care.**
  - **Our ministries developed *Joint Educational Planning for Children and Youth in Care Cross-Ministry Guidelines*.**
  - **The guidelines are designed to improve information sharing, collaboration and communication between teachers, school-based teams, child welfare workers, and families.**

### **Background:**

- In 2017, the Representative for Children and Youth (RCY) released a report, *Room for Improvement: Toward Better Education Outcomes for Children in Care*, outlining recommendations to government for improving educational outcomes for children and youth in care.
  - In March 2018, the ministry released the report *How Are We Doing? Children and Youth in Government Care* in response to the RCY recommendation to publicly report on outcomes.
- In May 2020, the ministry, along with MCFD, the Ministry of Post-Secondary Education and Future Skills, the First Nations Leadership Council, and the First Nations Education Steering Committee, signed a *First Nations Children and Youth in Care Protocol*, committing the Province and First Nations to work together to improve educational outcomes for First



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Nations children and youth in care and former youth in care.

- On November 22, 2023, leadership from all parties approved a co-developed workplan designed to implement key aspects of the protocol.
- Workplan actions include ensuring robust data collection, monitoring, and public reporting and enhancing existing supports and services for children and youth in care.
- In July 2020, *the Framework for Enhancing Student Learning* (FESL) was released to reflect a public commitment to work with Indigenous peoples, rightsholders and education partners to continuously improve student learning and address long-standing differences in performance amongst particular groups of students, including children and youth in care.
  - Connected to FESL, the *Ministerial Order for the Enhancing Student Learning* requires school districts to report to the ministry on the educational outcomes of children and youth in care.
- In March 2021, the ministry published online resources for teachers, school administrators and caregivers to support students in care in educational settings.
- In July 2021, *The Joint Educational Planning for Children and Youth in Care Cross-Ministry Guidelines* were updated to identify how to provide wrap around support for children and youth in care.
  - The ministry and MCFD have committed to update these guidelines every three years.
- An information sharing agreement (ISA) between ECC, MCFD and PSFS allows for children and youth in care data to be shared to support program planning, evaluation and decisions related to funding and services.
  - ECC has an additional ISA with MCFD that allows ECC to provide school districts with aggregate CYIC data on the educational measures outlined in the *Enhancing Student Learning Ministerial Order*.

### Key Statistics:

- In 2023/24, 1,851 students were identified as children and youth in care, or approximately 0.3% of B.C. K-12 students (2023/24-Public = 604,728)
- Of these 1,851 students, approximately:
  - 70% (1,309) are designated in one of 12 Special Education funding categories.
  - 77% (1,432) self-identify as Indigenous.
  - 54% (1,006) are designated in a Special Education funding category and self-identify as Indigenous, compared to 3% of non-children and youth in care students.
- Six-year completion rates (resident only):
  - Increased from 48.7% in 2017/18 to 56.1% in 2022/23 for all children and youth in care.
  - Increased from 46.3% in 2017/18 to 54% in 2022/23 for Indigenous children and youth in care.
  - Increased from 51.1% in 2017/18 to 59% in 2022/23 for non-Indigenous children and youth in care.

### Funding:

- For the 2023/24 school year, twenty-six million five hundred thousand dollars (\$26.5M) in Equity of Opportunity Supplement funding was distributed to boards of education to support additional services to students including children and youth in care, children and youth receiving non-clinical mental health supports, and low-income families.
  - An estimated twenty-six million five hundred thousand dollars (\$26.5M) in Equity of Opportunity Supplement will be distributed to boards of education in 2024/25.
- In 2023/24, boards of education received over fifty-nine million dollars (\$59M) in

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CommunityLINK funding to support vulnerable students.

- CommunityLINK (Learning Includes Nutrition and Knowledge) supports social functioning and academic achievement through funding to school districts for programs and services focused on vulnerable students.
- Being in government care is one of the indicators of vulnerability within the CommunityLINK funding formula.

Program Area Contact:	Jennifer Halbert, Director, Inclusive Education, LEPD (250) 812-4715
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## ADVICE TO MINISTER

<p style="text-align: center;"><b>CONFIDENTIAL</b> <b>ESTIMATES NOTE</b></p> <p>Ministry of Education and Child Care Date: December 18, 2023 Date Updated: February 26, 2024 Minister Responsible: Rachna Singh</p>	<h1 style="text-align: center;">Literacy Supports for Students</h1>
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### ADVICE AND RECOMMENDED RESPONSE:

- **Children should be screened early for their reading ability and in the formative primary years to set them up for future success.**
- **We know students with dyslexia are not being identified early enough, or not at all, which significantly impacts their learning outcomes, interest in school, and academic performance and mental health.**
- **Children with dyslexia or children struggling with their reading should have more supports to help them improve their abilities.**
- **That’s why we are committing thirty million dollars (\$30 million) over the next three years to help children with learning differences, like dyslexia.**
- **This funding will support early literacy screening for Kindergarten to Grade 3 students, better equip teachers and support staff with professional development, and expand Provincial Outreach teams and programs to provide new screening and literacy intervention supports.**

## ADVICE TO MINISTER

### IF ASKED ABOUT SUPPORT FOR STUDENTS STRUGGLING WITH LITERACY:

- **Every child should have the supports needed to live a full and healthy life, in school, and in their communities.**
- **We know some children continue to face barriers, and we are working to change that.**
- **The ministry meets regularly with advocacy groups and continues to work with K to 12 partners to support students with disabilities and diverse abilities in their learning.**
- **The Province is providing an estimated eight hundred and seventy-three million dollars (\$873 million) in additional funding this school year to provide supports and services to students with disabilities and diverse abilities – that's a seventy-six percent (76%) increase in funding since 2018.**
- **This funding may be used by school districts for specialized learning materials, additional staff – such as teachers, specialists, and education assistants – physical accommodations or equipment, and assessments.**

#### **Background:**

Based on the guidelines set by the B.C. curriculum, school districts and teachers are required to meet Learning Standards for teaching reading and writing.

There's been media and stakeholder criticism of B.C. literacy rates falling behind as part of a global trend. There's also been more criticism from dyslexia advocacy groups:

**Feb. 25, 2024:** Dyslexia BC calls on province to reassess BC Budget plans

Dyslexia BC responded to the province's 2024 budget plan saying it does not provide enough

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early literacy interventions for students. Cathy McMillan, founding member of Dyslexia BC said, in a letter, that the budget's annual plan of assisting students covers only six per cent of the population.

**Dec. 2023:** Canadian students' math, reading scores have dropped since 2018 — but study says it's not all COVID's fault

**Oct. 2023:** Reading differently: The science of dyslexia, challenges and solutions  
Cathy McMillan, founding member of Dyslexia BC, has been fighting for a change to the way public schools in this province work with kids with dyslexia, like her daughter. McMillan herself also has dyslexia. She recently wrote a letter to Minister of Education and Child Care, Rachna Singh, outlining her organization's concerns and wishes.

**Oct. 2023:** 'I felt shamed': Kids, parents call for more dyslexia supports in B.C.  
Students, parents and advocates rallied outside the B.C. legislature Tuesday to call for more support for kids with dyslexia. Families say they're spending thousands of dollars to help their kids catch up and stay on track, while some children say they've faced humiliation due to their learning disability.

### **Provincial Outreach Program:**

The ministry has many programs and initiatives that support literacy including the Provincial Outreach Program for the Early Years. This program provides teachers and support staff access to the training and resources they need to address the literacy needs of students in Kindergarten to grade 3.

### **StrongStart BC:**

- StrongStart BC centres provide play-based, daily drop-in programs offered at no cost to families/caregivers and their children from birth to age five and are intended to support and enhance early learning for children in B.C.
- 329 programs in 59 school districts offer quality early childhood education in a school environment, supporting children and their families to smoothly transition from early learning settings to Kindergarten. Designed to help children build social-emotional, numeracy, and literacy skill foundations contributing to later success in school.
- Educators use the Early Learning Framework to guide their professional practice.

### **The Early Learning Framework:**

The Early Learning Framework inspires educators to create language rich early learning environments that provide opportunities for children's development and well-being. Programs like StrongStart BC provide early learning development support for young children in school settings.

### **B.C. Programme for International Student Assessment (PISA) 2022 Results:**

- B.C. continues to perform well in Reading compared globally, with only 1 out of 81 jurisdictions performing statistically above B.C.'s range. B.C. students also scored well above the OECD average in Reading.
- While Reading performance declined in B.C. since PISA 2018, this is a trend throughout Canada and other OECD countries. Average scores declined by 10 points across OECD countries between 2018 and 2022, compared to 8 points in B.C. and 13 points in Canada.

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### 2022-2023 FSA Proficiency Results:

- Foundation Skills Assessment (FSA) results are categorized under three levels of proficiency: emerging, on-track and extending. On-track and extending are relatable to students meeting and exceeding expected achievement levels. The proficiency rates are reported for public and independent schools.
- For Literacy, the percentage of Grade 4 and Grade 7 students who are On Track and Extending is 77% and 73%, respectively: lower than last year by 1 ppt and 4 ppt.

Program Area Contacts:	Jennifer Halbert, Scott Beddall, Brent Munro, Tia Wedge Nick Poeschek, Elmas Atabay, Kira Reynolds, Danielle Carter- Sullivan – Early Learning
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## ADVICE TO MINISTER

<p style="text-align: center;"><b>CONFIDENTIAL</b> <b>ESTIMATES NOTE</b></p> <p>Ministry of Education and Child Care Date: February 8, 2024 Date updated: February 8, 2024 Minister Responsible: Rachna Singh</p>	<h1>Provincial School Outreach</h1>
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### ADVICE AND RECOMMENDED RESPONSE:

- **As part of government’s commitment to improve outcomes for children and youth with support needs, the Ministry of Education and Child Care is collaborating with the Ministry of Children and Family Development to expand the Provincial School Outreach initiative. This includes launching a second School Outreach Team.**
- **The first team of specialists is helping build the capacity of rural and remote school districts to address the specific needs of students with disabilities and diverse abilities.**
- **The Outreach Team provides in-person and virtual support to school districts across the province, including case consultations, professional development sessions, and linking district staff to regional and provincial resources and services.**
- **In doing so, the Outreach Team is helping to reduce the pressures on families to navigate multiple systems.**

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### IF ASKED ABOUT SUPPORT FOR LITERACY OR LEARNING DISABILITIES

- **Budget 2024 includes a significant new investment of thirty million dollars (\$30 million) over three years to better support students' literacy development in the K to 12 school system.**
- **Increased funding will expand the services of the Provincial School Outreach Team and other Provincial Outreach Programs to support public and independent schools in providing early literacy screening and intervention supports to students with learning challenges.**

#### **Background:**

- The creation of Provincial School Outreach (PSO) was in response to the limited access to specialist staff to aid in the planning and provision of educational supports to students with disabilities and diverse abilities in some regions of the province, especially in rural and remote communities.
- Government also recognizes that challenges in recruiting and retaining specialist teachers and staff in these regions often results in inequitable learning opportunities for underserved populations such as students with Fetal Alcohol Spectrum Disorders (FASD), Down Syndrome, and other neuro-cognitive developmental disabilities.
- Modelled after K-12 Provincial Resource Programs (see section below for more information), PSO is hosted by the North Vancouver School District, which is responsible for staffing and administration of the outreach teams.
  - These Outreach Teams are not new FTEs in the sector and covered by existing collective agreement provisions or terms and conditions of employment applicable to these occupations.
- In response to recent challenges facing the Family Connections Centre in Prince Rupert, which include specialist staff shortages, the PSO has been working with the local school districts to provide additional support.

#### **Key statistics:**

- To date, the PSO has hired one occupational therapist (1 FTE), two speech language pathologists (1 FTE), one school psychologist (0.5 FTE), one learning services teacher (0.5 FTE), two board certified behaviour analysts (1.5 FTE), a program director (1 FTE), and administrative support (1 FTE). Total of 9 staff (6.5 FTE).
- The PSO became fully operational in mid-January 2024 and, as of March 2024, has provided services to 31 schools in 18 school districts across the province with 36 students currently on the caseload.



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- Priority school districts that the PSO has been supporting include Cariboo-Chilcotin (SD27), Central Coast (SD49), Haida Gwaii (SD50), Prince Rupert (SD52), Peace River North (SD60), Gulf Islands (SD64), Gold Trail (SD74), Fort Nelson (SD81), Coast Mountains (SD82), Vancouver Island West (SD84), Vancouver Island North (SD85), Nechako Lakes (SD91), and Nisga'a (SD92).
- 76% of PSO support to students and schools has been provided in-person, with the remaining 24% being virtual.

### Funding:

- The ministry is receiving a total base funding lift of \$4.236M over the next three years, in addition to the total base of funding lift of \$4.857M between 2023-25 announced in *Budget 2023*, for a total investment of \$9.093M.
  - The additional base funding of \$1.412M per year will support the addition of the second School Outreach Team (5 FTE).

Funding Source	2024/25	2025/26	2026/27	Total
Base Funding	\$1.619M	\$1.619M	\$1.619M	\$4.857M
<i>Budget 2024</i> Lift	\$1.412M	\$1.412M	\$1.412M	\$4.236M
<b>Total</b>	<b>\$3.031M</b>	<b>\$3.031M</b>	<b>\$3.031M</b>	<b>\$9.093M</b>

Program Area	Scott Beddall, Executive Director Education Programs and Policy Branch	250-952-2423
Contacts:	Jennifer Halbert, Director Inclusive Education	250-812-4715

## ADVICE TO MINISTER

<p style="text-align: center;"><b>CONFIDENTIAL ESTIMATES NOTE</b></p> <p>Ministry of Education and Child Care Date: August 16, 2023 Date Updated: February 5, 2024 Minister Responsible: Rachna Singh</p>	<h1 style="text-align: center;">Students with Disabilities and Diverse Abilities</h1>
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### ADVICE AND RECOMMENDED RESPONSE:

- **All students should feel safe, welcome, and included in B.C. schools so they can achieve their full potential.**
- **Our government is committed to removing barriers that some students continue to experience in our schools. I appreciate the efforts of parents, caregivers, and advocates to make things better.**
- **In addition to providing funding to districts, we are strengthening supports for people with disabilities and diverse abilities in our schools.**
- **This includes establishing Provincial School Outreach teams of specialists who work with school staff in rural and remote areas to provide support and services for students that can otherwise be difficult to provide in those places.**
- **It also includes:**
  - **developing new guidelines for Individual Education Plans that help each child learn in the best way possible for them;**

## ADVICE TO MINISTER

- **providing new resources that clarify roles and responsibilities and support meaningful conversations with parents and caregivers; and**
- **updating existing “special education” policies and documents to remove language that is outdated and offensive to the disability community.**
- **We know there is more to do, and we will continue to work with advocates, families, our education partners, and other experts to make our schools more inclusive for all our students.**

### IF ASKED WHAT GOVERNMENT IS DOING TO SUPPORT STUDENTS WITH DISABILITIES/DIVERSE ABILITIES (FUNDING AND SERVICES):

- **Our government is providing school districts with an estimated eight hundred and seventy-three million dollars (\$873 million) in additional funding for support and services for students this school year.**
- **That’s a seventy-six percent (76%), or three hundred and seventy-eight million (\$378M) increase in funding since 2018, for inclusive support and services for students with disabilities and diverse abilities.**

### IF ASKED ABOUT WORKFORCE AND EDUCATIONAL ASSISTANTS:

- **We know educational assistants play an important role in supporting students with disabilities and diverse learning needs.**

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- **Since 2017, the number of classrooms with an educational assistant in them has increased by forty four percent (44%), to thirty thousand five hundred and forty-five (30,545) classes to better support all students.**
- **That's up from twenty-one thousand one hundred and fifty-three (21,153) classrooms with an EA in 2016/2017.**

### **Background:**

**September 2023** – B.C. classrooms see 'alarming trend' of student exclusion: education group. A group tracking how students with disabilities and complex issues are treated in classrooms says it is seeing an alarming trend in B.C.'s schools. A report from BCEdAccess suggests some continue to face separation, seclusion, or even restraint.

### **Provincial School Outreach teams:**

- This initiative provides rural and remote B.C. school districts with access to multi-disciplinary teams of specialists who can work alongside school staff to address the specific needs of students with disabilities and diverse abilities.
- North Vancouver School District was chosen to be the host district for these teams.
- The first team of specialists has been hired and is already providing support to nine school districts across the province. A second team of specialists will be launched in the coming school year.

### **Jackson Arbitration (Category J and Category G):**

- In 2019, the Jackson decision determined that class composition (i.e., the number of students with disabilities in one class) would be based on the criteria that had been in place from 1995-2002, prior to the BCTF Collective Agreement language being removed.
- The Jackson Arbitration has no impact on current student designations, the development of Individual Education Plans (IEPs), access to supports and services, or funding to districts for students with disabilities or diverse abilities.

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See chart below that highlights improvements in graduation rates for students with disabilities and diverse abilities. *(Updated January 2024)*

### **6 Year Completion - Residents Only - Public and Independent Schools** **- Students with Designation**

School_Year_Legacy	Cohort_Start_Year	Completion_Rate
2010/2011	2005/2006	61.6
2011/2012	2006/2007	62.5
2012/2013	2007/2008	63.3
2013/2014	2008/2009	65.7
2014/2015	2009/2010	67.7
2015/2016	2010/2011	67.7
2016/2017	2011/2012	68.8
2017/2018	2012/2013	71.2
2018/2019	2013/2014	72.0
2019/2020	2014/2015	73.8
2020/2021	2015/2016	74.5
2021/2022	2016/2017	77.8
2022/2023	2017/2018	77.6

Program Area Contacts:	Mary Shaw, ADM, Learning & Edu Programs Div. Scott Beddall, Executive Director Jennifer Halbert, Director	250-812-4715 (Jennifer) 250-952-2423 (Scott)
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## ADVICE TO MINISTER

<p style="text-align: center;"><b>CONFIDENTIAL</b> <b>ESTIMATES NOTE</b></p> <p>Ministry of Education and Child Care Date: January 5, 2023 Date updated: January 26, 2024 Minister Responsible: Rachna Singh</p>	<h1 style="text-align: center;">University Transition Program</h1>
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### ADVICE AND RECOMMENDED RESPONSE:

- **Our government is committed to ensuring that students from around the province have equitable access to educational programs and opportunities that help them succeed in safe, inclusive, learning environments.**
- **The Transition Program for Gifted Students, also known as the University Transition Program (UTP), is a Provincial Resource Program that is mandated to provide learning opportunities to exceptionally gifted students from around the province. It is an accelerated program resulting in early graduation.**
- **Recently, we were made aware of a number of serious concerns about the program, related to negative impacts on students' mental health and well-being.**
- **The ministry, the Vancouver School Board (which administers the program), and University of British Columbia (UBC) (which is the post-secondary partner for this program) all take these concerns very seriously.**
- **We have determined that a formal review of the program is required.**

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- **Given the nature of the concerns raised, the ministry and VSB, in consultation with UBC, have made the decision to pause this year's admissions into the program. This will allow time to complete the program review and implement any recommended changes to ensure a safe and inclusive learning environment.**
- **We're aware that some students have already started the application process for next year, as the deadline is approaching soon. We know this pause on the program intake will be a disappointment to many and apologize for the inconvenience. The decision was not taken lightly.**
- **This pause will not impact currently enrolled students who choose to stay in the program. They will be able to continue on and complete their studies during the 2024/25 school year.**
- **VSB will work with program staff to ensure that the mental health and well-being of students who are currently enrolled in the program are well supported.**

### **Background:**

The University Transition Program (UTP) is a Ministry Provincial Resource Program (PRP) that was created in 1993 to provide an educational opportunity for exceptionally gifted students allowing for accelerated graduation and eligibility to apply for early entrance to UBC. The program is funded by the Province and is hosted through the Vancouver School District (VSB), in partnership with UBC.

- VSB, as the host district, is responsible for staffing and administrative oversight of the program.
- UBC is a program partner that acts as site host and facilitates the participation of UBC faculty members as instructors and guest lecturers in the program.

## ADVICE TO MINISTER

### Funding:

The province provided VSB with \$749,000 for the 2023/24 school year to run the program, up from \$559,000 in 2022/23. UBC provides an additional \$50,000 in honoraria each year to support Faculty members to participate in the program.

During the two-year program, students meet requirements for the Dogwood and explore UBC faculties through a variety of senior secondary and university level coursework, competitions, field trips, camps, and International Global Citizenship Tours. According to the UTP website, students typically achieve early university entrance and commence full-time studies at UBC at age 14 or 15. The program supports approximately 40 students annually, between the ages 13 to 15, with a 4.4 FTE teaching staff.

In December of 2022, the Vancouver School District announced changes to the program admissions process and oversight to bring the program into better alignment with other (PRP) and create more transparency in the application process. The changes include:

- Shifting the dates for the 2023/24 UTP intake session to align with application dates for other VSB programs.
- Adding the ability for teachers and school districts across the province to refer their students to the program in addition to the direct applications from parents/students.
- Creating a committee review process for all applications.
- Appointing a new district administrator to oversee the Vancouver-based PRPs and other district level programs.

After VSB announced the changes several alumni and parents have raised concerns that they were not consulted and how the changes might limit students' access to the program. A group of alumni parents contacted VSB staff and trustees, their local MP (Joyce Murray), their local MLA (Premier David Eby) and the ministry regarding their concerns, via phone calls and a letter writing campaign. One alumnus launched a website (<https://www.giftd.ca/>) and campaign to stop the changes and placed an ad in the Globe and Mail.

In December of 2023 and January 2024, the Vancouver School Board received calls and emails from parents of students in the program, who highlighted serious issues with the current program that were having significant impacts on the mental health and well-being of current students.

In November 2023, the ministry, VSB and UBC all agreed to initiate a formal, third-party review of the program. The decision to accelerate the review was made by the ministry and VSB, in consultation with UBC, once they were informed of the concerns of parents and students in recent weeks. In order to not pre-suppose the outcome of the review, a decision was made to pause the upcoming application intake for next year's cohort of students, until the review could be completed, and any recommendations could be implemented to better support student mental health and well-being.

Currently enrolled students will be able to continue their educational program and complete their second year of the program during the 2024/25 school year without interruption. VSB will continue to work with program staff to ensure a priority focus on supporting students' mental well-being.



