

BRITISH COLUMBIA'S

# Ministry of Education and Child Care

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*Transition Binder*  
*October 2024*

Minister Binder



Ministry of  
Education and  
Child Care

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# MINISTRY PROFILE

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## MINISTRY PROFILE

### Ministry: Ministry of Education and Child Care

#### Ministry Mandate:

The Ministry of Education and Child Care is responsible for ensuring the province's 696,000+ K-12 students develop their individual potential and acquire the knowledge and skills necessary to contribute to a healthy society and a prosperous, sustainable economy. A strong and universally accessible child care system is an integral part of this journey. Together, child care and education support young people to develop compassionate worldviews and consider important issues including diversity, equity, and inclusion, as foundational values of healthy communities. Affordable and accessible child care also plays a key role in providing economic mobility to parents. Key strategies to support B.C.'s Child Care BC Plan includes supporting families, the workforce, and integrating child care and education to support the children and youth served in these two systems.

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 ultimate purpose is that learners achieve their individual potential and become independent adults who have a lifelong appreciation for learning, a curiosity about the world around them, and a capacity for creative thought and expression through compassionate and empathetic worldviews.

The ministry is committed to working with First Nations rights holders and Indigenous partners to achieve lasting and meaningful reconciliation. The ministry is actively working on implementing the [United Nations Declaration on the Rights of Indigenous Peoples](#), the *Truth and Reconciliation Commission of Canada's Calls to Action* pertaining to education, and the [Draft Principles that Guide the Province of British Columbia's Relationship with Indigenous Peoples](#). As part of this commitment, the ministry is working with First Nations rightsholders and Indigenous partners to implement the 13 education and child care-specific actions within the [Declaration on the Rights of Indigenous Peoples Act Action Plan](#) and works in partnership with the First Nations Education Steering Committee (FNESC), First Nations and federal partners to implement the [B.C. Tripartite Education Agreement: Supporting First Nation Student Success](#). The ministry is also collaborating with Indigenous Peoples to build culturally safe and supportive child care as a core service using a distinctions-based approach to meet their unique needs.

One of the ministry's key roles is to provide leadership and funding to the K-12 education sector through governance, legislation, policy, and standards. The ministry also defines broad accountability, promising practices, and expectations. Specific roles and responsibilities are set out under the [School Act](#), [Independent School Act](#), [Teachers Act](#), [First Nations Education Act](#), and accompanying regulations and orders. The ministry also provides leadership and funding to the child care sector in the same way, through legislation, policy, and standards under the [Child Care B.C. Act](#) and the [Child Care Subsidy Act](#).

## MINISTRY PROFILE

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:

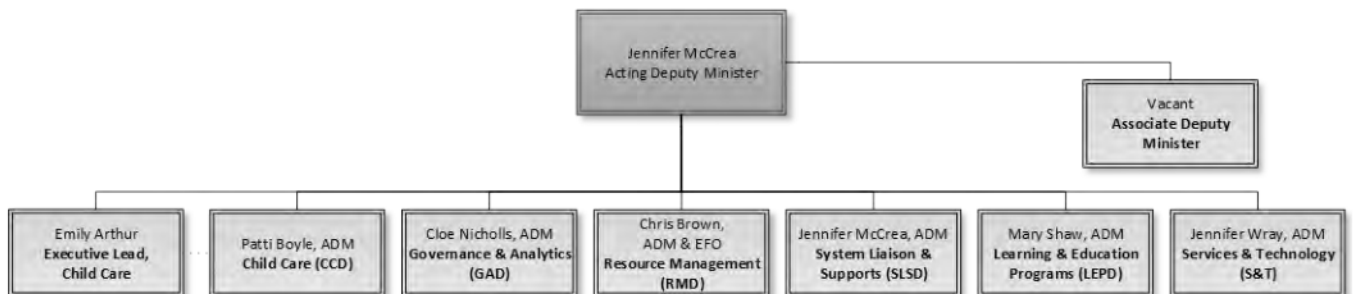
- (1) finance and facilities;
- (2) program direction, development and implementation;
- (3) student access and achievement;
- (4) teaching performance; and
- (5) system evaluation and public accountability.

The ministry co-governs the education system with boards of education that operate schools and employ educators.

**Full Time Equivalent (FTEs):** 994.50

(942.60 FTEs and 51.90 FTEs in the *Teacher's Act Special Account* for a total of 994.50 FTEs as of February 2024.)