# ADVICE TO MINISTER

Security Concern

Program Area Contacts:	Scott Beddall Mary Shaw
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## ADVICE TO MINISTER

<p style="text-align: center;"><b>CONFIDENTIAL</b> <b>ESTIMATES NOTE</b></p> <p>Ministry of Education and Child Care Date: February 2, 2024 Date updated: February 2, 2024 Minister Responsible: Rachna Singh</p>	<h1 style="text-align: center;">Child Care System Modernization</h1>
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### ADVICE AND RECOMMENDED RESPONSE:

- **Investing in high-quality Information Management and Information Technology systems is necessary in order to achieve our government’s goal to build a future where access to affordable, quality, inclusive child care is a core service that families can rely on.**
- **Modernizing these systems will allow us to better deliver quality and affordable child care to B.C. families.**
- **Capital funding has been approved to modernize the IM/IT systems for four key child care digital services. These are:**
  - **My ChildCareBC Services, which includes the Child Care Fee Reduction Initiative and the Operating Funding Model**
  - **The Early Childhood Educator Registry**
  - **The Child Care Data Warehouse**
  - **Capital Asset Planning System Child Care Expansion**

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### IF ASKED ABOUT MY CHILDCAREBC SERVICES:

- **The fully modernized My ChildCareBC Services (MyCCBC) for Child Care Fee Reduction Initiative renewals launched in early January 2024 with high uptake and no system issues.**
- **The launch included significant system automation including pre-approvals, giving child care providers and families ease of mind over upcoming fees.**
- **In a follow-up survey, eighty-two percent (82%) of respondents noted they were satisfied or highly satisfied with the overall performance and functionality of MyCCBC and found the platform somewhat easy or very easy to use.**
- **The other system modernizations are proceeding on track and will support the new programs and policies.**

#### **Background:**

#### **Key Statistics:**

- MyCCBC disperses over \$900M in funding to over 5,000 child care providers annually.
- B.C. needs an additional 12,000 early childhood educators (ECEs) by 2027 to expand the availability of licensed child care and achieve ChildCareBC targets.
- The New Spaces Fund program provides funding for the creation of new licensed child care spaces to eligible organizations (including school districts), it has an annual provincial budget of nearly \$85M, in addition to over \$325M in federal funding available over the next two years.

#### **Funding:**

- 3-year IT capital funding totaling just over \$16.605M for child care (not including Capital Asset Planning System Expansion) has been approved by the Digital Investment Board and began FY2023-24.

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### Key Outcomes:

- MyCCBC will collect information from child care providers who are applying for fee reduction initiatives (including the Child Care Fee Reduction Initiative and Operating Funding Model), and the ECE wage enhancement program. It will allow the ministry to audit the program at the individual child level and ensure consistent funding to avoid any interruptions of services.
- The ECE Registry will support and expand the number of accredited professionals, increase transparency in certification, and sustain quality post-secondary program in B.C. through a self-serve, accessible digital service for ECEs, ministry staff and accreditation bodies.
- Child Care Data Warehouse (CCDW) will streamline data access, enhance security, and clarify roles and responsibilities while leveraging already established modern architecture, infrastructure, and analytic tools.
- Capital Asset Planning System Expansion will enable a streamlined approach for school districts seeking access to K-12 and child care funding and improve business processes and efficiencies including the ability to adopt a longitudinal approach to long-range facility planning.

Program Area Contact:	Laura Hutchinson, Executive Director and Chief Technology Officer for the Digital Strategies & Services Branch	250-514-8724
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## ADVICE TO MINISTER

<p style="text-align: center;"><b>CONFIDENTIAL</b> <b>ESTIMATES NOTE</b></p> <p>Ministry of Education and Child Care Date: February 14, 2024 Date updated: February 29, 2024 Minister Responsible: Rachna Singh</p>	<h1 style="text-align: center;">International Online Education (SD73 Business Company)</h1>
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### ADVICE AND RECOMMENDED RESPONSE:

- **In 2010, my ministry entered into an agreement with the School District 73 Business Company (known as Global Education) to provide B.C. online courses to non-resident learners living outside Canada.**
- **The current agreement with the School District 73 Business Company expires on June 30, 2024.**
- **A full review of the International Online Learning (iOL) pilot program was conducted in Fall 2023 in light of other changes that had been made to international education.**
- **As a result of the full review, a decision was made to not renew the agreement with School District 73 Business Company and to allow students already registered to complete their courses.**
- **The ministry will work with the School District 73 Business Company to plan timing of and preparations for closing out the program and mitigate impacts on students who are currently registered.**
- **The ministry would like students who are enrolled under the current iOL Agreement to be able to complete their**

## ADVICE TO MINISTER

**program over the next two years.**

### **IF ASKED ABOUT THE IMPACT ON B.C. OFFSHORE PROGRAMS**

- **Non-resident learners can still register in B.C. offshore programs as a pathway to study, work, and live in B.C.**

### **IF ASKED ABOUT THE FUTURE OF SD73 BUSINESS COMPANY**

- **It is the decision of School District 73 Business Company to determine its next steps.**
- **Should School District 73 Business Company choose to continue to offer online courses to non-resident learners, future programming cannot be advertised nor delivered as part of the International Online Learning pilot program.**

#### **Background:**

##### **Key statistics:**

- 2022/2023 School Year
  - Total headcount: 333
  - B.C. Offshore School Students headcount: 80
  - 2+1 Program Student headcount: 247
  - Single Student headcount: Personal Information
  - COVID Mitigation Student headcount: 0
- 2021/2022 School Year
  - Total headcount: 478
  - B.C. Offshore School Students headcount: 240
  - 2+1 Program student headcount: 238
  - Single Student headcount: 0
  - COVID Mitigation Student headcount: 33

#### **Funding:**

- Cost of \$1200 for International Online Learning annual inspections.
- No other fees/charges were paid by the ministry.

Program Area	Sophia Palahicky	(250) 952-1852
Contacts:	Jennifer Wray	(250) 217-3470

## ADVICE TO MINISTER

<p style="text-align: center;"><b>CONFIDENTIAL</b> <b>ESTIMATES NOTE</b></p> <p>Ministry of Education and Child Care Date: February 14, 2024 Date updated: Minister Responsible: Rachna Singh</p>	<h1>Online Learning in Schools</h1>
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### ADVICE AND RECOMMENDED RESPONSE:

- **On July 1, 2023, a new policy came into effect making online learning services available for both public and independent school students through the Provincial Online Learning Schools and District Online Learning Schools.**
- **Under the new online learning model, B.C. students can take all or part of their educational program at a District Online Learning or a Provincial Online Learning School.**
- **The new online learning model provides equitable access to high-quality online learning for all students in B.C.**
- **The ministry offers a Provincial Learning Management System called Brightspace. Brightspace delivers consistent, high-quality experiences for students across the province and ensures equitable access across the K to 12 education system.**
- **Brightspace is now in use by one hundred percent (100%) of the Provincial Online Learning Schools. More than fifty percent (50%) of districts have onboarded to it.**

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### IF ASKED ABOUT THE PROVINCIAL LEARNING MANAGEMENT SYSTEM (BRIGHTSPACE):

- **Over forty-five thousand (45,000) students are currently learning with Brightspace. It is projected to grow to sixty-five thousand (65,000) in the next school year.**

### IF ASKED ABOUT SCHOOL DISTRICT 83'S DISTRICT ONLINE LEARNING SCHOOL POSSIBLE CLOSURE:

- **It is a school district's decision to determine whether or not they close a school.**
- **At the January 2024 Board meeting, the Board of Education of School District 83 carried a motion to initiate the public consultation process regarding the school closure of the Educational Outreach Program.**

Intergovernmental Communications



### IF ASKED ABOUT STUDENTS WITH DIVERSE LEARNING NEEDS:

- **I understand there are often unique challenges requiring specialized approaches for parents, teachers, and students.**
- **Online learning provides an option for parents and families of students with diverse abilities and special needs.**



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- **We believe in inclusive schools and giving students with diverse abilities and special needs equitable access to learning opportunities.**
- **The new Online Learning model includes bringing in improved quality standards, a new Accountability and Quality Assurance process, and a Provincial Learning Management System so all students and teachers have access to the same set of tools and resources, regardless of where and who is offering the program.**

### **Background:**

#### **Key statistics:**

- 2022/2023 Online Learning Headcount
  - Public: 54,868
  - Independent: 14,271
  - Public Students with Diverse Abilities and Disabilities: 1,293
  - Independent Students with Diverse Abilities and Disabilities: 3,022

### **Funding:**

- Government Financial Information
- In 2023/24, public schools OL funding is estimated to total \$113,942,697 (including \$23,432,630 in special education funds).
- Government Financial Information
- Basic allocation per FTE OL student (school-age) is \$6,360; the basic allocation for in-person learners is \$7,885 per FTE (2022/23 SY). This is increasing to \$6,960 per FTE for OL students and \$8,625 per FTE for in-person learners.
- Adults are funded at \$629 per 4-credit course (2022/23 SY), increasing to \$688 in 2023/24.
- All independent OL schools are Group 1 (funded at 50% of the public OL school rate).

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## ADVICE TO MINISTER

<p style="text-align: center;"><b>CONFIDENTIAL ESTIMATES NOTE</b></p> <p>Ministry of Education and Child Care Date: February 9, 2024 Date updated: February 13, 2024 Minister Responsible: Rachna Singh</p>	<h1 style="text-align: center;">BC Training and Education Savings Grant (BCTESG)</h1>
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### ADVICE AND RECOMMENDED RESPONSE:

- **The BC Training and Education Savings Program provides a one-time grant of twelve hundred dollars (\$1200) to help parents and guardians plan and save early for their child’s post-secondary education.**
- **There are no additional fees or financial contributions needed to receive the grant so parents and families who cannot afford to put aside savings at this time can still start a Registered Education Savings Plan (RESP).**
- **Over two hundred and sixty-three thousand (263,000) children have received the grant since it was launched in August 2015.**
- **More than three hundred and sixteen million dollars (\$316 million) in grants have been issued. This represents approximately fifty percent (50%) of the estimated eligible cohorts.**
- **Parents/guardians can apply for the grant on behalf of their children (beneficiaries) through one of fifty-six (56) participating banks, credit unions, and other financial institutions.**

## ADVICE TO MINISTER

- **Children are eligible for the grant between their sixth and ninth birthday.**
- **Approximately one hundred and fifty thousand (150,000) B.C. children are currently eligible to receive the grant.**

### **Background:**

#### **Key statistics:**

- To be eligible for the BCTESG, a child must meet the following three criteria:
  1. The child was born in 2006 or later and apply before the deadline applicable to their birth year.
  2. At the time of application, the child and a parent/guardian of the child are residents of British Columbia; and,
  3. At the time of application, the child is the beneficiary of a Registered Education Savings Plan (RESP) with a participating financial institution (Social Insurance Number required to open a RESP).
- Children are eligible for the BCTESG on their sixth birthday up until the day before their ninth birthday.
- The BCTESG grants are available through participating financial institutions such as (but not limited to):
  - CIBC
  - BMO Bank of Montreal
  - RBC Royal Bank
  - Scotiabank
  - Toronto-Dominion Bank
  - HSBC Bank of Canada and
  - B.C. Credit unions

Children born in 2006 through 2009 were provided with alternate deadlines to allow them the same three-year window to apply.

Due to lower-than-expected uptake rates and accumulation of a significant cash balance within the Special Account, contributions were suspended in 2021 until additional funding is required to support grant payments. All eligible children will still be able to receive the grant and the Ministry is looking for ways to increase participation.

### **Funding:**

- The Government of Canada administers the BCTESG on behalf of the province (through a Canada – BC Agreement) and offers additional savings incentives through RESPs, including: the Canada Education Savings Grant and the Canada Learning Bond.
- In 2022/23, the program issued \$31.0M. The 2023/24 estimated expense is \$30.5M.

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**Table 1: Status of Cohort Birth Years and Approximate Rate of Uptake**

Cohort Birth Year	Eligible Population (est.)	Beneficiary Rate 2023 Q4	Eligibility Status
2006	47,937	43.5%	Closed
2007	47,535	52.3%	Closed
2008	48,027	52.1%	Closed
2009	47,934	53.1%	Closed
2010	49,288	50.2%	Closed
2011	49,142	49.7%	Closed
2012	49,787	50.1%	Closed
2013	51,499	45.8%	Closed
2014	50,656	46.5%	Closed
2015	50,605	39.9%	Open
2016	49,360	33.4%	Open
2017	48,670	19.4%	Open

*Notes: This chart reflects statistics as of December 31, 2023. Eligible population for active birth year groups is updated based on the latest estimates published by Statistics Canada (2022).*

**Table 2: Total Amount and Number of Grants Paid, by Cohort Birth Year**

Cohort Birth Year	Total Grant Payments	Total Number of Grants Paid
2006	\$25,011,600.00	20,843
2007	\$29,835,600.00	24,863
2008	\$30,026,400.00	25,022
2009	\$30,530,400.00	25,442
2010	\$29,674,800.00	24,729
2011	\$29,296,800.00	24,414
2012	\$29,953,200.00	24,961
2013	\$28,302,000.00	23,585
2014	\$28,256,400.00	23,547
2015	\$24,218,400.00	20,182
2016	\$19,798,800.00	16,499
2017	\$11,355,600.00	9,463
<b>Total \$</b>	<b>\$316,260,000.00</b>	<b>263,550</b>

Program Area Contact:	Jennifer Wray, Executive Director, Student Information, Data and Education Networks	(250) 217-3470
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## ADVICE TO MINISTER

<p style="text-align: center;"><b>CONFIDENTIAL</b> <b>ESTIMATES NOTE</b></p> <p>Ministry of Education and Child Care Date: February 15, 2024 Date updated: March 8, 2024 Minister Responsible: Rachna Singh</p>	<h1 style="text-align: center;">Cybersecurity in K-12 Schools</h1>
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### ADVICE AND RECOMMENDED RESPONSE:

- **School boards are responsible and accountable for developing cybersecurity policies and managing security for digital services in their districts.**
- **Under the Freedom of Information and Protection of Privacy Act, school boards are required to implement a privacy management program. This program ensures that school boards are properly managing and protecting any personal information (like student records) within their custody.**
- **The Ministry of Education and Child Care works in partnership with school boards and the private sector to provide districts with tools and resources required to enable the delivery of their security programs.**
- **The ministry has provided one point seven million dollars (\$1.7 million) in grants to Focused Education Resources to support the establishment of a Cybersecurity and Risk Management Program for districts for enhanced security practices across the sector.**

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### IF ASKED WHAT IS THE MINISTRY DOING TO SUPPORT SCHOOL BOARDS WITH CYBERSECURITY:

- **The Province has made significant investments in cybersecurity to support school districts.**
- **The ministry currently provides firewall security services under a common procurement for all school districts.**
- **This represents a fifteen-million-dollar (\$15 million) investment over three years to help districts keep students safe online.**

#### **Background:**

##### Key statistics:

- Vendor is Kyndryl.
- 1520 firewalls deployed at school sites.
- 60 core firewalls deployed in board offices to protect critical district data and digital assets.
- Enterprise License Agreement for 60 districts offering a layered defence for school networks.
- Enhanced Cybersecurity Services (ECS) is a firewall security service which includes the provision of hardware, software licenses, and technical support for the cyber protection of personal and business information for over 650,000 B.C. students and district staff. ECS blocks inappropriate content and prioritizes educational applications to improve user experience over the internet.
- Funding:
  - Funded through recoveries from school districts.
  - Kyndryl contract valued at \$15M over 3 years (FY23,24,25).
    - FY22-23 contract actuals is \$4.8M
    - FY23-24 contract forecast is \$5.1M.
    - FY24-25 contract forecast \$5.1M.

Program Area Contact:	Jennifer Wray, Executive Director, Student Information, Data & Education Networks	250-217-3470
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## ADVICE TO MINISTER

<p>CONFIDENTIAL ESTIMATES NOTE Ministry of Education and Child Care Date: February 23, 2024 Date updated: February 29, 2024 Minister Responsible: Rachna Singh</p>	<h1>Data Policy and Collections</h1>
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### ADVICE AND RECOMMENDED RESPONSE:

- **Public school boards and independent schools must collect and submit specific data to the ministry throughout the year.**
- **Data collected by districts, schools, and other education stakeholders are used by the ministry for funding, grant allocation, policy and program management, capital and strategic planning, predictive analysis, and public reporting.**
- **The ministry holds a vast amount of data and has robust analytics that inform the sector on trends and statistics, driving the way forward for education in B.C.**
- **The ministry is developing a Data Management Framework to manage data consistently and ethically, in alignment with the provincial Data Management Policy.**
- **The ministry is also modernizing its data systems to align with the new Gender and Sex Data Standard, the *Declaration on the Rights of Indigenous Peoples Act* and the *Anti-Racism Data Act*.**

## ADVICE TO MINISTER

### Background:

#### Key statistics:

- As per School and Student Data Collection Order (M152/29) Reports, Records and Data Submission Order - Independent Schools Act and Enhancing Student Learning Reporting Order, data collected by districts, schools and other stakeholders includes:
  - Enrolment data for funding purposes
  - Class Size
  - Student Achievement
  - Workforce data
  - Nominal roll data

#### Funding:

- Data collection results directly impact enrolment funding to schools and districts in B.C.
- The ministry measures student enrolment by both headcount and funded full time equivalent (FTE) for the public and independent school systems.
- Collected data also provide the ministry and sector with key information for the purposes of tracking and monitoring enrolment trends in schools and programs.
- The data inform analytics that guide the way the ministry and sector focus their priorities and inform decision making.
- Related to ministry business processes that collect, manage, or use student data, there has been considerable effort by ministry staff to improve, streamline and enhance these services, which has in turn resulted in administrative time and cost savings for the ministry, districts, and schools.

Program Area Contact:	Jennifer Wray A/ADM, Services and Technology Division	250-217-3470
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## ADVICE TO MINISTER

<p>Confidential ESTIMATES NOTE Ministry of Education and Child Care Date: February 5, 2024 Date updated: February 7, 2024 Minister Responsible: Rachna Singh</p>	<h1>BC Declaration on The Rights of Indigenous Peoples Act Action Plan</h1>
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### ADVICE AND RECOMMENDED RESPONSE:

- **The Declaration on the Rights of Indigenous Peoples Act is a British Columbia law that creates a path forward towards respecting the human rights of Indigenous Peoples while introducing better transparency and predictability in the work Indigenous Peoples and government do together.**
- **This law is an important step towards true and lasting reconciliation, which will uphold Indigenous rights and create stronger communities and families.**
- **On March 30, 2022, government released the Declaration Act Action Plan which identifies goals, outcomes, and priority actions to make tangible progress toward the long-term vision for implementing the Declaration Act in British Columbia.**
- **The Ministry of Education and Child Care remains committed to implementing the 13 education and child care specific actions in the Action Plan. This includes strategies to address Indigenous-specific racism in the education sector, and to further improve educational outcomes for Indigenous students.**

## ADVICE TO MINISTER

- **The ministry is committed to working with Indigenous Rightsholders, Peoples, and education partners to address each action so we can collectively support Indigenous students in the years ahead.**

### **IF ASKED: HOW IS THE MINISTRY FOLLOWING A DISTINCTIONS-BASED APPROACH WHEN IMPLEMENTING ACTION PLAN COMMITMENTS?**

- **The ministry is following direction of the Distinctions-Based Approach Primer to conduct our relations and dealings with First Nations, Métis, and Inuit in a manner that is appropriate for the context of our work. This may require that our relationship and engagement with First Nations, Métis, and Inuit Peoples include different approaches or actions and result in different outcomes.**

#### **Background:**

##### **Key Facts Regarding the Issue:**

- In 2007, the United Nations General Assembly adopted the UN Declaration. It includes 46 articles covering all rights of Indigenous Peoples such as culture, identity, religion, language, health, education, and community. It was introduced into the legislature as Bill 41 and passed into law in B.C. in November of 2019.
- The UN Declaration emphasizes the Indigenous rights to live in dignity, to maintain and strengthen Indigenous institutions, cultures, traditions, and self-determined development.
- In 2016, the Government of Canada endorsed the UN Declaration without qualification and committed to its full implementation.
- B.C. is the first jurisdiction in Canada to put the UN Declaration into action through legislation. The Province worked with the First Nations Leadership Council to develop the Declaration Act.
- ECC engaged with the First Nations Education Steering Committee (FNEESC) and Métis Nation British Columbia (MNBC) to identify priorities in the development of the Action Plan.
- Three of ECC's 13 actions in the Action Plan are in partnership with other ministries including the Ministry of Indigenous Relations and Reconciliation, the Ministry of Post-Secondary Education and Future Skills (PSFS) and the Ministry of Children and Family Development (MCFD).
- On October 4, 2022, the Declaration Act Secretariat released the *Interim Approach to Implementing the Requirements of Section 3 of the Declaration on the Rights of Indigenous Peoples Act* (Interim Approach) to provide guidance for involving Indigenous Peoples in policy and legislative development.
- On December 5, 2023, MIRR released the Distinctions-Based Approach Primer (the primer) to assist the provincial government in understanding the legal basis for, and core

## ADVICE TO MINISTER

elements of, a distinctions-based approach in all the Province's relations with First Nations, Métis, and Inuit in B.C.

- Therefore, the ministry is required to take a distinctions-based approach in all our relations with First Nations, Métis and Inuit, including implementation of ECC's Action Plan commitments.

### Key Outcomes:

- Key activities to date include:
  - The development of the ECC-FNESC Legislation and Policy Table to jointly progress work on BCTEA and Action Plan commitments.
  - The Indigenous-focused graduation requirement (**Action 3.4**) came into effect July 1, 2023 so that all students working towards the B.C. Certificate of Graduation (Dogwood Diploma) - in English or French – are now required to complete the new graduation requirement, including students at B.C certified offshore schools.
  - The *School Amendment Act* (Bill 40) was passed on November 8, 2023, moving forward ECC's implementation of:
    - **Action 1.6** – co-develop a Model Local Education Agreement (LEA) with FNESC and enable First Nations to apply the Model LEA with a school district at the request of the First Nation;
    - **Action 4.3** – Indigenous Education Councils (IECs) are now mandatory in school districts, and the development an IEC policy to set a provincial standard for IECs is underway; and
    - **Action 4.4** – First Nations School of Choice (SoC) provisions set out a process for First Nations to designate a school as their school of choice for First Nations students who live on-reserve, self-governing First Nation lands or Treaty lands.
  - The ministry, PSFS, FNESC and the Indigenous Adult and Higher Learning Association (IAHLA) have established the First Nations Recruitment and Retention Working Group to begin work on increasing the recruitment and retention of First Nations teachers within B.C.'s K-12 public schools and school districts (**Action 4.2**).
  - Engagement with Indigenous partners and PSFS is underway to support planning and implementation of an Indigenous-Specific Racism Review (ISRR) in the K-12 and post-secondary public education sectors (**Action 3.3**).
- The ministry is undertaking other actions to support the Declaration Act, such as continuing to implement BCTEA in collaboration with FNESC and Canada, supporting First Nations jurisdiction over education, the Equity in Action project, the 9<sup>th</sup> Professional Standard on reconciliation for teachers, the K-12 Anti-Racism Action Plan, and the annual Indigenous-focused non-instructional day.

### Delivery Partners:

- First Nations Education Steering Committee (FNESC)
- Métis Nation British Columbia (MNBC)
- Ministry of Indigenous Relations and Reconciliation (MIRR)
- Ministry of Post Secondary Education and Future Skills (PSFS)
- Ministry of Children and Family Development (MCFD)
- Ministry of Attorney General (AG)

### Agreements:

- Education Jurisdiction Framework Agreement (EJFA)
- BC Tripartite Education Agreement (BCTEA)

## ADVICE TO MINISTER

- Métis Nation BC does not have an agreement in place with ECC but does have a Letter of Intent with MIRR.

Program Area Contact:	Amber Shilling, Executive Director, Indigenous Education, System Liaison and Supports Division	(778) 679-0951
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## ADVICE TO MINISTER

<p style="text-align: center;"><b>CONFIDENTIAL</b> <b>ESTIMATES NOTE</b></p> <p>Ministry of Education and Child Care Date: February 27, 2024 Date updated: March 12, 2024 Minister Responsible: Rachna Singh</p>	<h1>Bill 40</h1>
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### ADVICE AND RECOMMENDED RESPONSE:

- **We're creating a path forward that respects the rights of Indigenous Peoples while following through with our commitments to the Declaration on the Rights of Indigenous Peoples Act (DRIPA) and the BC Tripartite Education Agreement (BCTEA).**
- **We've heard from First Nations that the current public education system doesn't meet the needs of their community and the data shows this.**
- **The changes we've made to the *School Act* will give First Nations more choice in which public schools their students attend, particularly First Nations students who live on reserve.**
- **The changes to the *School Act* will also help ensure Indigenous people have a voice in decisions and funding that impact Indigenous students.**
- **These changes signal a shift in how we do our work – respecting and recognizing the importance of Indigenous involvement in the education of Indigenous students.**

# ADVICE TO MINISTER

## Background:

### Issue Summary:

- We have heard from First Nations that the current public education system does not meet the needs of their community and the data shows this.

### Ministry Update:

- On October 25, 2023, The Ministry of Education and Child Care introduced amendments to the *School Act* that will bring changes to better support Indigenous students' K-12 learning outcomes to be implemented for the 2024/25 school year.
- The changes include:
  1. First Nations and Treaty First Nations have the option to apply a model local education agreement (LEA) with boards of education should a First Nation request it.  
The Model LEA is being developed and will be in place through regulation for the 2024/25 school-year.
  2. All boards will be required to establish an Indigenous education council (IEC) in their school district to ensure Indigenous people have input into decisions affecting Indigenous students.  
IEC policy and ministerial orders are being developed; they will be ready for the 2024/25 school year.
  3. The new school-of-choice provision in the *School Act* enables First Nations to decide which school First Nations students who live on reserve, self-governing or Treaty Lands will attend.  
This provision is in effect now.
- Ministry staff co-develop with the First Nations Education Steering Committee to develop the legislation and policy.
- The Ministry consulted and continues to work with BC First Nations and Modern Treaty Nations on the policy and implementation of Bill 40.
- Ministry staff also continues to engage with Metis Nation BC on the IEC policy.
  - For the 2024/25 school year the Ministry is providing \$5.7 million in funding to support the implementation of Indigenous Education Councils (IECs).
  - The funding for each district is based on a \$50,000 base grant; \$9,250 per First Nation located within the district's boundaries; and a rural factor adjustment.

### Media Scan:

- News release: [Province makes systemic change to improve outcomes for K-12 Indigenous students](#)
- Oct. 2023, CKPG Today: [New proposed legislation will outline collaboration between Indigenous peoples and education boards](#)
- Nov. 2023, Merritt Herald: [More options coming for Merritt school district First Nations students](#)

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## ADVICE TO MINISTER

<p style="text-align: center;"><b>CONFIDENTIAL</b> <b>ESTIMATES NOTE</b></p> <p>Ministry of Education and Child Care Date: February 5, 2024 Date updated: N/A Minister Responsible: Rachna Singh</p>	<h1>Distinctions-Based Approach</h1>
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### ADVICE AND RECOMMENDED RESPONSE:

- **Indigenous Peoples are important partners in the education system with unique cultures, histories, rights, laws, and governments.**
- **The Distinctions-Based Approach Primer is a key guiding document for how the Ministry of Education and Child Care is addressing our work and developing policy moving forward.**
- **Not all rights are uniform or the same among or between all Indigenous Peoples.**
- **Therefore, the ministry's relationship and engagement with First Nations, Métis, and Inuit will require different approaches and different outcomes.**
- **In the context of a distinctions-based approach, only First Nations have rights and jurisdiction associated with land, water, and air in British Columbia, on a distinct territorial basis.**
- **As a result, it is essential that the language, culture, heritage, history, and land-based connections of the First Nation(s) on whose territory the school district is**

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located are honoured, acknowledged, and taught.

- Métis, Inuit, and other First Nation culture, heritage, and language will continue to be celebrated and reflected in the school system as part of the diversity of our society.
- The Ministry of Indigenous Relations and Reconciliation (MIRR) is the lead on this work. MIRR is developing a companion document that will provide further guidance to government and public servants on the practical application of a distinctions-based approach.
- Any detailed questions and concerns should be guided to the Ministry of Indigenous Relations and Reconciliation in the absence of further information.

**IF ASKED: HOW WILL THE MINISTRY ENSURE THE CULTURES, HISTORIES, AND LANGUAGES OF ALL INDIGENOUS STUDENTS ARE SUPPORTED AND REFLECTED IN THE K-12 EDUCATION SYSTEM?**

- The Ministry of Education and Child Care applied a distinctions-based approach when co-developing Bill 40, the School Amendment Act, with Indigenous partners.
- As part of these amendments, a new Indigenous Education Policy will set a provincial standard for Indigenous Education Councils (IECs). IECs are intended to ensure Boards of Education meaningfully engage with First Nations, Treaty First Nations, and Indigenous communities, and that Indigenous people have input into decisions affecting Indigenous students.



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- IECs are independent and not committees of the board.
- The minister will provide direction and guidance to boards respecting Indigenous Education Council membership. The minister will ensure that membership will prioritize First Nations on whose territory the school district operates or who are purchasing services, and will provide policy direction and guidance on representation from Indigenous organizations based on local context.

### IF ASKED: WHAT GUIDANCE IS THE MINISTRY PROVIDING TO BOARDS OF EDUCATION FOR HOW TO IMPLEMENT A DISTINCTIONS-BASED APPROACH IN THEIR SCHOOL DISTRICTS?

- Superintendents received letters from the Ministry of Education and Child Care in January with the direction that, in alignment with a distinctions-based approach, the languages and cultures of First Nation(s) whose territory a school district is located are honoured, acknowledged, and taught.
- We recognize there is a diversity of understanding and expectations about the meaning of a distinctions-based approach and acknowledge there are First Nations, Indigenous people living in urban areas, Métis, and Inuit students within school districts, that may have concerns with this approach.

#### **Background:**

- On December 5, 2023, the Ministry of Indigenous Relations and Reconciliation released the Distinctions-Based Approach Primer to assist the provincial government in understanding the legal basis for, and core elements of, a distinctions-based approach in all of the Province's relations with First Nations, Métis, and Inuit in British Columbia.

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- A distinctions-based approach, and appropriate respect for Indigenous laws and jurisdictions, means that the scope of rights enjoyed by an Indigenous People is contextual and that the Province's relations and dealings with First Nations, Métis, and Inuit will be conducted in a manner that is appropriate for the specific context, recognizing and respecting the distinct and different rights, laws, legal systems, and systems of governance of each.
- There is a significant body of common law confirming the existence of Aboriginal rights of First Nations in B.C. arising from pre-contact occupation of lands. This includes a wide range of rights related to land and resources, including Aboriginal title and governance rights.
- A distinctions-based approach does not mean that First Nations, Métis, and Inuit will always be engaged by the Province specifically and equally. Rather, in the B.C. context, proper application of a distinctions-based approach will necessarily result in circumstances where First Nations are engaged, but Métis and Inuit are not engaged, and where First Nations and Métis are both engaged, but differently, based on their respective, contextual scope of rights.
- On non-land, water-, or air-based matters, such as social sector processes, projects or initiatives, the Province is still required to ensure that Métis and Inuit section 35 (1) rights are expressly and distinctly considered.
- It will be up to each ministry and sector to apply a distinctions-based approach appropriately.
- Application of a distinctions-based approach may necessitate changes in the way ministries work with, engage, provide services to and funds Indigenous Peoples and organizations.

### Métis

- The term "Métis" in section 35 of the Constitution Act, 1982, does not encompass all individuals with mixed First Nation and European heritage; rather, it refers to distinctive peoples who, in addition to their mixed ancestry, developed their own customs and recognizable group identity separate from their First Nation or Inuit and European forebears.
- It is the Province's position that it is not appropriate to include Métis or Inuit as rights-holders in any of the Province's consultation and decision-making processes that relate to the land, water, or air in B.C.
- Métis Nation British Columbia (MNBC) is a political organization representing 40 Métis chartered communities in the province and is the recognized organization representing Métis by the provincial and federal governments.
- The Province has and will continue to work in partnership with MNBC to address the specific issues faced by Métis people in B.C., such as issues of justice, childcare, Indigenous-specific racism, and many others – understanding that the nature of those engagements may also be distinct from engagement with First Nations.

### Urban Indigenous

- It is important to acknowledge that there are also intersectional aspects to identity. For example, beyond Indigenous people identifying as First Nations, Métis, or Inuit (or a combination), people may also identify as urban, women, youth, Elders, 2SLGBTQIIA+, etc.
- In B.C., 78% of Indigenous people live in urban and off-reserve areas.
- The Urban Indigenous Voices Project was a multi-year project (January 2022 – August 2023), with funding support from MIRR, to engage urban Indigenous leaders in a series of online events and dialogues to ensure that B.C.'s Declaration on the Rights of Indigenous Peoples Act and Action Plan address the needs and priorities of urban Indigenous Peoples.
- B.C. acknowledges that engaging with Indigenous Peoples living in urban centres requires unique supports due to a lack of formal system or entity in place to enable dialogue between urban Indigenous interests and government.

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- B.C. supports the Off-Reserve Aboriginal Action Plan and the federal Urban Aboriginal Strategy, which includes:
  - working to close social and economic gaps to address the needs of urban Indigenous Peoples;
  - supporting coordinated and collaborative approaches across governments (federal and local) and Indigenous organizations to address urban social and economic issues; and
  - working to support urban and off-reserve Indigenous Peoples' access to education, training, skills development, and employment to support economic development.

### **Key Outcomes:**

- On December 7, 2023, the First Nations Leadership Council (FNLC) shared a news release stating their support for the release of the primer and clarification of B.C.'s position on Métis rights.
- All Superintendents in B.C. received letters from the ministry's Deputy Minister in January 2024 with the direction that, in alignment with a distinctions-based approach, the languages and cultures of First Nation(s) whose territory a school district is located are honoured, acknowledged, and taught.
- The ministry is ensuring that a distinctions-based approach is being followed in all initiatives, including priorities actions such as the implementation of Bill 40 and an Indigenous-Specific Racism Review in the public K-12 and post-secondary education sectors.

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## ADVICE TO MINISTER

<p style="text-align: center;">CONFIDENTIAL ESTIMATES NOTE</p> <p>Ministry of Education and Child Care Date: February 26, 2024 Date updated: March 6, 2024 Minister Responsible: Rachna Singh</p>	<h1 style="text-align: center;">Indigenous Education</h1>
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### ADVICE AND RECOMMENDED RESPONSE:

- Through the *Declaration on the Rights of Indigenous Peoples Act*, the Province has adopted a distinctions-based approach to advancing reconciliation and implementing the United Nations Declaration on the Rights of Indigenous Peoples.
- The Province has reaffirmed this through the release of the *Distinctions-Based Primer*.
- The Ministry of Education and Child Care is committed to improving results for Indigenous students and increasing the presence of Indigenous languages, culture, and history for all students in a way that aligns with a distinctions-based approach.
- The Ministry of Education and Child Care is committed to implementing the thirteen education and child care specific actions in the *Declaration on the Rights of Indigenous Peoples Act Action Plan*.
- Indigenous student outcomes are a priority and there has been a significant increase in completion rates over the last fifteen years, and we recognize we still have a lot of work to do.

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- **The latest data from 2022/2023 on 6-year resident completion rate for public schools indicates:**
  - **A seventy-four point three percent (74.3%) Indigenous completion rate. This is a thirty one point eight percent (31.8%) increase compared to 2001/02.**
  - **A ninety-four point five percent (94.5%) non-Indigenous completion rate. This is a fourteen point four percent (14.4%) increase compared to 2001/02.**
- **In line with the commitment in the Declaration Act Action Plan, a new Indigenous-focused graduation requirement for all students is now in effect as of the 2023/24 school year.**
- **Introducing this type of graduation requirement is an important next step towards lasting and meaningful reconciliation, helping to ensure that all K-12 students in British Columbia graduate with knowledge and understanding of Indigenous Peoples perspectives, histories, and cultures.**
- **In 2023, three new Education Jurisdiction Agreements were signed in British Columbia by Canim Lake Band, Ditidaht (dee-tee-dot) First Nation, and Squamish (skwa-mish) Nation.**
- **These Nations join ʔaq'am (aw-come) First Nation, Cowichan (cow-i-chin) Tribes, Seabird Island, and Lil'wat (lil-watt) First Nation – the first four Nations to**

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**complete a school year under their own jurisdiction agreements.**

- **The Province also recently made changes to the *School Act* to support better education outcomes for First Nation and other Indigenous students attending provincial public schools.**
- **The passing of Bill 40, the *School Amendment Act*, on November 8, 2023, introduces a provincial standard for Indigenous Education Councils to ensure that boards of education meaningfully engage with First Nations, Treaty First Nations, and Indigenous communities, and that Indigenous peoples have input into decisions affecting Indigenous students.**

**IF ASKED: HOW WILL THE MINISTRY ENSURE THAT THE CULTURES, HISTORIES, AND LANGUAGES OF ALL INDIGENOUS STUDENTS ARE SUPPORTED AND REFLECTED IN THE K-12 EDUCATION SYSTEM?**

- **The Ministry of Education and Child Care’s relationship and engagement with First Nations, Métis, and Inuit will require different approaches and different outcomes.**

**Background:**

**Key Facts Regarding the Issue:**

- The BC Tripartite Education Agreement (BCTEA) is a tripartite agreement between the Province, the First Nations Education Steering Committee (FNESC), and Indigenous Services Canada (ISC). The agreement is intended to initiate further systemic changes to improve outcomes for First Nation students. Parties to the Agreement will need to consider the renegotiation or extension of this Agreement in preparation for its current expiry in 2025.
- The First Nations Educational Outcome Improvement Teams (FNEOIT) were developed under BCTEA to build capacity and improve outcomes for First Nations students in public schools. School districts with consistently low outcomes are being prioritized to identify district specific issues that may be impacting educational outcomes.
- Advice/Recommendations

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- The ministry has set up a Legislation and Policy table with the First Nations Education Steering Committee to assist in the *Declaration Act* s.3 consultation and cooperation obligations.
- First Nation schools have access to B.C. assessments, Dogwood and Adult Dogwood certificates.
- On December 5, 2023, the Ministry of Indigenous Relations and Reconciliation released the Distinctions-Based Approach Primer to assist the provincial government in understanding the legal basis for, and core elements of, a distinctions-based approach in all of the Province's relations with First Nations, Métis, and Inuit in B.C.
- The release of the Distinctions-Based Primer has reaffirmed the ministry's continued commitment to a distinctions-based approach in all of our work with First Nations, Métis and Inuit.
- To address issues of systemic racism in BC's public education sector and fulfill commitments in the Declaration Act Action Plan (Action 3.3), engagement with Indigenous partners and the Ministry of Post-Secondary Education and Future Skills is underway to support planning and implementation of an Indigenous-Specific Racism Review (ISRR) in the K-12 and post-secondary public education sectors.

### Statistics:

- In 2023/24, 70,068 (11.9%) students identified as "Indigenous ever" in B.C. public schools (September count only). An additional 5,331 students in Independent schools identified as "Indigenous ever."
- Of the 70,068 (public schools only) Indigenous students in 2023/2024, approximately 8,125 were First Nations students living on reserve (September count only). 16,934 (24.2%) of Indigenous students attending public schools have been identified with disabilities or diverse abilities. This includes all-inclusive education categories except the Gifted category. In contrast, the number for non-Indigenous students is 59,028 (11.3%).
- 4,699 (6.7%) Indigenous students attending public schools have been identified with behaviour disabilities. In contrast, the number for non-Indigenous students is 13,036 (2.5%).
- 4,379 (6.2%) Indigenous students attending public schools have been identified with learning disabilities. In contrast, the number for non-Indigenous students is 18,827 (3.6%).
- The 6-year resident completion rate for Indigenous students in 2022/2023 was 74.3%. The adjusted rate (without Adult Dogwood) is 64.4%.
- In 2022/23, there were 119 First Nation schools in B.C. in approximately 111 First Nations communities. Six of these schools are operating under jurisdiction over education. There are approximately 5,154 school-age and adult students living on-reserve and attending B.C. First Nations schools.

### Funding:

- For school year 2023/2024, \$110 million is being invested in supplemental funding at \$1,710 per student who self identifies as Indigenous and is participating in Indigenous education programs/services in a public school.
- \$878,000 for the Equity in Action Project (including the project lead and funding to school districts)
- On March 31, 2022, the Province provided a one-time \$1 million contribution to assist the First Nations Education Authority with developing legal expertise and responding to legal issues regarding teacher certification and regulation.
- The ministry provided a grant to FNEESC in April 2023 for \$4 million over 2 years to support participation in all aspects of policy, program, and resource development, including

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engagement on Declaration Act Action Plan items.

### Delivery Partners:

- First Nations Education Steering Committee & First Nations Schools Association
- Metis Nation British Columbia
- Indigenous Services Canada
- First Nations Education Authority
- Participating First Nations (PFNs) - ?aq'am First Nation, Cowichan Tribes, Seabird Island, Lil'wat First Nation, Canim Lake Band, Ditidaht First Nation, and Squamish Nation.

### Agreements:

- British Columbia Tripartite Education Agreement (BCTEA)
- Education Jurisdiction Agreements
  - Education Jurisdiction Framework Agreement (EJFA)
  - BC-FNEA Agreement
  - BC-FNESC Agreement
  - BC-PFN Agreements

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## ADVICE TO MINISTER

<p style="text-align: center;"><b>CONFIDENTIAL</b> <b>ESTIMATES NOTE</b></p> <p>Ministry of Education and Child Care Date: January 19, 2023 Date updated: February 27, 2024 Minister Responsible: Rachna Singh</p>	<h1>Mental Health and Wellness</h1>
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### ADVICE AND RECOMMENDED RESPONSE:

- **Every student in British Columbia deserves a safe, caring, and inclusive environment that helps them to learn, grow, and thrive.**
- **As a mother of two children who went through the public school system, I strongly believe in an education system that includes mental health supports.**
- **I know firsthand the importance of having a system that prioritizes student well-being and the lasting impact this can make.**
- **In alignment with *A Pathway to Hope*, the Ministry of Education and Child Care released the Mental Health in Schools Strategy in September 2020 to embed mental health promotion and support in all aspects of the K-12 education system.**
- **The strategy takes a system-wide approach to find new and improved ways to support students and adults in the education system.**
- **The Province has implemented Integrated Child and Youth Teams (ICY) in twelve school district communities with more planned.**

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- **ICY teams make it easier for children and youth to connect to the mental health and substance use care they need, where, and when they need it – at school and in the community.**
- **The ministry continues to expand our provincial *erase* website to include more information for students, families, educators, and caring adults on mental health and substance use.**
- **We know there is more work to be done and we will continue to work with schools and community partners to ensure that students have the mental health and substance use supports they need and deserve.**

### IF ASKED ABOUT SCHOOL DISTRICT SUPPORTS:

- **As part of this work, the ministry facilitates a Mental Health Leadership Network. This network includes mental health leads from each school district and the Federation of Independent Schools Association to share and engage on emerging mental health and substance use needs, supports, and services for the K to 12 system.**
- **At the start of the 2022/2023 school year, there were over three hundred more counsellors throughout B.C. public schools than at the start of the 2016/2017 school year.**

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### Background:

In 2023, the Province invested almost \$179 million to support mental health in schools.

The *Mental Health in Schools (MHiS) Strategy* was launched in Sept. 2020 to outline a vision and pathway for mental health promotion in the K-12 education system.

The *MHiS Strategy* takes a system-wide approach to mental health promotion and substance use education with a focus on: **Compassionate Systems Leadership (CSL)** – professional learning to cultivate system-wide well-being and resiliency practices; **Capacity Building** – tools and infrastructure to improve service delivery; and **Mental Health in the Classroom** – resources to embed mental well-being into learning environments. It expands on *A Pathway to Hope*, our government's strategy to transform mental health and substance use care for children and young people.

The ministry continues to expand our provincial *erase* website to include more information for students, families, educators and caring adults on mental health and substance use:

<https://www2.gov.bc.ca/gov/content/erase>.

In 2023/24, the Ministry of Education and Child Care had a combined total of \$5 million, of which \$2 million was from operating budget and \$3 million through a bilateral agreement with Ministry of Health to support mental health and well-being in schools:

- \$3 million has been allocated to Mental Health in Schools Grants for the 2023/24 school year to support school districts and the Federation of Independent School Associations in BC (FISA BC).
- \$2 million has been allocated to support mental health and well-being initiatives in schools including:
  - Hosting the fourth Mental Health in Schools Conference focused on Connection (to self, to others and to land) which brought together over 400 participants. The conference also focused on supporting school districts with priority setting planning for mental health and substance use initiatives to better support students in the 2023/24 school year;
  - Releasing the *Decision-Making Tool: Supporting Educators in Selecting Mental Health and Substance Use Resources*, an optional toolkit to support educators to identify appropriate, effective mental health and substance use resources for their learners.
  - Continuing to build a BC Compassionate Systems Leadership (CSL) Network to enhance the capacity of B.C.'s education sector in supporting the mental health and well-being of early learners, students, and adults in the system;
  - Enhancing the Mental Health Dashboard for school districts to build capacity to better understand, evaluate, and measure system improvements, student mental health outcomes and inform priorities; and
  - Developing a mental health literacy guide in partnership with BC Children's Hospital to build sector capacity in mental health and substance use.
  - In February 2024, the ministry partnered with Dr. Hayley Watson, an adolescent clinical psychologist and creator of Open Parachute, to offer **free virtual training sessions on substance use for parents**. These sessions focus on helping parents navigate substance use prevention through understanding the causes of youth substance use and acquire practical tools for discussing substance use with their children. Sessions were held on February 20, 22 and 28, 2024. Over the three sessions, 1642 families attended.

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The ministry, in partnership with the Ministries of Mental Health and Addictions, Health, and Children and Family Development, is also implementing Integrated Child and Youth teams in B.C. These teams provide service to all children, youth, and families within a school district boundary, including those attending First Nations-operated schools, independent schools, Francophone schools, alternative schools, or those not in school.

Currently there are 23 Integrated Child and Youth teams operating and being implemented to support mental health and substance use for youth across 12 school districts. An additional 8 school districts will be announced in April 2024 to support the commitment to implement teams across 20 school district communities by 2024/25.

### **Operational Phase:**

- Coast Mountains SD 82 (2 teams)
- Comox Valley SD71 (2 teams)
- Maple Ridge-Pitt Meadows SD42 (3 teams)
- Okanagan-Similkameen SD53 (1 team)
- Richmond SD38 (4 teams)

### **Implementation Phase:**

- Fraser-Cascade SD78 (1 team)
- Kootenay-Columbia SD20 (1 team)
- Mission SD75 (2 teams)
- Nanaimo-Ladysmith SD68 (4 teams)
- North Okanagan-Shuswap (1 team)
- Pacific Rim SD70 (1 team)
- Powell River SD47 (1 team)

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## ADVICE TO MINISTER

<p style="text-align: center;"><b>CONFIDENTIAL ESTIMATES NOTE</b></p> <p>Ministry of Education and Child Care Date: January 19, 2023 Date updated: March 7, 2024 Minister Responsible: Rachna Singh</p>	<h1>Student Substance Use</h1>
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### ADVICE AND RECOMMENDED RESPONSE:

- **The mental health, well-being, and safety of students and staff in our K to 12 education system is our highest priority.**
- **Education is key to ensuring students know the risks of using substances, including tobacco, alcohol, cannabis, and illicit drugs.**
- **In B.C., students learn about substance use through age-appropriate and evidence-based lessons focused on prevention.**
- **School districts follow mandatory Physical Health Education (PHE) K to 10 curriculum covering health information to directly inform students on the risks of tobacco, alcohol, and substance use that is evidence-based.**
- **The curriculum provides some flexibility for school districts and classroom educators to tailor specific concepts to the local needs of their students and community, based on these policies.**
- **The Mental Health in Schools Strategy embeds mental health wellness and substance use prevention**

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**resources and services for students throughout the education system.**

- **The ministry *erase* (Expect Respect and a Safe Education) website substance use section provides students, families and educators information about resources and supports on substance use.**

### **Background:**

In August 2023, the B.C. Coroners Services announced that unregulated drug toxicity is now the leading cause of death in British Columbia for youth aged 10 to 18. Greater Victoria, Vancouver, Surrey, Kamloops, Maple Ridge and Nanaimo have experienced the most youth unregulated drug toxicity deaths from 2017 to 2022.

Students in B.C. are educated about substances and substance use through mandatory learning standards in their Physical and Health Education (PHE) courses from Kindergarten through to Grade 10. With a focus in the primary years (Kindergarten-Grade 3) on different types of substances and how to safely avoid them to prevent personal harm, students then explore strategies for managing problems related to mental well-being and substance use, factors that influence use, as well as risks, effects and harms of psychoactive substances throughout Grades 4 to 10.

The Ministry of Education and Child Care's Mental Health in Schools Strategy provides a vision and pathway for mental health promotion in the B.C. K-12 education system. Substance use is identified in the key actions for Mental Health in Classroom to help develop strategies that support educators to address substance use through the curriculum.

The ministry has implemented several initiatives to support substance use education in B.C. schools. This has been facilitated in partnership with ministries of Mental Health and Addictions, Health, and Children and Family Development to address the emerging substance use trends among children and youth in B.C. This includes:

- In February 2024, the ministry partnered with Dr. Hayley Watson, an adolescent clinical psychologist and creator of Open Parachute, to offer **free virtual training sessions on substance use for parents**. These sessions focus on helping parents navigate substance use prevention through understanding the causes of youth substance use and acquire practical tools for discussing substance use with their children. Attendance for each of the sessions held in 2024 was February 20: 570 participants, February 22: 535 participants, and February 28: 537 participants for **a total of 1,642 participants** over the three sessions.
- Since 2018, school district and Federation of Independent School Associations BC (FISA BC) have been receiving \$3 million in annual Mental Health in Schools Grants at the beginning of each school year that are used to support mental health and well-being initiatives and substance use education for students, staff, and the school community. This funding has been confirmed until the 2026/27 school year.

## ADVICE TO MINISTER

- The ministry offers *erase* (Expect Respect and a Safe Education), a resource to provide students, their families and educators with mental health and well-being and substance use information. The *erase* website is written from a prevention and harm reduction lens, providing information to students, families, and educators in a non-judgmental manner. The ministry continues to update the *erase* substance use web page with current substance use resources.
- The ministry hosts provincial Mental Health Leadership Network meetings throughout the school year which are attended by representatives from all 60 school districts and the Federation of Independent Schools Association in B.C. (FISA BC). Most recently on February 8, 2024, the ministry hosted a Mental Health Leadership Network meeting focused on substance use, including building capacity to teach about substance use, and resources available to support the conversation about substance use in the classroom. QuitNow has also joined previously to share resources to support youth seeking to reduce or stop vaping.
- In partnership with the Ministry of Health and the McCreary Centre Society, the ministry co-created a Provincial Youth Advisory Committee to support and advise on youth vaping, education, social awareness, and other initiatives.
- In June 2023, the ministry released the *Decision-Making Tool: Supporting Educators in Selecting Mental Health and Substance Use Resources*, an optional toolkit to support educators to identify appropriate, effective mental health and substance use resources for their learners. This tool aligns with the co-governance model for the B.C. K-12 education system, Learning Resources Policy, curriculum, First Peoples Principles of Learning, and the Mental Health in Schools Strategy.
- The ministry has partnered with the BC Children's Hospital to develop a mental health and substance use language guide, *Language Matters! An Introductory Guide for Understanding Mental Health and Substance Use: A Resource for Educators and School Communities*. This guide aims to further build capacity in the system to understand common mental health and substance use concepts and terms. Its release later this school year and will be accompanied by a webinar during Canadian Mental Health Week (May 6-12, 2024) to provide an overview on how to use the guide.
- The ministry has partnered with the School of Public Policy at Simon Fraser University to work with graduate students to research evidence-based strategies to address upstream prevention and education for preventing youth substance use in B.C., including ways to increase school connectedness. The ministry provided interview connections to subject matter experts within the K-12 education sector to help inform the research. The graduate students will present their findings to the ministry in April 2024 and provide a comprehensive research report with considerations to prevent youth substance use in B.C.
- The ministry is supporting the implementation of Integrated Child and Youth (ICY) Teams. ICY Teams are a shift in community-based child and youth mental health and substance use services. Team members work together in an integrated way to provide support and services to children, youth, and families. Each ICY Team supports young people within a school district, who may attend private, public, First Nations schools or who do not attend school. There are 23 teams operating in 12 school district communities with an additional 8 school

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district communities being announced in April 2024 for a total of 20 school district communities by 2024/25 as committed by the Province.

School districts and FISA BC also use substance use education programs such as:

- **ABCs of Youth Substance Use:** Bunyaad Public Affairs runs this initiative which provides professional development opportunities and resources for educators, a monthly digest, and a podcast to enhance substance use prevention and harm reduction in B.C. schools. The Ministry of Health has contracted Bunyaad since 2021 (in collaboration with ministries of Mental Health and Addictions, Children and Family Development and Education and Child Care).
- **iMinds:** Created by the Canadian Institute for Substance Use Research at the University of Victoria, this program provides classes focused on substance use prevention, literacy education and intervention. iMinds is designed to offer teachers lesson ideas to address health and well-being not just in PHE but in other curricular subjects as well.
- **Open Parachute:** Evidence-based online mental health and well-being programs developed to support adults and youth through easily accessible learning activities. Components of the lessons cover substance use and addiction.
- **PreVenture:** A personality-focused intervention program to help support mental health and reduce the risk of substance use for youth aged 12 to 18. The PreVenture workshops are delivered by trained facilitators and focus on supporting participants to understand the strengths and challenges of their personality types in relation to emotional and behavioural coping mechanisms.

The McCreary Centre Society recently released their 2023 Adolescent Health Survey (AHS) report. The 2023 AHS included over 38,000 youth participants in 59 of 60 B.C. school districts, which is representative of 97.6% of B.C. youth aged 12 to 19 who attend public schools (SD60 Peace River North was not able to participate). The report's key findings about substance use include:

- Overall, there are fewer youth using substances (alcohol, vaping/smoking, cannabis), but the youth who are using are starting younger.
- Non-binary youth were the most likely to have experienced poisoning due to the toxic drug supply (5% vs. 2% of males and females).
- The top three reasons youth used substances were because they wanted to have fun (61%), wanted to experiment (32%), and friends were doing it (30%).

### Funding:

- In 2023/24, the Ministry of Education and Child Care had a combined total of \$5 million, of which \$2 million was from operating budget and \$3 million through a bilateral agreement with Ministry of Health to support mental health and substance use:
  - \$3M was allocated to school districts and the Federation of Independent Schools Association BC through mental health in school grants to support mental health and substance use initiatives.
  - \$2M was allocated to ministry-led mental health and substance use initiatives.
  - \$39K was allocated to OpenParachute to offer Youth Substance Use sessions.

Program Area Contacts:	Krystal Dash, Director, Mental Health and Substance Use; Danielle Carter-Sullivan, ED, Early Learning, Mental Health and Student Safety; Jennifer McCrea, ADM, System Liaison and Supports Division
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## ADVICE TO MINISTER

<p style="text-align: center;"><b>CONFIDENTIAL</b> <b>ESTIMATES NOTE</b></p> <p>Ministry of Education and Child Care Date: August 22, 2017 Updated: March 7, 2024 Minister Responsible: Rachna Singh</p>	<h1 style="text-align: center;">Feeding Futures</h1>
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### ADVICE AND RECOMMENDED RESPONSE

- **Global inflation is making life more expensive, and we know that many families are struggling with rising costs, like groceries.**
- **In Budget 2023, our government invested two hundred and fourteen million dollars (\$214M) over three years for Feeding Futures.**
- **Feeding Futures offers dedicated funding that school districts across B.C. can rely on to create or expand local food programs. This is the largest investment in school food programs in the Province's history.**
- **Through Feeding Futures, we are helping reduce the pressure on parents' wallets and making sure kids are fed at school and ready to learn.**
- **In the 2023/24 school year, one hundred and forty-five thousand (145,000) students participated in school food programs. This is more than double the seventy thousand (70,000) students who accessed programs in 2021.**

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- **Also this year, approximately ninety percent (90%) of schools offered a school food program, compared to only fifty-nine percent (59%) of schools in 2021.**
- **As a result of Feeding Futures, school districts are able to offer more local, nutritious food for students in need.**
- **For example, Vancouver School District is offering daily breakfasts and lunches to over two thousand (2,000) students and increasing the use of B.C. food through Feeding Futures. This includes providing an additional eight hundred (800) hot meals daily to students in need.**
- **Feeding Futures funding is especially important for students most in need and builds on the progress we continue to make with the Student and Family Affordability Fund to help reduce the burden of rising costs for families.**
- **We are working with partners, including FeedBC, Indigenous partners, non-profit organizations, and school districts and schools, to provide this vital support for students.**
- **We are also pleased to see that the federal government announced an investment of one billion (\$1B) over five years for a National School Food Program through Budget 2024. This investment addresses the 2021 commitment to working with provinces, territories, Indigenous partners, municipalities, and stakeholders to develop a National School Food Policy and work towards a national nutritious meal program.**

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- **While we are not yet aware of the details of the funding that B.C. will receive from this federal investment, we maintain our commitment from Budget 2023 to provide one hundred and fourteen million (\$214M) over three years to create and expand school food programs. We assure you that this funding will not be impacted by any federal contributions that we receive.**

### IF ASKED WHY THERE ISN'T A UNIVERSAL SCHOOL FOOD PROGRAM:

- **Government is committed to supporting families with the cost of living, and the Feeding Futures funding is a big step towards bringing consistent access to school food programs across the province.**
- **This is the largest investment in school food programs in the Province's history and is a strong starting place.**
- **We are pleased that the Federal government reiterated its commitment to a national school food policy within its 2021 mandate letters and look forward to the opportunities this may present in B.C.**
- **We are actively engaged with the Federal government on this topic.**

### IF ASKED WHY INDEPENDENT SCHOOLS ARE RECEIVING FUNDING:

- **We recognize that many British Columbians want educational choice.**

## ADVICE TO MINISTER

- **Independent schools in B.C. represent a wide range of educational approaches and diverse communities including faith-based, Montessori, environmental education, university prep and Waldorf.**
- **As part of Budget 2023, four point five million dollars (\$4.5M) per year for three years was approved for independent schools.**
- **Funding was provided through an application process to specific independent schools in B.C. based on socio-economic indicators. Independent schools were directed to provide stigma-free access to students most in need.**
- **Independent schools also submitted spending plans in alignment with program goals.**
- **A hungry child is a hungry child regardless of what educational program their caregivers have chosen for them and we want to ensure that we understand and support needs that may be present in some independent schools.**

### IF ASKED ABOUT FUNDING FOR FIRST NATION SCHOOLS:

- **We've been actively working with the other B.C. Tripartite Education Agreement parties to ensure that First Nation schools have access to school food programs through federal government funding.**

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- **Through these conversations, we understand that First Nation schools received school food program funding from the Federal government in September 2023 for the 2023/24 school year.**

### **Background:**

The delivery of school food programs varies greatly across the province of B.C. Budget 2023 announced three years of funding for school districts to create or expand food programs in schools and ensure these programs are reaching students in need.

School districts received funding for the 2023/24 school year in September 2023 and are well underway with implementation of the first year of Feeding Futures. School district allocations for 2024/25 were announced on March 15, 2024.

Independent school funding allocations were determined in fall 2023 for the 2023/24 school year. Independent schools are actively implementing their spending plans. Allocations for the 2024/25 school year will be determined in fall 2024.

On August 24, 2023, the Ministry of Social Development and Poverty Reduction announced \$15 million in funding for Food Banks BC (FBBC). Most of this funding will be used to help local food banks respond to rising demand, fund rapid access to food in emergency events like wildfires, and address food-access challenges for communities in Northern B.C. Part of the funding (\$2M) will also go toward FBBC's work to support food access in schools.

A school food survey conducted by the ministry in fall 2021 indicated that the biggest barriers for schools in the province to deliver school food programs were sustainable funding and human resources. Feeding Futures works towards addressing both of those barriers. An updated school food survey was also conducted in February 2024 now that districts have Feeding Futures funding and findings are being used to support Feeding Futures implementation.

In Fall 2019, a Union of BC Municipalities (UBCM) resolution called for a universal food program:

*Therefore be it resolved that UBCM advocate to the provincial government for a Universal Healthy School Food Program that will enable all students in B.C. to have access to healthy meals at school, building on existing programs and including food education to serve culturally appropriate, local, sustainable food to the fullest extent possible.*

### **Funding:**

#### **Feeding Futures Funding to School Districts – Public Schools**

- School Year 23/24: \$71.5 million
- School Year 24/25: \$71.5 million
- School Year 25/26: \$71.5 million
- Note: Spending criteria for Feeding Futures funding allows school districts to hire up to 1 School Food Coordinator (1.0 FTE).

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### Feeding Futures Funding – Independent Schools

- School Year 23/24: \$4.5 million
- School Year 24/25: \$4.5 million
- School Year 25/26: \$4.5 million

### Minor Capital Funding to School Districts – Food Infrastructure Program

- The Food Infrastructure Program allocates \$5 million annually over five years to school districts to support minor capital enhancements needed for school food program delivery.
- The Ministry of Education and Child Care has completed the first two intakes of the Food Infrastructure Program to address school districts’ minor infrastructure needs:
  - \$5 million for 2023/24
  - \$5 million for 2024/25
- Examples of funded projects include:
  - Refrigerated delivery trucks to ensure schools in rural and remote communities can provide fresh, safe food to students in need;
  - Kitchen electrical upgrades to ensure student and staff safety; and
  - Kitchen equipment such as commercial toasters, ovens, and dishwashers.

School Year	23/24	24/25	25/26	26/27	27/28
Targeted Food Funding – Public Schools	\$70 million	\$70 million	\$70 million	\$70 million	
School Food Coordinator Funding (1.0 FTE)	\$1.5 million	\$1.5 million	\$1.5 million	\$1.5 million	
Targeted Food Funding – Independent Schools	\$4.5 million	\$4.5 million	\$4.5 million	\$4.5 million	
Food Infrastructure Program Funding	\$5 million	\$5 million	\$5 million	\$5 million	\$5 million

Program Area Contacts:	Stephanie Sinitsin, Director, School Food Programs Meghan Day, Executive Director Jennifer McCrea, ADM
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## ADVICE TO MINISTER

<p style="text-align: center;"><b>CONFIDENTIAL ESTIMATES NOTE</b></p> <p>Ministry of Education and Child Care Date: February 16, 2022 Updated: February 7, 2024 Minister Responsible: Rachna Singh</p>	<h1>Anti-Racism Action Plan and Curriculum</h1>
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### ADVICE AND RECOMMENDED RESPONSE:

- **Every student, regardless of race, ethnicity, or faith, deserves to feel safe and included in their school communities, and have equal opportunities to learn.**
- **However, we know Indigenous and racialized people – students, staff, and families – face inequity within our schools as a result of the colonialism and racism that persists within our communities.**
- **Last January, my ministry released the K to 12 Anti-Racism Action Plan. This plan was developed to identify and address racism in schools and school communities.**
- **Many students with lived and living experiences of racism, as well as sector leaders, Indigenous partners, community organizations and education partners contributed to the development of the K to 12 Anti-Racism Action Plan.**
- **The work laid out in this Plan is critical and will empower students, educators, and school and district leaders to recognize and respond to racism and discrimination wherever it is present. It will lift the heavy burden currently on the shoulders of Indigenous and racialized students, staff, and families.**

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- **The Action Plan supports anti-racism initiatives such as the development of racism incident response guidelines and anti-racism training courses for staff. These are expected to be available later this spring.**
- **By continuing to listen and learn from those with lived and living experiences of racism, we can use the Action Plan to guide our work and create more inclusive school spaces.**

### **IF ASKED WHETHER THE CURRICULUM WILL BE UPDATED TO MANDATE ANTI-RACISM EDUCATION FOR K-12 STUDENTS:**

- **The provincial government is committed to broadening the scope of the required Grade 10 Social Studies curriculum.**
- **This will ensure that when learning about discriminatory policies and injustices in Canada and around the world, all students in B.C. will also learn about the Holocaust.**
- **The changes will take effect in the 2025-26 school year to allow for consultation and development with the Vancouver Holocaust Education Centre, the Jewish community and education partners.**
- **Other additions to the Grade 10 social studies curriculum will also be considered, to reflect the diversity and history of B.C. clearly.**



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### IF ASKED WHETHER THE CURRICULUM WILL BE UPDATED TO INCLUDE BLACK HISTORY CONTENT:

- **As we develop updates to the Grade 10 Social Studies curriculum for Holocaust education, we will consider other updates to reflect the diversity and history of B.C. This could include topics such as the destruction of Hogan’s Alley, a once thriving neighbourhood in Vancouver that was home to multiple immigrant communities, especially African-Canadians.**
- **The next time we review the provincial curriculum as a whole, we will also make it a priority to consider increased inclusion of black history.**
- **Strengthening topics like Black History and other diverse cultural histories is key to ensuring that all students feel included and represented throughout their studies.**

#### **Background:**

##### **Anti-Racism Action Plan**

The Ministry of Education and Child Care hosted the first Minister’s Community Roundtable on Anti-Racism in Education in July 2020, the second in July 2021, the third in June 2022, and the fourth in June 2023. Over the past three years, roundtable participants discussed how to address racism in K-12 schools, and support inclusivity and equality in education. They also had the opportunity to inform the development and early implementation of the provincial K-12 Anti-Racism in Education Action Plan.

The Action Plan is a comprehensive multi-year strategy intended to address racism and discrimination in education. The plan’s six key elements are community voice, removing barriers, raising awareness, collaborative change, capacity building and school support. It formally launched in January of 2023. The plan will support existing anti-racism programs, initiatives and commitments in B.C. and the ways the province’s K-12 curriculum enables engagement with these issues, including course offerings and the personal and social core competency.

The Action Plan supports the following anti-racism initiatives:

- Expansion of the *erase* strategy to include Racism as an additional pillar.

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- A Minister’s Youth Dialogue Series, hosted by Minister Whiteside and Minister Singh in 2022 and 2023.
- Sector engagement of education partners, including Indigenous partners to work collaboratively to address systemic racism.
- Sector-based capacity building through the creation of an educator network to provide peer support and identify opportunities and needs for anti-racism work.
- The development of racism incident response guidelines and an introductory anti-racism training course for staff.
- Youth engagement events hosted by the BC Lions in 2022, 2023 and 2024.
- Teacher resources that support anti-racism and explore diverse cultural histories and experiences.

### **The Minister’s 4th Annual Community Roundtable on Anti-Racism in Education**

June 6, 2023 - More than 30 students, sector leaders, community organizations, and Indigenous and education partners participated in the fourth community roundtable on anti-racism in education to discuss the K-12 Anti-Racism Action Plan and work to address racism in education.

### **The Minister’s Anti-Racism Youth Dialogue Series (YDS)**

MJW met with the YDS cohort three times during winter/spring 2022 and MRS once in 2023. Four key themes emerged from the dialogue series:

- Heavy responsibility felt by IBPOC students to address/confront racism
- Youth do not feel supported when seeking help in response to incidents of racism
- Lack of IBPOC representation in teachers, staff, and leaders
- Lack of IBPOC content in delivery of curriculum, learning resources

Feedback from YDS participants to date is currently informing the implementation of the K-12 Anti-Racism Action Plan.

### **2023 Surrey SD**

Beginning in September 2023, the Surrey School District, led by the Racial Equity Department, began implementation of a Racial Equity Strategic Plan in collaboration with all stakeholders in their organization.

The Racial Equity Strategic Plan provides a foundation with four priorities, 13 strategies and numerous initial actions, over the next five years. The four priorities are: Advancing Racial Equity Initiatives; Responding to All Forms of Racism; On-Going Education and Professional Development; and Infusing Culturally Responsive Curriculum and Resources. The Strategic Plan is in alignment with the B.C. Ministry of Education and Child Care’s K-12 Anti-Racism Action Plan.

### **Funding:**

- In 2023/24, \$839,000 was allocated as the second year of three years of a total \$2.5 million to support the K-12 Anti-Racism Action Plan.
- In 2022/23, \$360,000 one-time priority grant funding was awarded toward a three-year commitment to the B.C. Council of Administrators of Inclusive Support in Education to further support the development of Action Plan resources for the sector.

Program Area Contacts:	Meghan Day, ED, Equity & Strategic Priorities, SLSD (Action Plan) Stacey Wilkerson, A/ED, Student Learning, LEPD (Curriculum)	250-886-1716
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## ADVICE TO MINISTER

	ADM Jennifer McCrea, SLSD ADM Mary Shaw, LEPD	
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## ADVICE TO MINISTER

<p style="text-align: center;"><b>CONFIDENTIAL</b> <b>ESTIMATES NOTE</b></p> <p>Ministry of Education and Child Care Date: January 29, 2024 Date Updated: April 16, 2024 Minister Responsible: Rachna Singh</p>	<h1>Cell Phones in Schools</h1>
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### ADVICE AND RECOMMENDED RESPONSE:

- **Having cell phones in the classroom can be a distraction from the kind of deep and focused learning we want our kids to experience at school.**
- **Cell phones have changed our lives completely and while there is no returning to a time without them, we need to be aware of the risk they can pose to kids.**
- **We're working with school districts to ensure they update their codes of conduct to restrict the use of personal digital devices (including cell phones) at school, including during instructional time for next school year.**
- **There is a time and a place for cell phones, and that includes when they are needed for accessibility and health purposes.**
- **This also includes teaching students to develop life-long healthy habits with technology and social media.**

### Background:

The Ministry of Education and Child Care (the ministry) has amended the *Provincial Standards For Codes of Conduct Order*, effective July 1, 2024. School districts are required to update their codes of conduct to include one or more statements on restricting student use of personal digital devices (including cell phones) at school by July 1 and to submit the updated codes of conduct to the ministry by August 15.

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**Apr. 12, 2024** – Deputy Minister Bulletin: Cell Phone Use: Amendment to the Provincial Standards for Codes of Conduct Order

Communication to superintendents including the amended order, a letter from the Deputy Minister and a support guide to support implementation.

**Jan. 26, 2024** - B.C. launches concrete actions to keep kids safe, healthy

Premier David Eby, along with Minister Rachna Singh and AG Niki Sharma, announced measures to keep kids safe, including ECC working with school districts to ensure all schools have policies in place by the start of the next school year to address students' cellphone use in the classroom.

**Jan. 8, 2024** - BC United leader calls for province-wide cellphone ban in schools, following Quebec and Ontario laws

BC United leader Kevin Falcon is again calling for a province-wide ban on cellphones in classrooms for students in Kindergarten through Grade 12.

**Dec. 26, 2023** - Quebec students forbidden from using cellphones in classrooms after winter break

Quebec's new rule banning cellphones in classrooms went into effect when students returned from the holiday break, making the province the second to implement such a measure, after Ontario. The directive, which aims to reduce distractions in class, came into effect on Dec. 31, 2023, and applies to public elementary and secondary schools, but it offers teachers flexibility to let students use phones for specific pedagogical purposes.

Ontario has had a policy banning cellphones in class since 2019.

Program Contacts:	Meghan Day, ED, Equity and Strategic Priorities, SLSD Kiersten Fisher, ED, Governance, Legislation and Workforce, GAD Cloe Nicholls, ADM, GAD Jennifer McCrea, ADM, SLSD
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## ADVICE TO MINISTER

<p style="text-align: center;"><b>CONFIDENTIAL ESTIMATES NOTE</b></p> <p>Ministry of Education and Child Care Date: September 20, 2021 Date Updated: April 17, 2024 Minister Responsible: Rachna Singh</p>	<h1><b>Sexual Orientation and Gender Identity (SOGI) Inclusive Education</b></h1>
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### ADVICE AND RECOMMENDED RESPONSE:

- **Schools should be welcoming places for everyone.**
- **I'm focused on ensuring all students feel safe and supported in schools so they can achieve their best.**
- **While all students learn about preventing discrimination and bullying, education about specific SOGI-Inclusive education is not a mandated part of the curriculum.**
- **Most school districts in B.C. use SOGI-Inclusive education resources to ensure classrooms are welcoming spaces that reflect the diversity of our communities.**

### IF ASKED ABOUT SOGI EDUCATION:

- **School leaders, like trustees and district officials, have a responsibility under B.C.'s Human Rights Code to ensure schools are safe and inclusive spaces for the vast diversity of students in the school system.**
- **The ministry provides schools with age-appropriate resources through a provincial website called *erase* to help tackle complex issues like SOGI-Inclusive education.**

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- These resources encourage understanding, acceptance, and mutual respect so that students, staff, and their families feel like they belong.

### IF ASKED: "SHOULD PARENTS BE NOTIFIED IF THEIR CHILD CHANGES THEIR PRONOUNS AT SCHOOL?"

- I'm not interested in politicizing students. The success and safety of students is my priority.
- I am confident that schools and districts have the tools needed to address issues involving students and support what is best for them.

### IF ASKED: "SHOULD PARENTS BE NOTIFIED IF THEIR CHILD IS LEARNING ABOUT SOGI AT SCHOOL?"

- Teachers have professional autonomy over how they teach topics to best meet the learning needs of the individual students in their class, in an age-appropriate and relevant way.
- Decisions about what learning materials are proactively shared with parents are made locally, by school districts.
- Parents are encouraged to get in touch with their child's teachers and local school at any time when they have specific questions about their child's learning.
- Age-appropriate SOGI-Inclusive resources are publicly available online, and our ministry will continue to ensure

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**that SOGI-Inclusive education is available and accessible for all school community members.**

### **If ASKED ABOUT ANTI-SOGI PROTESTS:**

- **Our government continues to support safe, caring, and inclusive schools for staff, students, and their families.**
- **It has been upsetting and distressing to see misinformation and disinformation used to attack our children and youth.**
- **We recognize there are differing beliefs on this topic. However, students and staff need to feel safe from harassment. This includes words or actions that humiliate or insult anyone based on their identity or sexual orientation.**
- **We ask that all students – regardless of their differences – are treated with understanding, respect, and acceptance, so kids can get back to being kids and focus on their learning.**

### **IF ASKED ABOUT ALBERTA'S STANCE ON GENDER IDENTITY IN SCHOOLS:**

- **As Premier Eby said, we believe all students deserve to be respected in a safe learning environment while being fully and completely themselves.**
- **We stand with the teachers and school communities here in B.C. and continue to support safe, caring, and inclusive schools for staff, students, and their families.**



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### IF ASKED ABOUT BUBBLE ZONES AROUND SCHOOLS:

- **On April 10<sup>th</sup>, Bill 22: Safe Access to Schools Act was introduced in the B.C. legislature. This act is designed to protect students, staff, and families from disruptive and harmful protest activities at schools. Bill 22 is currently being considered in the Legislature and is not yet law.**
- **The School Act supports school staff in B.C. to remove individuals from school grounds when it's needed, for everyone's safety.**
- **We're working with districts directly and exploring all options available to help make schools safer and more inclusive places to learn.**
- **We will continue to provide support and take action as needed to keep kids safe so they can focus on learning.**
- **While everyone has a right to freedom of expression, including peaceful protest, our government cannot condone attempts to disrupt children's learning in the classroom.**

### IF ASKED ABOUT INDEPENDENT SCHOOL POSITION ON SOGI:

- **The Federation of Independent School Associations stands together with provincial education partners to ensure all schools in B.C. are welcoming and inclusive.**

#### **Background:**

SOGI continues to be a major topic for the education sector in B.C. Media attention has remained high. There continues to be an opposition who speak out against the SOGI resources

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used in B.C. schools, and extreme right leaning organizations continue to target SOGI and school-based supporters.

Ministry resources are currently being reviewed to ensure that they provide the most up-to-date and relevant information that meets the needs of the sector, and do not unintentionally perpetuate misunderstandings and misinformation about SOGI-Inclusive education. In addition, a truth and non-truths document was issued to school districts and posted online to assist with information sharing.

SOGI (Sexual Orientation and Gender Identity) is an inclusive term that encompasses all individuals and where they identify on the sexual orientation or gender identity spectrums, including lesbian, gay, bisexual, transgender, queer, two-spirit, heterosexual and cisgender.

SOGI 123 is a set of educator resources, developed by ARC Foundation in collaboration with the Ministry of Education and Child Care, BC Teachers Federation and other provincial K-12 education partners, the University of British Columbia's faculty of education, school districts and local, national, and international LGBTQ2S+ community organizations. These resources are not mandated but were developed to support educators with ready-to-use materials to deliver B.C.'s K-12 curriculum where topics associated with sexual orientation and gender identity may be covered.

### **Expect Respect and A Safe Education:**

SOGI-Inclusive Education is part of the *erase* strategy and provides optional support resources to schools. All school districts and several independent and First Nations schools are part of a network for educators committed to SOGI-Inclusive education: the B.C. SOGI Educator Network. The Network was launched as a pilot project at the start of the 2016-17 year by ARC Foundation. In just over two school years, it grew from nine to all 60 districts.

### **SOGI and the K-12 curriculum**

The Core Competencies of the B.C. K-12 curriculum include a focus on valuing diversity and respecting differences, as well as understanding human rights and forms of discrimination – which are taught across the curriculum, starting in Kindergarten.

Topics related to gender and self-identity are included in the Physical and Health Education (PHE) curriculum to help students understand themselves and learn to respect diversity around them. Courses throughout the K-12 system cover discrimination and bullying as a learning standard, which opens important discussions on the discrimination 2SLGBTQIA+ individuals experience. For example, age-appropriate SOGI-inclusive education can look like reading a book with a family with two moms. Opportunities to discuss these topics may also be covered in other learning areas such as Social Studies, Arts Education and Language Arts.

SOGI materials have been evaluated by Focused Education Resources (formerly the BC Educational Resource Acquisition Consortium).

### **Investment in SOGI-inclusive education**

In September 2019, former Minister of Education Rob Fleming announced a government investment of \$350,000 each year for three years to improve SOGI-Inclusive education in B.C. schools. Annual investment of \$350,000 each year has continued. The funding supports the educator network and resource development. The annual SOGI Educator Summit brings educators from across the province to learn about new approaches and resources, share

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success and challenges, and provide input to help inform provincial initiatives.

### Anti-SOGI Protests

On September 20, 2023, a Canada-wide march organized by the group called *1 Million March 4 Children* were advocating for the elimination of the Sexual Orientation and Gender Identity (SOGI) curriculum in schools. On October 21, 2023, there was another Canada-wide march organized by the group called *1 Million March for Children* who were rallying for the same cause. Both marches saw many counter-protests organized by 2SLGBTQ+ advocates.

Since September 2023, there have been many anti-SOGI demonstrations across B.C. at schools, school board meetings, and in public spaces. The Ministry of Education and Child Care is aware of 19 major disruptions at B.C. public schools since the start of the 2023/2024 school year, as well as several other planned protests. There have been 12 protests at elementary schools, 3 protests at middle schools, and 4 protests at secondary schools.

On September 8, 2023, the BCTF sent a letter to Premier Eby, United Leader Kevin Falcon and Green Party Leader Sonia Furstenau to express concerns over the September 20 rally. The BCTF called on all three (at the time) major parties in B.C. to stand together against hate and in unequivocal support of SOGI resources and inclusive schools. (Attachment 1)

Additionally, the Premier wrote back to the BC Teachers Federation: [Premier David Eby's Statement - Support for SOGI](#). On November 23, 2023, the Minister of Education and Child Care, along with B.C.'s K-12 education partners, released the [Joint statement on safe, caring and inclusive schools | BC Gov News](#).

### Vernon School District (SD22)

In September 2023, hundreds of anti-SOGI protestors marched to City Hall in Vernon calling for the end of SOGI materials in schools, while also being met with counter protests. By January 2024, Vernon school board meetings we're moved online due to safety concerns of school board members and staff after protestors disrupted the meeting the previous month.

### Funding:

- 2023/2024 - \$350K (Provincial SOGI Lead, SOGI Network support, provincial and regional SOGI Educator Summit, resource refresh)
- 2022/23 - \$350K (Provincial SOGI Lead, SOGI Network support/expansion, provincial and regional SOGI Educator Summit, resource expansion)
- 2021/22 - \$350K (Provincial SOGI Lead, SOGI Network support/expansion, provincial Youth Collective, Indigenous resource development)
- 2020/21 - \$350K (Provincial SOGI Lead, SOGI Network support/expansion, provincial and regional SOGI Education Leadership Summits, K-12 SOGI Resource Guide launch)
- 2019/20 - \$380K

Program Area Contacts:	LEPD: D - Nick Poeschek, ED - Stacey Wilkerson, GAD - Kiersten Fisher, Grant Sheppard SLSD: Meghan Day ADM, Jennifer McCrea ADM, Mary Shaw	250-208-7705 (Sara White)
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September 19, 2023

Clint Johnston, President  
BC Teachers' Federation  
100 - 550 West 6<sup>th</sup> Avenue  
Vancouver, BC V5Z 4P2

Dear Mr. Johnston:

Thank you for your recent letter about pending protests. I share your concerns.

I want to commend the province's teachers, school staff and administrators, school trustees and district officials who continue to defend the use of resources ensuring all families are reflected in school materials.

I also want to recognize the work being done to ensure all students and staff are protected from discrimination at school. School must be a place where every student feels secure and respected so they can focus on learning.

It has been upsetting and distressing to see misinformation and disinformation used to attack some of our most vulnerable children and youth.

I have some messages I wish to share with school communities.

To every teacher and support staff: You are my heroes. Your dedication to your students is inspiring. Thank you for all you do for my children and all of the children in the province.

To every student: We may not have met. I may not know your name and I may not know your favourite music, but I want you to know this: I accept you for who you are in every way. My job as premier is to ensure you all have a safe learning environment, so you can pursue your dreams.

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**Office of the  
Premier**

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Victoria BC V8W 9E1

**Location:**  
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Victoria

To every parent and guardian: I know you love and support your children, as I do mine. As parents and guardians, we are taking on the most important job we will ever have. I know we are united in ensuring that all of our kids have an opportunity to learn in a safe, welcoming environment.

Earlier this year, the province launched a K-12 Anti-Racism Action Plan. It is a critical step forward for students, educators, staff and families in creating school communities that are welcoming and supportive for people of all backgrounds, beliefs and perspectives.

We believe all students deserve to be respected in a safe learning environment while being fully and completely themselves. The B.C. SOGI Educator Network helps to make our schools more inclusive and welcoming so that children express themselves in their own unique way.

All of B.C.'s 60 school districts and the Federation of Independent School Associations are members of the Provincial K-12 SOGI Collaborative. This consensus approach was introduced by a BC Liberal government and continues under our BC NDP government. It has been supported by all parties that won standing in the Legislature in the last election and it is my sincere hope that all leaders denounce these attacks on vulnerable students.

School must be a place where all students, staff and families feel safe, a place where everyone feels they belong and where respect is shown for each other's differences.

The safety of all children must always come first.

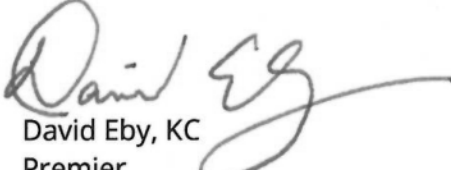
Without hesitation, I denounce threats, hate and violence against 2SLGBTQIA+ communities. We are seeing a concerning rise in incidents where trans people are being targeted with threats and violence in person and online.

We cannot and must not stand idly by in the face of any kind of bullying. Any political leader who targets our most vulnerable, at-risk children and youth is no leader at all.

Our education system and school resources are designed to ensure all students have the best opportunity to thrive, to learn, to grow in safety without threat of intimidation or discrimination.

Thank you for your continued dedication to our students.

Sincerely,

  
David Eby, KC  
Premier

## ADVICE TO MINISTER

<p>CONFIDENTIAL ESTIMATES NOTE Ministry of Education and Child Care Date: March 12, 2024 Date updated: March 12, 2024 Minister Responsible: Rachna Singh</p>	<h1>Access Zones</h1>
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### ADVICE AND RECOMMENDED RESPONSE:

- **While everyone has a right to freedom of expression, including peaceful protest, disrupting children learning in the classroom is not acceptable.**
- **Since September of this school year, there have been examples of protestors holding signs with harmful language, banging on school windows, yelling and intimidating students, educators, and staff.**
- **There is no place for this kind of disruptive behaviour near schools and students.**
- **We tabled new legislation on April 10 to protect students and staff from these kinds of disruptive behaviours.**
- **We're working with districts directly and exploring all options available to help make schools safer and more inclusive places to learn.**
- **We will continue to provide support and take action as needed to keep kids safe at school so they can succeed in their education.**

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### Background:

#### Issue Summary:

- Protests at schools can create harmful and unsafe situations for students and staff.
- Protests increased near schools in 2023 and often included harmful language or disruptive behaviour.
- This creates barriers to safe and inclusive access to education for students.

#### Ministry Update:

- The Ministry of the Attorney General is working with the support of the Ministry of Education and Child Care to introduce legislation that would prevent disruptive protests from occurring close to school grounds.
- The Ministry of Education and Child Care is consulting with education partners and First Nations organizations (FNESC, BCSTA, BCSSA, BCASBO, BCPVPA, BCCPAC, BCTF, BCPSEA, CUPE) and engaging with Metis Nation BC on this initiative.
- AG is also consulting with First Nations rightsholders and broader stakeholders, such as police services.

#### Media Scan:

- **Nov. 2023, The Chilliwack Progress** – Anti-SOGI protest held outside Abbotsford school: *Regular protests – some small and others involving hundreds of people – have been taking place for weeks at local parks and outside city hall, the school district office and even The Abbotsford News. But Friday’s peaceful gathering occurred along the public sidewalk in front of Harry Sayers elementary on Blueridge Drive, where protesters held signs with statements such as “Children belong to parents NOT to government” and “No one else can take care of kids better than parents.”*
- **Oct. 2023, City News** – B.C. mulls protest-exclusion zones outside schools: *The B.C. government is considering implementing protest-exclusion zones around schools in the province. The move comes in response to recent rallies targeting educational sexual orientation and gender identity resources, with some taking place outside schools and school board offices.*
- **Oct. 2023, CTV News Vancouver** – Anti-SOGI demonstrations at elementary schools prompt calls to renew protest legislation: *Some North Vancouver parents want the province to re-introduce legislation prohibiting protests near schools, following a series of anti-SOGI demonstrations. Justin Liew, a parent at Ridgeway Elementary, said in mid-September, a group of people were standing near school property during student drop-off, holding signs and voicing their opposition to SOGI 123, which helps provide educators with resources to create an inclusive education. Liew said both parents and students were wary about the demonstration.*

Program Area Contacts:	Kiersten Fisher, Executive Director Meghan Day, Executive Director Jennifer McCrea, ADM SLSD Cloe Nicholls, ADM GAD
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## ADVICE TO MINISTER

<p style="text-align: center;"><b>CONFIDENTIAL</b> <b>ESTIMATES NOTE</b></p> <p>Ministry of Education and Child Care Date: February 10, 2023 Date updated: February 29, 2024 Minister Responsible: Rachna Singh</p>	<h1 style="text-align: center;">Emergency Management and Lockdowns</h1>
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### ADVICE AND RECOMMENDED RESPONSE:

- **Ensuring schools are prepared for emergencies is critically important to the well-being of students and staff.**
- **Emergency management planning and preparedness in schools is also important so that parents feel comfortable entrusting their children to the care of educators in B.C. schools.**
- **The ministry provides public, independent, and First Nation schools with direct emergency management support, resources, and responses to assist with mitigation and planning for students, staff, and families.**
- **This includes the ministry’s *Emergency Management Planning Guide* that can assist public, independent, and First Nation schools with providing support and upholding responsibilities during an emergency.**
- **Safe school coordinators in both public and independent schools are also responsible for school-wide/district-wide safety initiatives focused on preventing and responding to human-caused threats and emergencies.**



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- **The ministry's Expect Respect and a Safe Education (*erase*) offers training to safe school coordinators and staff to ensure they have the skills necessary for threat and risk assessment, response, and recovery.**

### **IF ASKED ABOUT PROVINCIAL EMERGENCY MANAGEMENT**

- **Any questions about provincial emergency management should be directed to Emergency Management BC.**

#### **Background:**

##### **Emergency Management:**

- Schools are places where emergency preparedness is critically important to the well-being of students and employees and to the confidence that parents feel in entrusting their children to the care of educators in B.C. schools.
- School districts and independent school authorities are responsible for planning for and responding to natural and human-caused emergencies in their areas. They are expected to develop emergency management plans in consultation with local emergency responders and local law enforcement.
- The Ministry of Education and Child Care's *Emergency Management Planning Guide for Schools, Districts and Authorities* (2015) establishes provincial standards for planning for, responding to and recovering from all types of emergencies (natural and human caused) for public, independent and First Nations schools.

##### **Natural Cause/Climate Change Related Emergencies:**

- The Province has provided a rapid and comprehensive response to the 2017, 2018, 2021, 2022 and 2023 B.C. wildfires, and the 2021 atmospheric river flooding event, including offering trauma recovery support to impacted school districts.
- The Ministry of Education and Child Care's *BC Education Sector Integrated Response Plan for Catastrophic Earthquake* (2017) aligns communication and coordination between local and provincial emergency management and the K-12 education system in the event of a catastrophic earthquake.
- The ministry's B.C. *K-12 Climate-Related Emergency Management Support Overview* outlines current provincial resources and supports and provides contact information of Ministry of Education and Child Care Leads that can assist with specific supports during response and recovery.

##### **Human Caused Emergencies and Lockdowns:**

- School districts and independent schools have a safe school coordinator role(s). This role is responsible for district-wide safety initiatives focused on preventing and responding to human-caused threats and emergencies.
- The Ministry of Education and Child Care provides training and support to schools for threat and risk assessment, human caused emergency response (including lockdowns and hold

## ADVICE TO MINISTER

and secure), and trauma recovery through *erase* (Expect Respect and a Safe Education).

- Since 2012, approximately 26,000 educators and community partners have been trained through *erase*.
- In the 2022/23 school year, approximately 810 K-12 educators and community partners participated in *erase* training focused on student safety.

### Key Facts Regarding the Issue:

- Under the *School Act*, schools can close if the health or safety of students is endangered. Lost instructional time does not have to be made up. The decision is at the school district's discretion.
- A **lockdown** is a specific emergency response where there is a high and immediate risk (e.g., someone with a weapon on school property) and is intended to minimize access and visibility.
- In a **lockdown**, all students and staff must immediately proceed to the nearest classroom or designated area, turn off all lights and lock all doors. No one can enter or exit the building except emergency personnel.
- **Hold and Secure** is used to secure a school because of an emergency outside the school. Everyone is brought indoors, and the exterior doors are locked and monitored, but students and staff can move throughout the building.

### Key Outcomes:

- In emergencies, affected school districts are offered trauma recovery support to students and staff through support provided by the ministry.

### Statistics:

Natural cause/climate change related:

- 2024:
  - The snowstorm in early January saw many school closures across the mainland and Vancouver Island, with over 23 school districts closing their doors between January 17 to 19.
- 2023:
  - Wildfires and flooding in the 2023 season began as early as May and lasted well into September, impacting school districts and independent schools. Learning of 749 students was impacted by local evacuation orders:
    - May 8-15 Boundary Lake Fire affected 119 students in Clearview Elementary-Jr Secondary School District (SD60).
    - May 8-15 Cache Creek Flood affected 132 students at Cache Creek Elementary (SD74).
    - June 8-19 West Kiskatinaw River Wildfire affected 373 students attending Tumbler Ridge Elementary School and Tumbler Ridge Secondary School (SD59).
    - Sept 1-6 Bush Creek East Wildfire affected 122 students at North Shuswap Elementary (SD83).
    - Sept 1-8 Downton Lake Wildfire affected three students at Gold Bridge Community (SD74).
  - Over 3812 students were affected by Evacuation Alters across 9 school districts, including SD60, SD82, SD23, SD83, and SD74.
- 2022:
  - Battleship Mountain wildfire impacted two schools (211 students) in SD60 Peace River North, Hudson's Hope.

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- The Summer 2022 Nohomin Creek wildfire in SD74 Gold Trail did not impact any schools.
- 2021:
  - The atmospheric river event and subsequent flooding impacted 25 schools (6,134 students) across four districts (SD33 Chilliwack, SD34 Abbotsford, SD58 Nicola-Similkameen, SD78 Fraser-Cascade). While remediation work is complete, SD 58 continues to have two schools in Princeton on a boil water advisory due to facility damage from flooding.
  - Wildfires impacted six schools (908 students) across four school districts (SD71 Comox Valley, SD74 Gold Trail, SD87 Stikine, SD91 Nechako Lakes).

### Human caused events:

- *erase* provides critical incident support for schools to ensure expert support is available when responding to threats to self or others or incidents that impact the school community.
- The number of critical incident cases in the past three school years are:
  - 2022/23 school year (September – June): 932
  - 2021/22 school year (September – June): 1006

### Funding:

- Includes Emergency Response and *erase* student safety components provided by TC Safer Schools Together Inc.:
  - 2023/24 - \$541,000 (as at December 2023)
  - 2022/23 - \$426,000
  - 2021/22 - \$425,000
  - 2020/21 - \$500,000
  - 2019/20 - \$943,000

### Services to Ministry:

- TC Safer Schools Together Inc. – trauma recovery support to schools and districts
- Emergency Management BC – direct support to school districts

### Delivery Partners:

- TC Safer Schools Together Inc.
- Emergency Management BC

### Agreements:

- General Service Agreement with TC Safer Schools Together Inc.

Program Area Contact:	Danielle Carter-Sullivan, Executive Director, Early Learning, Mental Health and Student Safety	250-888-4092
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<p style="text-align: center;"><b>CONFIDENTIAL</b> <b>ESTIMATES NOTE</b></p> <p>Ministry of Education and Child Care Date: January 19, 2023 Date updated: March 13, 2024 Minister Responsible: Rachna Singh</p>	<h1>Safety-Violence in Schools</h1>
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### ADVICE AND RECOMMENDED RESPONSE:

- **The well-being and safety of students and staff in our K to 12 education system is our highest priority.**
- **Students and their well-being are the centre of the entire K to 12 system.**
- **When students feel a sense of safety, belonging, and acceptance, it positively impacts school attendance, feelings of attachment, and connectedness, as well as academic achievement and overall well-being.**
- **We believe in and support safe, caring, and inclusive schools.**
- **Every student deserves a safe school environment. No student should ever be bullied, harassed, or threatened.**
- **As a parent myself, I understand how important it is that parents/guardians feel their children and youth are safe while at school.**
- **In B.C., every school district and all independent schools have codes of conduct and anti-bullying policies in place.**

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- **The creation of safe, caring, and inclusive schools is important for both students and staff.**
- **Boards of education and schools have safety prevention, intervention, and response strategies in place.**
- **Dedicated Safe School Coordinators are trained to respond to bullying, threats, and other safety incidents in every school district and independent school.**
- **When incidents do occur, we encourage students, teachers, and parents/guardians to lean into the supports available through their school districts and other resources, such as the government's *erase* website (expect respect and a safe education), which provides information on violence prevention and reporting.**
- **We know prevention is the best approach, and we continue to focus on ensuring supports are available for the complex issues facing students today.**
- **This includes adding supports for mental health and well-being and for preventing gender-based violence.**

### **IF ASKED ABOUT THE SCHOOL LIAISON OFFICER (SLO) PROGRAM AND RACIALIZED STUDENTS:**

- **Over the past few years, we've heard from some students and families who are voicing concerns about police officers in some school districts and the negative**

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**impact on racialized students.**

- **This speaks to the broader need for increased anti-racism work in schools and throughout our communities.**
- **We must listen and respond to the voices of Indigenous, Black, and diverse communities of colour when concerns are raised about community partnerships and services provided, including School Liaison Officers.**
- **Local boards of education make decisions about School Liaison Officer programs, often in partnership with the police of jurisdiction.**
- **We expect boards and school districts to work with families, students, school staff, and the broader school community to discuss School Liaison Officer programs and the work these programs undertake in schools and communities.**
- **The ministry recently launched a new provincial K to 12 Anti-Racism Action Plan that empowers school communities to identify and take action against racism and discrimination in B.C. schools while working together to create anti-racist school cultures.**

### **IF ASKED ABOUT STUDENT SAFETY IN VICTORIA AND RECENT CALLS TO REINSTATE SLO PROGRAM:**

- **I know that some parents have advocated for reinstating the School Liaison Officer program and we've heard**

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from the Victoria Police Department on this issue as well.

- The Board of Education and the Superintendent of Schools are deeply committed to creating and maintaining safe, welcoming, and inclusive school environments.
- Our government respects that the decision making authority respecting School Liaison Officers rests with individual school districts working in conjunction with their local police agencies.

**Refer to: Ministry of Public Safety and Solicitor General**

### IF ASKED ABOUT STUDENT SAFETY IN SURREY:

- I know the Surrey School District has heard concerns from the community about student safety, particularly after the serious incident at Tamanawis Secondary in 2022.
- Surrey School District's, *Protecting Surrey Schools Together*, is their lead initiative to support student safety. It has a strong focus on prevention and includes community partnerships with RCMP, the City of Surrey and others to deliver supports.
- This includes various initiatives, including the Surrey Anti-Gang Family Empowerment Program and Children and Youth At-Risk program which aims to lower the risk of gang involvement and better support children, youth,

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**and their families. There is also a confidential reporting system offered in partnership with the Surrey RCMP.**

- **In partnership with the federal government, three point nine five million dollars (\$3.95M) has been allocated to the City of Surrey through the federal Building Safer Communities Fund. This funding will support the Surrey Youth Resiliency Program, which is aimed to support children, youth, and their families by providing services that will help divert young people from gang involvement.**
- **I also understand Surrey schools will be consulting with parents/guardians and students throughout the district to address safety concerns within the community.**

### **Background:**

#### **Training:**

- Since 2012, over 95,000 students, families, educators, and community partners have participated in *erase* training.
- In the 2022/23 school year, this included:
  - 800+ educators and community partners receiving in person and online training on behavioural and digital threat and risk assessment.
  - 25,000+ students receiving online training focused on consent, building healthy relationships and communities, online safety, and digital literacy.
  - 1,200+ families receiving online training on digital literacy, social media, online safety and privacy, and how to report and receive support in cases of sextortion or cyberbullying.
  - Between April - June 2023, three virtual information sessions on gun and gang related topics were offered for Safe School Coordinators through a contract held by the Ministry of Public Safety and Solicitor General (PSSG) in collaboration with the ministry.
  - Since October 2023, PSSG has facilitated an additional five online information sessions open to Safe School Coordinators and their teams in all 60 school districts.

#### **Funding:**

- Safety training is incorporated as part of the overall *erase* budget in Student Safety and Wellness; fiscal year 2023-24 budget is \$1,106,715.00.
  - *erase* Refresh Project: \$100K,
  - *erase* training, subject matter expertise and critical incident support: \$1.007M.
- Safe School Coordinator Meeting: two-day meeting that brings together safety experts and Safe School Coordinators; the cost is forecasted to be \$40K from Student Safety and Wellness operating budget.



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### **erase:**

The Expect Respect and A Safe Education (erase) Strategy is a prevention and intervention resource to support safe, caring and inclusive B.C. schools. Key focus areas include school safety and bullying, mental health and well-being, anti-racism, sexual orientation and gender identity, and gender-based violence and consent.

### **School Liaison Officer (SLO) Program:**

March 1, 2024 – The Greater Victoria School Board issues a letter to its members to contextualize the SLO program. The SLO program is funded by police departments. The program has not existed in Victoria and Esquimalt since 2018 due to a lack of funding for the program; however, Saanich Police, Oak Bay Police and the RCMP continued to staff officers in schools in their respective jurisdictions. On May 31, 2023, the Greater Victoria School Board unanimously voted to end the SLO program in School District (SD) 61. The district has existing safety policies and is developing a formalized communication protocol with policing services so that district staff are made aware of potential safety concerns affecting schools in the district. Responsibility of addressing potential gang activity in the region belongs to the police.

February 27, 2024 – Following parent protest outside of the Greater Victoria School Board offices on February 26, 2024 to reinstate the SLO program, Greater Victoria Police Chief Manak issues a statement to support growing concerns over school safety in SD61 (Greater Victoria). There is growing gang recruitment in the area, which affects school and family safety. The statement outlines the role of SLO program in schools, which includes education and crime prevention, and underlines that the role of the SLO has not been replaced by the district by social workers, counselling services, or mental health workers.  
<https://vicpd.ca/2024/02/27/statement-from-the-chief-constable-on-student-safety-in-school-district-61/>

February 26, 2024 –Victoria Police arrested a suspected gang member believed to be recruiting in local schools and seized many tobacco and THC vaping products and imitation firearms. Same day, parents and school community members staged a protest outside of the Greater Victoria School Board, with calls to reinstate the SLO program in SD61 schools. Parents and school community members have also written in to local newspapers voicing their safety concerns. The story was picked up by Victoria-area media.  
<https://www.timescolonist.com/local-news/suspected-gang-member-believed-to-be-recruiting-near-schools-police-chief-8365392>  
[https://twitter.com/vicpdcanada/status/1764729746951463226?s=42&t=XYR4Zez\\_60HYKMgwYmAqiA](https://twitter.com/vicpdcanada/status/1764729746951463226?s=42&t=XYR4Zez_60HYKMgwYmAqiA)  
<https://www.vicnews.com/local-news/increased-gang-activity-brings-call-for-police-in-greater-victoria-schools-7322978>

August 31, 2023 – Police officers will be in Vancouver schools at the start of the 2023/24 school year. The new SLO program will differ from the previous SLO program as officers will now wear a hybrid of plain clothes and uniforms including golf shirts with VPD crests instead of uniforms and “hiking style” pants.” Officers will also carry guns that “will be small enough to fit in a holster inside an officer’s pants. Smaller batons and pepper spray will also be part of the outfit. The cars they drive will no longer be Dodge Chargers, but possibly a Honda Civic or KIA sedan, which will still be equipped with lights and sirens.”  
<https://www.squamishchief.com/bc-news/police-return-to-vancouver-schools-amid-controversy-7477660#:~:text=The%20return%20of%20what%20the,put%20officers%20back%20in%20schools>

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June 16, 2023 - Members of the African descent advisory committee for the Vancouver Police Department say they feel they were lied to over the process to reinstate a program that deploys armed officers to public schools. Parker Johnson said he and the other committee members had "unanimously and unreservedly" determined they did not want police returning to schools this fall, and they were surprised to learn Thursday that a decision had already been made. <https://vancouver.sun.com/news/advisory-committee-accuses-vancouver-police-board-of-insulting-behaviour-and-lying>

June 1, 2023 - After two-and-a-half years of consultation, the Greater Victoria school board unanimously voted to end the school police liaison officer program. <https://www.cheknews.ca/sd-61-board-unanimously-votes-to-end-school-police-liaison-program-1154647/>

Jan. 25/2023 - BCTF voiced support for ending all SLO programs through Twitter in multiple tweet thread over SLOS in schools on Jan. 25, 2023. See their press release – Jan. 19, 2022 - <https://www.bctf.ca/news-and-opportunities/news-details/2023/01/20/fully-funded-academic-social-health-and-emotional-support-services-should-replace-police-programs-in-schools>

Jan. 24, 2023 - Saanich PD news release highlights that Saanich schools have created a new Community Liaison Section. This means that Saanich schools will no longer have individual officers assigned as their dedicated School Liaison Officer. Instead, they will be able to call upon this new division five days per week, to receive assistance from any or all of the eight officers as necessary. Jan. 24, 2023 NR, "Saanich Police Dept. Launches New Community Liaison Section." <https://saanichpolice.ca/2023/01/24/spd-launches-new-community-liaison-section/>

Jan.11 2023 - At the January 11, 2023, Surrey Board of Education public meeting, trustees voted unanimously in favour of a notice of motion to request that district staff engage students and their families, asking them to share the issues and concerns facing their school communities, including student safety and well-being. These consultations will support the board in better understanding the common themes of these issues in order to enact positive social change. These consultations will take place in the Spring.

### **Guns and Gangs:**

Current supports for gang and gun violence prevention are led by the Ministry of Public Safety and Solicitor General.

In partnership with the Federal Government, the Province invested \$50 million over five years (Fiscal 2018-19 to 2022-23) into the implementation of a provincial strategy to address gun and gang violence in B.C.'s communities.

### **Consent and Gender-Based Violence**

Consent is an agreement to engage in an activity; it occurs when you ask, or give, permission to do something. In the context of sexual activities, consent refers to giving voluntary permission to engage in a sexual activity.

Gender-based violence (GBV) is violence that is committed against someone based on their gender identity, gender expression or perceived gender. It can be physical, emotional, psychological, financial, or sexualized in nature. GBV disproportionately impacts women and girls, Indigenous peoples, LGBTQ2S+ people, racialized people, people living in poverty, and

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people with a disability.

The ministry took action in the 2022/23 school year to give students a better understanding of consent and help prevent gender-based violence. This included:

- Updating the Supporting Student Health Resource Guides (Elementary and Secondary) to support educators teaching consent with an age-appropriate and non-discriminatory approach.
- Updated the *erase* website to ensure trusted information and resources are available for students, parents, and educators.
- Offering learning sessions through Safer Schools Together for parents and students about consent, online safety, and healthy relationships.

Program Area Contacts:	Danielle Carter-Sullivan, Jennifer McCrea
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<p style="text-align: center;"><b>CONFIDENTIAL</b> <b>ESTIMATES NOTE</b></p> <p>Ministry of Education and Child Care Date: June 13, 2023 Updated March 8, 2024 Ministers Responsible: Mitzi Dean/Rachna Singh</p>	<h1 style="text-align: center;">Child Care on School Grounds</h1>
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### ADVICE AND RECOMMENDED RESPONSE:

- **Schools are at the heart of their communities and offer the potential to help address the child care needs of families.**
- **Child care on school grounds makes it easier for families through one drop-off and pick-up location, streamlining their daily routines, and creating a smoother transition for children.**
- **Since 2018, the Province has been helping to create over ten thousand (10,000) new child care spaces on school grounds, totaling over three hundred and forty million dollars (\$340M). More than two thousand seven hundred (2,700) of these spaces in thirty-three (33) school districts are open and providing care for children. These spaces are part of the more than thirty seven thousand three hundred (37,300) child care spaces on school grounds.**
- **Neighbourhood learning centres are one method we've used to include child care in new or replacement schools. School districts work with their local communities, First Nations, and Indigenous organizations, as well as non-profits to identify solutions that meet their community needs.**

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### IF ASKED ABOUT HOW THE PROVINCE IS FURTHER SUPPORTING CHILD CARE ON SCHOOL GROUNDS:

- **We continue working to make it easier for schools to include child care on school grounds.**
- **Beginning in spring 2024, B.C. school boards will be able to submit their child care funding requests to the ministry in a similar way that they do for K to 12 capital funding.**
- **This change will support B.C. school boards to more closely align their child care goals with their K to 12 capital priorities.**
- **Additionally, we've streamlined the application process for First Nation schools, First Nation independent schools, and other eligible independent schools.**
- **This funding helps school districts build new child care spaces on school grounds or in unused areas of existing school buildings so they can better address the urgent need for child care in their school community.**

### IF ASKED ABOUT SEAMLESS DAY KINDERGARTEN PILOT:

- **There are forty-five (45) Seamless Day Kindergarten pilot sites in thirty-three (33) school districts and three independent schools throughout B.C., representing over four hundred and seventy (470) licensed school-aged child care spaces.**

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- This unique pilot employs certified early childhood educators to provide before- and after-school care in Kindergarten classrooms and to support learning alongside the classroom teacher.
- The existing pilot sites will continue to receive funding through 2024/25.
- These are some of the ways our government is working to incorporate child care into school communities and on school grounds in B.C., to better support children and families in their early learning years.

### IF ASKED ABOUT EDUCATION ASSISTANTS WORKING IN CHILD CARE ON SCHOOL GROUNDS:

- Creating access to quality child care is a key priority for government.
- We are working towards creating access for before- and after-school care for all families who want or need it.
- We are also continuing to build spaces on school grounds because when students remain on school grounds, families and educators know that students will be in one place through the whole day, reducing parent stress and improving family well-being.
- We are appreciative of CUPE's support of government's work through the ChildCareBC plan to provide access to affordable, quality, inclusive child care as a core service that families can depend on.

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- **We know CUPE BC is in regular contact with Ministry of Education and Child Care staff and the BC Public School Employers' Association (BCPSEA). This ongoing collaboration is crucial to ensure we take a system-wide approach to supporting child care.**
- **The Seamless Day Kindergarten pilot is one example of government, BCPSEA and CUPE BC working together to support access to quality inclusive care and early learning.**

### **Background**

#### **ChildCareBC New Spaces Fund school-aged spaces stream**

In 2022-23, the ChildCareBC New Spaces Fund included a new streamlined funding and application process for school-aged care on school grounds that was available to B.C. school boards, First Nation schools, First Nation independent schools and other eligible independent schools. Child care spaces on school grounds that use existing school facilities, or that require slight modifications are relatively quick to get up and running and this process recognizes that. The funds can also be used for ground-up builds of new child care facilities, renovations and/or the purchase of equipment. This funding stream was created in addition to access to the primary new spaces fund stream.

#### **ChildCareBC New Spaces Fund overall results on school grounds**

- As of Dec. 31, 2023, the Province has funded the creation of over 10,000 new spaces on school grounds since 2018 for both 0-5 and school-age programs, with over 2,700 of these spaces in 33 school districts open and providing care for children.
- There are currently over 37,300 child care spaces on school grounds. This includes public and independent schools.
- Independent schools make up 300 of the funded spaces, with 20 of these operational. An additional 5,500 spaces relate to spaces funded to not-for-profit organizations 2018-19 to 2023-24 (as of December 31, 2023), which also appear to qualify as independent schools. Note that independent schools are a newly tracked organization type for 2022-23 New Spaces Fund program.

#### **Neighbourhood learning centres in new capital and seismic replacement schools**

Since late 2017, the ministry has supported the creation of new child care spaces where new and replacement schools are requested by districts by providing funding to create additional space for neighbourhood learning centres. School districts must consider including child care spaces where they receive funding for this additional space but must work with the local community to determine best uses.

#### **Seamless Day Kindergarten Pilot**

The Seamless Day Kindergarten (SDK) pilot employs certified Early Childhood Educators to provide before- and after-school care in kindergarten classrooms and to support learning

## ADVICE TO MINISTER

alongside the classroom teacher. The program makes use of existing classrooms outside of school hours and does not require new rooms or building. In fiscal year 2023-24, funding of \$3.49 million was available to support this initiative.

### **Enabling Legislation for child care on school grounds**

In 2020, the ministries of Education and Child Care, Health, and Children and Family Development worked together to encourage school districts to expand school-aged care on school grounds. Enabling legislation in the *School Act* and Child Care Licensing Regulations help pave the way. The *School Act* was amended to promote the establishment of –school-aged care by boards to students enrolled in the district and the Child Care Licensing Regulations were amended to streamline the process for school districts applying for a licence.

### **Media Interest**

CUPE BC has a public campaign for more child care on school grounds and is encouraging people to send letters to government: <https://act.newmode.net/action/childcare>

Program Area	Dayna Beuthin / Clare Cronin	778-698-5840 / 778-974-3491
Contacts:	Danielle Carter-Sullivan	250-888-4092
	ADM Jennifer McCrea	250-896-3735
	ADM Patricia Boyle	778-974-5047



## **2024 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care  
**Program/Program Area Name:** SEDS

**Title:** ChildCareBC

**Date Revised:** March 15, 2024

### **Key Messages:**

- The B.C. government recognizes the challenges many parents face when trying to balance raising a family with pursuing work and other opportunities.
- In 2018, government launched the ChildCareBC Plan, its 10-year strategy to build affordable, accessible, quality, inclusive child care as a core service that families can rely on.
- Through our child care affordability programs, we're bringing down costs and helping families respond to rising global inflation.
- In partnership with key stakeholders and with the Federal Government, we are building a child care system in B.C. that is more affordable, easier to access, and higher quality.
- We are committed to partnering with Indigenous Peoples in building culturally relevant child care that meets the unique needs of Indigenous families.

### **Key Facts Regarding the Issue:**

- Child care remains a key government priority, appearing in multiple Ministers' Mandate Letters, including the Minister of Education and Child Care and Minister of State for Child Care, the Minister of Post-Secondary Education and Future Skills, and the Minister of Finance.
  - The ministry continues to engage regularly with all orders of government; Indigenous governing bodies and entities; school boards; child care providers; and parent organizations and other stakeholders, to collaborate on projects, solicit feedback, and provide important updates. This engagement helps to inform the ongoing development of a child care system that families can count on.
  - Advice/Recommendations; Intergovernmental Communications
- 
- The ministry remains committed to ongoing dialogue with First Nations Rightsholders, Métis and Inuit peoples about a distinctions-based approach to Indigenous child care as an essential part of all future engagement and in alignment with the Province's obligations under the *Declaration on the Rights of Indigenous Peoples Act* (the Declaration Act) and the United Nations Declaration on the Rights on Indigenous Peoples.

## 2024 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care  
**Program/Program Area Name:** SEDS

- The Government of Canada recently confirmed their approval of B.C.'s 2023/24 – 2025/26 action plans that outline B.C.'s key actions and commitments for the remaining three years of the Canada-Wide Early Learning and Child Care Agreement (CW-ELCC) as well as the Bilateral Early Learning and Child Care Agreement (Bilat-ELCC).
  - Two OICs to annex these action plans to the CW-ELCC Agreement and the Bilat-ELCC Agreement were issued in February 2024.
- The Government of Canada recently shared information on the New Infrastructure Fund.
  - An OIC was issued in March 2024 to annex the Infrastructure Fund agreement to the CW-ELCC Agreement.
  - \$47.2M for FY 2023-24 to FY 2025-26 will be provided to support infrastructure projects that increase inclusion in ELCC for underserved communities.
  - The Government of Canada agreed to carry-over 100% of 2023-24 funding into 2024-25.
  - An Infrastructure Fund Action Plan will be developed and negotiated with Canada in spring 2024.

### **Key Outcomes:**

- In Years 1-3 (2018-19/2020-21) of the plan, government took initial steps towards building cohesive, publicly managed child care as a core service for families.
- Year 4 (2021-22) focused on supporting child care providers through the COVID-19 pandemic and planning for future years of ChildCareBC.
- Year 5 (2022-23) focused on implementing initiatives that support the key pillars of the ChildCareBC Plan, including affordability, quality, access, inclusion, and Indigenous-led child care.
- Year 6 (2023-2024) focused on making progress on all key pillars of the ChildCareBC Plan:

### **Affordability:**

- Together, our suite of affordable child care programs have brought the average child care costs for families in B.C. down to \$18 per day from the average of \$45 per day that it costs families before our affordability programs are applied.
- Since 2018, the Affordable Child Care Benefit (ACCB) has been saving eligible low- and middle-income families up to \$1,250/month per child, up from the previous maximum benefit rate of \$750/month per child.

## 2024 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care  
**Program/Program Area Name:** SEDS

- Continued Child Care Fee Reduction Initiative (CCFRI) fee reductions of up to \$900 per month, per child, to over 80,000 child care spaces for children 0-Kindergarten and expanded access of \$10 a Day child care to more than 15,000 spaces in communities across B.C. by Spring of 2024 and 20,000 by 2025-26.
- In September 2023, expanded the CCFRI to include up to \$145 in savings per child, per month for families accessing preschool and before-and-after school care. This extends the CCFRI to an additional 47,000 child care spaces.
- Families will no longer pay waitlist or waitlist-related fees at facilities receiving ministry operating funding starting April 2024.
- Initiated a test of a new Operating Funding Model (OFM) with a small number of child care providers, including testing a wage grid for Early Childhood Educators, that will enable us to refine the model based on real-world experience and provide an opportunity for further consultation with the child care sector prior to broader implementation.

### Access:

- Since 2017-18, through our combined investments, the child care sector has grown by more than 35,600 spaces province wide (a 32% increase), including 16,000 spaces that were directly funded through our New Spaces Fund, with an additional 18,000 spaces funded and will become operational in the near future.
- Since launching ChildCareBC, the suite of sector supports including increased operating funding, recruitment and retention supports, as well as space creation funding has supported robust sector growth. As of December 2023, over 146,600 child care spaces were available in BC for children 0-12.
- Since 2018, the Province has funded over 34,000 new licensed child care spaces funded through space creation programs with provincial and federal funding, with 16,000 of these spaces open and serving families as of December 2023 and the rest in development and on the way.
- In addition to continuing to support First Nations, public, not-for-profit and in-home space creation, the Province is leveraging opportunities to build new child care centres on public land, including on school grounds and in new capital projects such as hospitals, government offices and post-secondary institutions.
- Since 2018, the New Spaces Fund has supported the creation of over 2,300 new licensed, Indigenous-led child care spaces, through a total investment of \$121.3M

## 2024 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care  
**Program/Program Area Name:** SEDS

### Quality:

- As part of our 10-year ChildCareBC Plan, we launched the Early Care and Learning Recruitment and Retention Strategy in 2018.
- As of December 1, 2023, we are providing an additional \$2 per hour wage increase to non-public sector ECEs, which brings the total ECE Wage Enhancement up to \$6 per hour for over 13,500 ECEs each month, working in about 3,300 licensed child care facilities, bringing the median wage from \$19 to \$29 per hour in 2023/24.
- Public sector ECEs continue to be supported through a \$4 per hour Wage Enhancement.
- Starting in January 2024, ECEs with Infant Toddler Educator or Special Needs Educator certificates are able to apply for the annual ECE Specialized Certification Grant of \$3,000 for those holding both specialized certificates or \$2,000 for those holding one specialized certificate.
- The Province continues to support funding and resources for professional development, peer mentoring, bursaries to help with the cost of education, and streamlined pathways for international educators.

### Inclusion:

- The ministry has engaged with a variety of inclusion and equity interested parties, Indigenous partners, child care providers, and families to inform the development of the Inclusive Child Care Strategy. Public release of the strategy is anticipated in late Spring. The strategy will detail actions that B.C. will take to further equitable access to inclusive child care.
- In collaboration with CanAssist at the University of Victoria, the Province launched the Behaviour in the Early Years initiative, which is providing resources and training to support Early Childhood Educators and other early childhood professionals in understanding and responding to children's behaviour. This training is aimed at reducing exclusions of children from child care settings in relation to child behaviour.
- Through the Bilateral ELCC agreement and the Canada-Wide ELCC agreement, the ministry continues to invest \$41.8M in Supported Child Development and Aboriginal Supported Development programs, enabling more families to access inclusive child care. This investment is in addition to the \$70M in provincial funds provided by the Ministry of Children and Family Development.
- This total increased funding is expected to support the provision of inclusive child care services to an average of up to 2,690 more children per month by 2025-26 compared to 2019-20 and enable SCD and ASCD programs to focus on building capacity for inclusion within child care programs.

## 2024 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care  
**Program/Program Area Name:** SEDS

- Since 2018/19, 1,729 more children are receiving inclusive child care services on average per month, and 2,690 more children are being served annually. Additionally, the average number of service hours has increased.

### Indigenous-led:

- B.C. continues to support Indigenous-led child care and is supporting over 1,700 Aboriginal Head Start spaces provincewide, with more than 500 spaces being added by Spring 2024.
- In 2022-23, the ministry implemented a co-developed process with First Nations Leadership Council (FNLC), First Nations Education Steering Committee (FNESC) and BC Aboriginal Child Care Society (BCACCS) to engage with all BC First Nations regarding the distribution of \$35M ensuring all Nations can access these funds. The same approach is underway to distribute \$35M in 2023-24.
- Work is underway to establish a First Nations-led tripartite approach with FNLC, Government of Canada and B.C. for First Nations Child Care.

### Background:

- Key activities planned across each pillar for Years 7 to 9 of ChildCareBC include:

### Affordability

- Continuing to work towards average parent fees of \$10 a Day for children 0-5 years, through a combination of provincial and federal funding;
- Continuing to support fee reductions for families;
- Increasing access to designated \$10 a Day ChildCareBC spaces by 20,000 spaces by 2025-26; and
- Expanding the use of a new operating model for funding licensed child care providers that supports inclusion and cultural safety.

### Access

- Continuing to prioritize investments in space creation for public, non-profit, Indigenous-led and home-based organizations;
- Adding to the 10,000 spaces for children under six already created and continuing to work towards CW-ELCC commitment of creating a total of 30,000 new licensed spaces for children 0-5 years by 2025-26, increasing to 40,000 spaces by 2027-28;
- Working towards a long-term space-creation strategy for child care including child care facility design guidelines and a capital plan; and

## 2024 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care  
**Program/Program Area Name:** SEDS

- Working towards access to before- and after-school care as a core service that families can rely on.

### Quality

- Testing, refining and implementing a wage grid for child care professionals under the Operating Funding Model test with a selection of \$10 a Day ChildCareBC sites;
- Reviewing, refining, and enhancing strategies introduced in the 2018 Early Care and Learning Recruitment and Retention Strategy, including wage enhancements, peer mentoring, financial supports for educators accessing post-secondary education and funding to develop and provide continuing access to a variety of professional learning opportunities;
- Co-developing the regulations for the *Early Childhood Educators Act* with Indigenous partners and Rightsholders and bringing the Act and regulations into force;
- Updating the occupational competencies for ECEs, specifically related to Indigenous and inclusion competencies; and
- Building the capacity of early childhood professionals through the finalization and release of a reflective, inquiry-based Quality Guide and Tool for child care programs.

### Inclusion

- Releasing and implementing the Inclusive Child Care Strategy to work towards a future where provincially funded child care is inclusive of all children and families;
- Supporting foundational knowledge, skills, and capacity for inclusive child care across the child care sector; and
- Continuing to work towards improving data collection and reporting in relation to inclusive child care.

### Distinctions-based Child Care for First Nations, Métis and Inuit Families

- Maintaining operational funding for Indigenous-led spaces funded in the first two years of the CW-ELCC Agreement, factoring in annual inflationary increases for over 1,700 AHS child care spaces provincewide;
- Intergovernmental Communications

Intergovernmental The number of AHS spaces is expected to grow in future years to over 2,300 spaces through 2023-24 investments;

- Similar to previous fiscal years, engaging with BC First Nations to distribute funds related to the First Nations ELCC Grant;
- Continuing to work with Métis Nation BC to expand Métis-led child care;

## **2024 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** SEDS

- Holding regional in-person engagement sessions to consult with and obtain recommendations from Indigenous partners, rights holders, and child care providers regarding distinctions-based approaches to child care that supports First Nations, Métis and Inuit families, Intergovernmental Communications
- Working with the FNLC and the Government of Canada to establish and implement a Tripartite Approach to child care development and funding; and
- Continuing the expansion and creation of new distinctions-based, culturally relevant child care spaces

**Statistics:**

- For further information, see Child Care Estimates Data Booklet

Government Financial Information; Intergovernmental Communications

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Government Financial Information ; Intergovernmental Communications



**2024 Estimates Note  
Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** SEDS

Government Financial Information; Intergovernmental Communications

Contact:

Patricia Boyle, ADM, Child Care Division

Government Financial  
Information

## **2024 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care  
**Program/Program Area Name:** Child Care Division

### **Title: ChildCareBC – Accessibility Overview**

**Date Revised: March 15, 2024**

#### **Key Messages:**

- Under the ChildCareBC Plan, the Province is committed to building affordable, accessible, quality, inclusive child care as a core service that families can rely on.
- Improving access to child care gives parents choices – so they can go back to work or school or pursue other opportunities – and it helps employers recruit and retain employees, while providing children with beneficial early learning opportunities.
- Since the start of ChildCareBC, the child care sector has grown significantly, thanks to the investments in space creation, workforce, and child care operations.
- More families than ever are benefiting from better access to quality, affordable child care, and we are continuing to build more, while taking a holistic approach that aligns space creation with the capacity of the sector.
- While much progress has been made in expanding access to affordable child care for families in B.C., it will take time to build enough spaces to make child care available for all families in B.C.
- We will continue to build on our promise to support more spaces – and more affordable spaces – for families, while also ensuring we have the child care professionals we need to make child care a core service.
- Through our efforts to recruit and retain early childhood educators (ECEs), we are also working to improve the child care sector’s capacity to expand the number of spaces available for families.

#### **Key Facts Regarding the Issue:**

- Continued sector growth is dependent on space creation projects as well as the growth in workforce capacity and capacity within the public and not-for-profit sectors to expand and maintain quality child care programs.
- The province has supported child care sector growth through direct funding for child care space creation projects, in many instances as the sole funder, and through broader sector supports to recruit and retain ECEs and strengthen program operations.
- Various space creation initiatives, including the ChildCareBC New Spaces Fund, Start-Up Grants, and funding for child care in Neighbourhood Learning Centres, are helping us reach our goals by funding more spaces quickly throughout the province.

## 2024 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care  
**Program/Program Area Name:** Child Care Division

### **Key Outcomes:**

- Since 2017-18, through our combined investments, the child care sector has grown by more than 35,600 spaces province wide (a 32% increase), including 16,000 spaces that were directly funded through our New Spaces Fund, with an additional 18,000 spaces funded and will become operational in the near future.
  - This includes licensed spaces participating in ECC funding programs, both the Child Care Operating Funding, which includes some Aboriginal Head Start spaces, and \$10 a Day ChildCareBC spaces.
- B.C. is on track to meet its commitments to sector growth under the CW-ELCC plan. BC has committed to 30,000 spaces by 2025/26 and 40,000 by 2026/27.
- Since the launch of ChildCareBC in 2018, the provincial government, with support from the federal government, has funded the creation of over 34,000 new child care spaces .
- Funding is focused on community investments that are long-term, sustainable, and run by public and non-profit sector partners.

### **Background:**

#### Canada-Wide Early Learning and Child Care (CW-ELCC) Agreement Space Creation Targets and Progress

- In the first two years of the CW-ELCC Agreement (2021-22 and 2022-23), B.C. increased the number of licensed child care spaces, adding over 10,000 more licensed, operational spaces for children birth to 5 years, all of which are participating in provincial funding programs and contributing to the goal of 30,000 spaces by 2025-26 and 40,000 by 2027-28.<sup>1</sup>
- Government Financial Information; Intergovernmental Communications
  
- These investments included 12 Indigenous-led projects through the New Spaces Fund with First Nations, Métis Nation BC, and Indigenous not-for-profit organizations.

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<sup>1</sup> Child care spaces for children ages 6 to 12 increased by 3,200 spaces over the same time period, increasing from 31,300 in 2020/21 to 34,500 in 2022/23.

## 2024 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Child Care Division

### New Spaces Fund

- Since launching in July 2018, the ChildCareBC New Spaces Fund has supported the creation of thousands of new licensed child care spaces across BC, improving access to child care for families who want affordable, quality child care.
- To ensure spaces created through the program are affordable for families, recipients are required to ensure their child care operator is accepted into the Child Care Operating Funding (CCOF) program and the Child Care Fee Reduction Initiative (CCFRI).
- Since 2021, the New Spaces Fund has focused funding on community investments that are long-term, sustainable, and run by public and non-profit organizations, in line with commitments under the CW-ELCC.
- In 2022/23, the program removed maximum funding amounts to support larger space creation projects, maintaining priority for projects that deliver on key provincial priority areas, such as the creation of infant/toddler and school age child care spaces, spaces serving priority populations, and fully inclusive and accessible child care spaces.

### Start-Up Grants

- Since 2018, the Start-Up Grants program has supported individuals to create and operate new licensed child care spaces within their personal residence.
- Funding is provided to help recipients with the costs associated with becoming licensed, such as training and application fees, hiring replacement staff while completing courses, and buying equipment for the child care.
- Once licensed, providers are required to participate in provincial funding initiatives, including the Child Care Operating Funding and Child Care Fee Reduction Initiative, and are eligible for the Early Childhood Educator Wage Enhancement, which makes spaces more affordable for families.

### Maintenance Fund

- Since 2018, the ChildCareBC Maintenance Fund has provided funding to support child care providers with facility repairs, purchase of eligible replacement equipment, and/or to relocate their child care spaces in emergency circumstances.
- For facility repairs and the replacement of eligible equipment, non-profit and public sector organizations may be eligible to receive an annual grant up to \$10,000. Private child care organizations, including family providers, are eligible for funding, but for lesser amounts – an annual grant up to \$2,000 if operating out of a personal

## 2024 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Child Care Division

residence or an annual grant up to \$5,000 if not operating out of a personal residence.

- For relocations, non-profit and public sector organizations providing licensed group child care may be eligible to receive an annual grant up to \$50,000 and private child care organizations providing licensed group child care may be eligible to receive an annual grant up to \$25,000. Relocation support is not available to licensed personal residence providers.

### Neighbourhood Learning Centres – School Board Capital Funding

- Neighbourhood Learning Centre (NLC) spaces are non-instructional and community-centric spaces in schools that promote strong school-community partnerships and provide spaces that meet the needs of children, youth, and families. Government's mandated priorities, including child care, must also be a primary factor when planning NLC use.

### Statistics:

- For further information, refer to Child Care Data Booklet:
  - Section 6: Child Care Accelerated Space Creation Programs, pages 13- 14.

### Funding:

Government Financial Information; Intergovernmental Communications

Contact:

Patricia Boyle, ADM, Child Care Division

Government  
Financial

## **2024 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care  
**Program/Program Area Name:** Child Care Division

### **Title: ChildCareBC – Affordability Overview**

**Date Revised: March 15, 2024**

#### **Key Messages:**

- We're building a future where access to affordable, quality, inclusive child care is a core service that families can depend on.
- Through our child care affordability programs, we're bringing down costs and helping families respond to rising global inflation.
- Since April 2018, as a result of ChildCareBC programs such as the Child Care Fee Reduction Initiative (CCFRI), the Affordable Child Care Benefit (ACCB) and the \$10 a Day ChildCareBC program, thousands of children and their families have benefited from lower child care fees and others have child care for no more than \$10 per day.
- Since December 2022, families of children in kindergarten and younger have been saving up to \$900 per child on their monthly child care bills – thanks to our fee reductions.
- As of September 1, 2023, we started reducing fees by up to \$145 per month, per child, for families accessing half-day licensed preschool or child care for school aged children.
- Child care providers representing 96% of eligible child care spaces are working with government through the Child Care Fee Reduction Initiative to help put money back in families' pockets.
- We are also converting approximately 50 more child care facilities to \$10 a Day ChildCareBC Centres, which will result in a total of approximately 15,000 \$10 a Day spaces in communities throughout B.C. by spring 2024, increasing to 20,000 spaces province-wide by 2026.
- We know there is more work to do to make child care more affordable for families, and we're committed to continuing this work.
- Both our fee reductions and our \$10 a Day ChildCareBC program can be combined with the Affordable Child Care Benefit to add further savings of up to \$1,250 per month, per child for families who need it most, with the families of 35,000 children benefiting from these further savings each month.

#### **Key Facts:**

- Provincial investments are supplemented by federal funding received through two Agreements with the Government of Canada:

## 2024 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Child Care Division

- Government Financial Information
- 
- Although not specific to affordability, the new Infrastructure Fund Agreement will provide 47.2 M in funding over 3 years (ends March 31, 2026).

### **Key Outcomes:**

- Together, our suite of affordable child care programs have brought the average child care costs for families in B.C. down to \$18 per day from the average of \$45 per day that it costs families before our affordability programs are applied.
- Budget 2024 confirms nearly \$2.6 billion in funding for the ministry for ChildCareBC over three years to continue reducing child care fees for families and fund new child care spaces that will become community assets.
- We're making progress:
  - As of February 2023, we expanded the number of \$10 a Day ChildCareBC spaces to over 12,700, and by December 2023 there were 13,200 \$10 a Day ChildCareBC spaces. We're expanding again to add about 50 child care facilities across B.C. (through federal funding), bringing the total number of \$10 a Day ChildCareBC spaces to approximately 15,000 by spring 2024, increasing to a total of 20,000 spaces by 2026.
  - As of September 2023, we reduced fees for preschool and school-age children by up to \$145 per child per month.
  - In October 2023, we launched the Operating Funding Model (OFM) test as the first phase of testing a new unified, equitable and transparent funding model for licensed child care providers to support the future expansion of \$10 a Day child care spaces.

### **Background:**

- To improve affordability, the ministry has implemented three key measures to reduce child care costs for families: the Child Care Fee Reduction Initiative (CCFRI), the Affordable Child Care Benefit (ACCB), and the \$10 a Day ChildCareBC .

### **Child Care Fee Reduction Initiative**

- The CCFRI helps lower the cost of child care for parents at approved licensed child care facilities, regardless of household income.

## **2024 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Child Care Division

- The CCFRI is a voluntary, application-based program; the vast majority (about 95%) of eligible child care providers including 96% of spaces that apply are approved each year.
- As of December 1, 2022, in partnership with the Government of Canada, fee reductions increased to up to \$900 per month, per child for children in kindergarten and under.
- As of September 1, 2023, the CCFRI expanded to reduce fees for families accessing half-day licensed preschool or care for school aged children by up to \$145 per month, per child.
- In 2023/24, the ministry approved fee reductions for more than 128,000 child care spaces at over 4,800 child care facilities per month.
- And, to ensure that these changes support both families and providers, providers who participate in the CCFRI receive enhanced funding to help cover operational costs associated with running a child care facility.

### **Affordable Child Care Benefit (ACCB)**

- The ACCB is an income-tested child care benefit for families, available to families with annual pre-tax household incomes of up to \$111,000.
- The amount of funding a family receives under the ACCB depends on the family's income and size, the ages of their children and the type of child care they are accessing.
- Eligible families may receive up to \$1,250/month, per child, for licensed group infant care.
- So far in 2023/24, an average of 35,000 children from over 27,000 families receive the ACCB each month.
- The ACCB can be "stacked" on top of savings from the CCFRI and \$10 a Day ChildCareBC Centres, further reducing the cost of care, or even making it free for some families.

### **\$10 a Day ChildCareBC Initiative**

- In 2018/19, under the Bilateral Early Learning and Child Care (ELCC) Agreement with the Government of Canada, the Province invested \$30M/year for two years to convert more than 50 existing child care centres from across the province into low-cost (\$10 a Day) child care spaces.
- In addition to the federal investments, B.C.'s Budget 2021 provided funding to expand this initiative by converting about 3,750 additional child care spaces (at 80



## 2024 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Child Care Division

sites) into \$10 a Day ChildCareBC Centres – bringing the total number of \$10 a Day spaces in B.C. to more than 6,500 by Spring 2022.

- An additional agreement with the Government of Canada – the Canada-wide ELCC Agreement – increased the total number of \$10 a Day spaces by 6,000 spaces (at 132 sites) for a new total of 12,700 spaces as of February 2023.
- Through federal investments, once again we are converting approximately 50 more child care facilities into \$10 a Day ChildCareBC Centres, with an anticipated result of about 15,000 \$10 a Day spaces in communities throughout B.C. by spring 2024, increasing to a projected total of 20,000 spaces by 2026.

### **Statistics:**

For further information, see Child Care Data Booklet: Section 2 and 3

### **Funding:**

Government Financial Information; Intergovernmental Communications

**2024 Estimates Note  
Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Child Care Division

Contact:

Patricia Boyle  
ADM, Child Care  
Division

Government Financial Information

## 2024 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Child Care Policy Branch

### **Title: ChildCareBC – Quality/Workforce Overview**

**Date Revised: March 15, 2024**

#### **Key Messages:**

- Early Childhood Educators (ECEs) are skilled professionals, and they provide care, connection, and learning environments for and with children at some of the most important times in their lives.
- We cannot achieve our goals under ChildCareBC without a qualified workforce, and demand for early childhood professionals is expected to continue growing as more child care spaces are built and become operational.
- That’s why we’re making it easier for more people to become ECEs – by helping with the cost of education and streamlining pathways for international ECEs.
- We’re also enhancing wages and providing better access to education and professional development for ECEs who want to advance their careers.
- A key goal under the ChildCareBC Plan is addressing long-standing issues around compensation in the sector, which is why we’re working hard to test a wage grid and compensation standard that includes paid time off and benefits in the new ChildCareBC Operating Funding Model Test for a small group of providers.
- The number of active ECE certificates has been trending upward, increasing by 11% since the end of the last fiscal year.
- We know there is still more work to do.

#### **Key Facts Regarding the Issue:**

- Since 2018, when B.C. released the Early Care and Learning Recruitment and Retention Strategy to support early childhood professionals, B.C. has made significant investments, supported by the federal government, to encourage new ECEs to join the workforce and retain those already working in the sector.
- Key recent investments or enhancements include:
  - **Wage Enhancement:** As of December 2023, ECEs working in non-public sector organizations directly employed in licensed child care facilities are benefitting from an increase of \$2 per hour to the wage enhancement, which is now up to \$6 per hour. ECEs working in public sector organizations continue to be supported through a \$4 per hour Wage Enhancement. The wage enhancement recognizes ECEs’ important contributions and is incenting individuals to attain their certification and stay in the sector.

## 2024 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Child Care Policy Branch

- **ECE Specialized Certification Grant:** As of January 2024, ECEs who have gained additional certification as Infant Toddler Educators or Special Needs Educators with the ECE Registry and are working in licensed child care or in an Aboriginal Head Start with children aged 0-5, are eligible to apply for annual grants to recognize the additional and important education and skills they bring to the sector. ECEs with one specialized certificate may apply for a \$2,000 grant while those with both certificates may apply for a \$3,000 grant.
- **Post-Secondary Spaces for ECEs:** Funding 2,237 new student spaces in public post-secondary ECE programs throughout the province, and, as part of the Stronger BC: Future Ready Action Plan, 1,300 spaces between 2023/24 and 2024/25 are being created, prioritizing flexible delivery options such as online, hybrid, blended and work-integrated learning program delivery.
- **Work-Integrated Learning:** Introduced Work Integrated Learning program delivery, currently available at five public post-secondary institutions, enabling 308 students since 2018 to obtain or upgrade their provincial ECE certification while remaining employed.
- **ECE Education Support Fund:** This fund provides up to \$4,000 per semester to ECE students—and up to \$5,000 per semester for students already working in licensed child care—to help with the costs of an ECE education. Students must attend post-secondary institutions recognized by the ECE Registry.
- **Provincial Nominee Program:** Prioritizing international ECEs and ECE Assistants, which creates immigration pathways for ECEs and helps employers secure staff.
- **Translation Subsidy:** Providing grants of up to \$2,500 to assist with translation costs for non-English documents, such as school transcripts, for individuals applying for ECE Certification through the ECE Registry.
- **Wage Grid:** Under the Canada-B.C. Canada-wide Early Learning and Child Care Agreement, B.C. has committed to develop and implement a wage grid for ECEs. A wage grid was included in the recent introduction of a new ChildCareBC Operating Funding Model 2023 Test for selected child care sites.
- **Early Care and Learning Quality Guide:** As committed to under the Canada-BC Early Learning and Child Care Agreement 2022/23 Action Plan, B.C. is developing an Early Care and Learning Quality Guide that could be used in all licensed group and family child care settings across the province.
- **Occupational Competencies:** B.C. is exploring updates to the occupational competencies for ECEs, particularly to reflect updates to Indigenous and inclusion competencies.

## **2024 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Child Care Policy Branch

### **Key Outcomes:**

- There were over 15,400 Early Childhood Educators working at child care facilities that participate in ECC funding programs in 2023/24. This is an increase of 9% compared with 2022/23.
- There were over 26,800 workers in the wider child care workforce which includes ECEs, ECE Assistants and responsible adults. This is an increase of 3% compared with 2022/23.

### **Background:**

- In 2018, B.C. launched the Early Care and Learning Recruitment and Retention Strategy to support the child care workforce.
- Under the Canada-B.C. ELCC Agreement, Canada provided B.C. with a one-time contribution of \$49.2M in 2021-22 to support the recruitment and retention of child care professionals by increasing access to ECE post-secondary education and ongoing professional learning, reducing barriers to underserved communities, and supporting and incenting workforce transition for new graduates. Work to deliver on these investments is ongoing and will be further supported through new investments under the 2023-2026 Canada-Wide ELCC Action Plan.
- As part of the Canada-BC ELCC 2022/23 Action Plan, B.C. committed to developing a quality assessment framework that could be used in all licensed child care settings (group, family, multi-age), in rural, remote, and Indigenous communities, by minority language and French language child care settings and would be appropriate in settings that care for children with support needs.
- The Ministry of Education and Child Care continues to partner with the Ministry of Post-Secondary Education and Future Skills to support ECE education, including investments to support:
  - Dual Credit Programs in 44 school districts, allowing Grade 11 and 12 students to begin their post-secondary ECE training while earning credits to graduate.
  - Creation of student spaces in ECE programs at public post-secondary institutions, including traditional and work integrated learning pathways.

### **Supports for ECEs**

- Providing up to \$6 per hour wage enhancement to more than 13,500 ECEs per month, working in more than 3,300 facilities, bringing the median wage to \$29 per hour.

## 2024 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

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- Providing more than 14,100 bursaries to nearly 7,500 ECE students to help cover the costs of their education.
- Funding 2,237 new student spaces in public post-secondary ECE programs throughout the province in full-time, part-time, rural, remote, certificate and diploma ECE programs, and the Stronger BC: Future Ready Action Plan included the creation of 1,300 spaces between 2023/24 and 2025/26, prioritizing flexible delivery options such as online, hybrid, blended and work-integrated learning program delivery.
- An almost 100% increase in nominations in the child care sector between 2022 and 2023 under the Provincial Nominee Program. In 2023, there were 842 nominations for ECEs and ECE Assistants compared to 427 nominations in 2022. By the end of 2023, the program has nominated a total of 1,269 ECEs and ECE assistants.
- Investing in new ECE dual-credit programs in 44 school districts throughout B.C. so students in Grades 11 and 12 can get a head start on their ECE post-secondary training while earning credits to graduate from high school.
- In partnership with the Government of Canada, B.C. continues to invest in developing and expanding professional development programs and resources, providing bursaries to organizations to reduce or eliminate the cost of workshops and conferences for child care professionals, and delivering a peer mentoring program and communities of practice across the province.
- The number of new ECEs has been trending upward, and we're seeing positive indicators for retention, with the number of active ECE certificates increasing by 11% since the end of the last fiscal year.

### Education Support Fund

- The Early Childhood Educators of BC (ECEBC) has administered the ECE Education Support Fund on behalf of the Province.
  - This program consists of two funding streams: (i) the Early Childhood Education Student Bursary Program; and (ii) the ECE Workforce Development Bursary Fund Program.
- These funding streams are designed to increase the number of students entering, re-establishing, and graduating from recognized ECE post-secondary programs.
- The Early Childhood Education Student Bursary Program is to support students studying in an ECE program at a recognized post-secondary institution. Eligible applicants can apply for up to \$500 per course, to a maximum of 8 courses, for a total of \$4,000 per semester to assist with tuition while studying. Awarded amounts will be dependent on the number of completed courses.

## 2024 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

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- The ECE Workforce Development Bursary Fund Programs is to support ECEs, ECE Assistants, Responsible Adults (as defined in the Child Care Licensing Regulation) and StrongStart BC Facilitators who are currently working in the ECE field and would like to upgrade their credentials. Applicants must be able to demonstrate active employment within a licensed child care facility (except for StrongStart BC facilitators). Awards may range in amounts up to \$5,000 per semester to assist with tuition and other expenses such as loss of wages or travel. Funding for tuition under the Workforce Development Bursary is similar to the Student Bursary and students receive \$500 per completed course for a maximum of 8 courses per semester.

### Occupational Competencies

- Used by the ECE Registry as the standard to evaluate and certify ECE applicants and investigate ECE practice complaints. They are also the minimum requirements that post-secondary institutions (PSIs) use to develop curricula to educate ECE professionals.
  - The current BC Child Care Sector Occupational Competencies were developed in the late 1990s and do not reflect current practice, especially in areas of inclusive child care and working within the context of Indigenous ways of knowing and being, and work towards Truth and Reconciliation.
  - Updating the ECE occupational competencies will support high quality training and professional standards for ECEs.

### Child Care Resource and Referral Centres (CCRRs)

- CCRR services will continue to be located throughout the province, growing from 42 locations previously to 68 primary and satellite locations now.
- CCRRs:
  - Educate and refer families to licensed child care in their community;
  - Refer service users to community based supports;
  - Support families to access the Affordable Child Care Benefit;
  - Support unlicensed child care providers to become licensed;
  - Host and co-ordinate professional development and training for child care workforce;
  - Operate resource lending libraries; and
  - Participate in community planning around child care.

## 2024 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Child Care Policy Branch

### **Statistics:**

- For further information, refer to Child Care Data Booklet:
  - Section 7: Child Care Workforce, Table 7.1, page 15

### **Funding:**

### **Agreements:**

- Canada-BC Early Learning and Child Care Agreement & Canada-BC Canada-Wide Early Learning and Child Care Agreement

Contact: Patricia Boyle  
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## **2024 Estimates Note Advice to the Minister**

**Ministry:** Ministry of Education and Child Care  
**Program/Program Area Name:** Child Care Division

### **Title: Inclusive Child Care**

**Date Revised: March 15, 2024**

#### **Key Messages:**

- The Province is committed to building affordable, accessible, quality, inclusive child care as a core service that families can rely on.
- Inclusive child care means that all children – regardless of their background or abilities – can fully participate and truly belong. All children benefit from inclusive child care settings that welcome children with diverse abilities.
- We know that child care providers throughout the province have varied capacity and ability to provide inclusive child care, with some child care providers being experts in inclusivity, and some in the early stages of their journey towards inclusive child care.
- We are working to make equitable access to inclusive child care a reality by developing an inclusive child care strategy and investing in resources to build providers' foundational knowledge and skills in providing inclusive child care.
- We are also continuing to invest in Supported Child Development (SCD) and Aboriginal Supported Child Development (ASCD) programs, to enable more children with support needs to access inclusive child care.

#### **Key Facts:**

- Investments through the Canada-BC Canada-Wide Early Learning and Child Care (ELCC) Agreement 2021 to 2026 and the Canada-BC ELCC Agreement 2021 to 2025 are enhancing SCD and ASCD programs, by reducing wait times and increasing the number of families receiving inclusive child care supports.
- Through the 2021-2026 Canada-Wide ELCC Agreement, B.C. has committed to developing a plan and making progress on ensuring children experiencing vulnerability and from diverse populations have equitable access to licensed child care.
- To meet this commitment, B.C. is developing an inclusive child care strategy to identify how government will work towards a future state where publicly funded child care is inclusive of all children and families.
- A group of \$10 a Day ChildCareBC sites have been selected to participate in a test of an operating funding model for child care that will use a new standardized formula-based model.
  - Participating sites are required to develop and implement an inclusion policy that outlines the steps they will take to provide inclusive child care services, including

## 2024 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Child Care Division

how they will prevent or reduce the exclusion or termination of children from their program.

- The ministry will monitor the impacts from these inclusion policies, which will be used to inform future steps.

### **Key Outcomes:**

- The ministry has engaged with a variety of inclusion and equity interested parties, Indigenous partners, child care providers, and families to inform the development of the Inclusive Child Care Strategy. Public release of the strategy is anticipated in late Spring.
- In collaboration with CanAssist at the University of Victoria, the ministry launched the Behaviour in the Early Years initiative, which is providing resources and training to support Early Childhood Educators and other child care professionals in understanding and responding to children's behaviour. This training is aimed at reducing exclusions of children from child care settings in relation to child behaviour.
- Since the start of ChildCareBC, an average of 1,729 more children are receiving supports each month through Supported Child Development and Aboriginal Supported Child Development, and 2,690 more children are being served annually.
- In 2022/23, an average of 7,704 children received SCD/ASCD supports each month, and a total of 12,552 unique children were served throughout the year.

### **Background:**

- SCD and ASCD are community-based programs that offer a range of consulting and support services to children, families, and child care centres, enabling children with support needs to participate fully in child care.
- These programs provide services that assess children with support needs, create individual plans, provide guidance to child care centres and, where needed, fund extra staffing. ASCD programs support unique Indigenous service needs and are responsive to local Indigenous culture and communities.
- SCD and ASCD programs are delivered through local agencies contracted by the Ministry of Children and Family Development (MCFD). SCD programs are generally provided by Child Development Centres, and ASCD programs are typically provided by Indigenous organizations.
- Demand for SCD and ASCD is high and will continue to increase as new child care spaces are created. Government is continuing to invest in SCD/ASCD supports and exploring a broader systematic approach to inclusion through the development of the Inclusive Child Care Strategy.

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- The ministry has been investing in a number of resources and training modules for ECEs and other child care professionals to support their knowledge and skills in providing inclusive child care. This includes the Inclusive Toileting Resources, the Inclusive Child Care Toolkit, the Foundations of Inclusive Child Care Online Training and the Behaviour in the Early Years online training.

### **Statistics:**

- SCD/ASCD data source is MCFD. There is no Inclusion data in the ECC Child Care Data Booklet.

### **Funding:**

- SCD/ASCD programs have a base provincial budget of \$70M through MCFD, and annual federal funding of \$41.8M from the Canada-BC ELCC Agreement 2021 to 2025 and the Canada-Wide ELCC Agreement 2021 to 2026, for a total of \$111.8M

### **Agreements:**

- A Memorandum of Understanding is in place between ECC and MCFD for the ongoing funding and delivery of SCD and ASCD.

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## 2024 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care  
**Program/Program Area Name:** Child Care Division

### **Title: Indigenous-led Child Care**

**Date Revised: March 15, 2024**

#### **Key Messages:**

- Through our ChildCareBC plan, we are building affordable, accessible, quality, inclusive child care as a core service that families can rely on.
- Our plan includes a commitment to ensure Indigenous children and families have full access to child care in B.C., and to partner with Indigenous Peoples to build culturally relevant child care that meets the unique needs of Indigenous families.
- First Nations, Métis and urban Indigenous families have shared that they need choice and flexibility in the types of child care available to them, and the importance of a holistic approach to child care that supports language and culture.
- This is why we're working with Indigenous partners and investing in more options for Indigenous-led child care, which includes funding from the Canada-wide Early Learning and Child Care (CW-ELCC) Agreement and the Canada-B.C. Early Learning and Child Care (ELCC) Agreement.

#### **Key Facts Regarding the Issue:**

- Indigenous Peoples in Canada, including First Nations, Métis and Inuit Peoples, account for 5% of the total population in Canada<sup>1</sup> and are a growing proportion<sup>2</sup> of Canada's population.
- The Indigenous population living in large urban centres grew by 12.5% from 2016 to 2021 with one in five Indigenous people in Canada (18.8%) living in a low-income household compared to 6.5% for the general population.
- The Province will need to meet the demand of this growing Indigenous population and increase access to affordable child care to account for the income inequality for Indigenous families.
- The Declaration Act Action Plan commits the Province to “work[ing] in collaboration with B.C. First Nations, Métis and Inuit Peoples to implement a distinctions-based approach to support and move forward jurisdiction over child care for First Nations, Métis and Inuit Peoples who want and need it in B.C.” (Action 4.19). The ministry is committed to ongoing dialogue with First Nations, Métis, Inuit and urban Indigenous

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<sup>1</sup> StatsCan 2021 Census data.

<sup>2</sup> The Indigenous population grew by 9.4% between 2016 and 2021, almost double the rate of growth of the non-Indigenous population over the same period (+5.3%).

## 2024 Estimates Note Advice to the Minister

**Ministry:** Ministry of Education and Child Care

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People about how to advance child care jurisdiction for communities that want and need it.

- Further, the Province’s two bilateral agreements with the Government of Canada include commitments to “develop a collaborative plan with relevant First Nations and Métis Nation organizations in B.C. to ensure that Indigenous children resident in B.C. will have access to affordable, quality and culturally appropriate ELCC.”
- The ministry is guided by the Interim Approach to Implement the Requirements of Section 3 of the *Declaration on the Rights of Indigenous Peoples Act* (Interim Approach).
- The ministry is committed to taking a distinctions-based approach to child care. “A distinctions-based approach, and appropriate respect for Indigenous laws and jurisdictions, means that the scope of rights enjoyed by an Indigenous People is contextual and that the Province’s relations and dealings with First Nations, Métis, and Inuit will be conducted in a manner that is appropriate for the specific context, recognizing and respecting the distinct and different rights, laws, legal systems, and systems of governance of each.”<sup>3</sup>

### **Key Outcomes:**

- The ministry supports Indigenous-led child care with a total investment of \$10.6M for 2023-24 in provincial funding.
- Aboriginal Head Start (AHS) is an early learning and child care program for Indigenous children aged 0 to 6 years and their families that provides wraparound family support and inclusion services at no cost to parents.
  - Since 2018, and based on the results of community engagement, the Province has partnered with the First Nations Health Authority (FNHA) and the BC Association of Aboriginal Head Start Association (AHSABC), to support the creation or transformation of over 1,700 AHS spaces province-wide.
  - AHS is supported through combined federal and provincial funding in 2023-24. The number of spaces is expected to grow in future years to about 2,300 spaces through 2023-24 investments.
- First Nations ELCC Grants provide flexible funding direct to First Nations to support their unique ELCC priorities.
  - In 2022/23 189 First Nations received \$32.8M to support their communities unique ELCC needs and priorities.

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<sup>3</sup> Distinctions Based Approach Primer

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- Additionally, over 2,300 Indigenous-led child care spaces have been funded since 2018 through the ChildCareBC New Spaces Fund.

### ELCC Agreements

- Under the Province's two bilateral agreements with the Government of Canada, the ministry supports a number of initiatives to increase access to Indigenous-led child care.
  - The Canada-B.C. Canada-wide Early Learning and Child Care (CW-ELCC) Agreement includes direct, flexible one-time funding in 2023-24 to support First Nations child care priorities.
  - The CW-ELCC Agreement and the Canada-B.C. Early Learning and Child Care (ELCC) Agreement also support Métis families' access to early care and learning services and supports, engagement activities, expanded access for children with support needs.

### Background:

- Following the meeting with ministers, the Union of BC Indian Chiefs and the BC Assembly of First Nations issued joint resolutions, which call on the provincial and federal governments to:
  - “work with the First Nations Leadership Council, supported by the First Nations Education Steering Committee (FNESC) and the BC Aboriginal Child Care Society (BCACCS), to immediately create an interim framework to flow funding under the Canada-wide Early Learning and Child Care Agreement (CW-ELCC) to First Nations; and
  - engage in government-to-government dialogue with the proper title and rights holders regarding a permanent funding arrangement for early learning and child care dollars available under the CW-ELCC.”
- The ministry is committed to working alongside First Nations Leadership Council (FNLC) and the Government of Canada to support the establishment of a First Nations-led tripartite approach for early learning and child care in B.C.

### Statistics:

- There is no Indigenous child care data in the Child Care Estimates Data Booklet.

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**Ministry:** Ministry of Education and Child Care

**Program/Program Area Name:** Child Care Division

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