### Executive Organizational Chart:



## MINISTRY PROFILE

### Budget:

2023/24 Financial Summary

	Estimated (\$000)	Other Authoriz- ations <sup>1</sup> (\$000)	Total Estimated (\$000)	Actual (\$000)	Variance (\$000)
<b>Operating Expenses</b>					
Public Schools	7,391,494	223,113	7,614,607	7,611,405	(3,202)
Independent Schools	498,977	66,478	565,455	564,772	(683)
Transfers to Other Partners	61,638	1,400	63,038	66,923	3,885
Child Care	827,377	1,035	828,412	828,412	0
Executive and Support Services	55,666	5,997	61,663	61,663	0
Statutory Appropriation British Columbia Training and Education Savings Program Special Account	30,001	500	30,501	30,501	0
Statutory Appropriation Teachers Act Special Account	8,817		8,817	8,014	(803)
<b>Sub-total</b>	<b>8,873,970</b>	<b>298,523</b>	<b>9,172,493</b>	<b>9,171,690</b>	<b>(803)</b>
Adjustment of Prior Year Accrual <sup>2</sup>				(9,947)	(9,947)
<b>Total</b>	<b>8,873,970</b>	<b>298,523</b>	<b>9,172,493</b>	<b>9,161,743</b>	<b>(10,750)</b>
<b>Ministry Capital Expenditures</b>					
Executive and Support Services	3		3	0,000	(3)

<b>Capital Plan</b>					
Public Schools	864,898		864,898	749,400	(115,498)

<sup>1</sup> "Other Authorizations" include Supplementary Estimates, Statutory Appropriations and Contingencies. Amounts in this column are not related to the "estimated amount" under sections 5(1) and 6(1) of the *Balanced Budget and Ministerial Accountability Act* for ministerial accountability for operating expenses under the Act.

<sup>2</sup> The Adjustment of Prior Year Accrual of \$9.947 million is a reversal of accruals in the previous year.

### **Budget Overview:**

- ECC's 2024/25 Estimates Budget totals \$9.6 billion, including both Education and Child Care.
- As of the first quarter, ECC is forecasting to spend \$9.8 billion. Of the \$0.219 million variance or pressure, \$0.147 million is covered by approved or approval-in-principle contingencies held by the Ministry of Finance. The remaining unmitigated pressure of \$0.073 million is known by Treasury Board Staff. This includes the unfunded amortization pressure (\$3.8 million) and the unfunded K-12 enrolment pressure (~\$70 million).

## **MINISTRY PROFILE**

- ECC does not have any other pressures that exceed ECC's budget and contingency approvals in 2024/25; however, enrolment data indicates that child care and education programs may face additional pressures by year end and in 2025/26.
- CFO/EFO may provide additional details during briefings, as required.

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## MINISTRY FACTS and FIGURES

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## 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.



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# EXECUTIVE MEMBER BIOGRAPHIES

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## EXECUTIVE MEMBER BIOGRAPHY

### JENNIFER MCCREA



Jennifer McCrea  
Acting Deputy Minister  
Assistant Deputy Minister, System Liaison and Supports Division  
Ministry of Education and Child Care

Jennifer McCrea (she/her) lives, works, and plays on the unceded traditional territory of the Lekwungen People, specifically the Songhees and Esquimalt First Nations. She has been with the BC Public Service for 30 years and is currently the Assistant Deputy Minister within the Ministry of Education and Child Care leading the System Liaison and Supports Division.

Jennifer's team aims to ensure safe, caring and inclusive school environments to optimize learning and wellness. Specific areas of responsibility include Early Learning; Indigenous Education; Student Safety and Wellness; Feeding Futures; Anti-Racism; Mental Health; as well as facilitating Partner Relations and Stakeholder events; leading intergovernmental and interjurisdictional relations for the ministry and managing the ministry's corporate reporting. Jennifer is passionate about creating strong, collaborative relationships within the province to support student outcomes.

## EXECUTIVE MEMBER BIOGRAPHY

### PATTI BOYLE



Patti Boyle  
Assistant Deputy Minister  
Child Care Division  
Ministry of Education and Child Care

Patti was appointed ADM of the Child Care Division in June 2022. Patti brings with her a wealth of experience in government, as well as experience in the non-profit and education sectors. Patti has been an Assistant Deputy Minister for the Ministry of Public Safety and Solicitor General since 2015. She was appointed ADM of RoadSafetyBC and Superintendent of Motor Vehicles in September 2018. Prior to that role, Patti was the ADM of the Community Safety and Crime Prevention division of PSSG.

Patti's public service career began in 2007 after several leadership roles in the non-profit and private sector. She was an Executive Director for the Ministry of Social Development and Social Innovation for over 5 years before joining the Justice and Public Safety sector. Patti's favorite part of working in the BC Public Service is being able to build lasting relationships with both internal and external partners. Personal Information She has a degree in Education and a certificate in Business Administration.

## EXECUTIVE MEMBER BIOGRAPHY

### CHRIS BROWN



Chris Brown  
Assistant Deputy Minister and Executive Financial Officer  
Ministry of Education and Child Care, Resource Management Division

Chris Brown joined the Ministry in October 2021 when he was appointed ADM and Executive Financial Officer of the Resource Management Division. Chris joined BC Public Service in 2006 with the Ministry of Finance and has previously worked with Internal Audit and Advisory Services (IAAS) and the Ministry of Social Development and Poverty Reduction (SPDR).

Most recently Chris was the ADM responsible for the Employment & Labour Market Services Division in SDPR that was responsible for the delivery of WorkBC Employment Services around the province through over 100 offices run by contracted service providers. Prior to that Chris led IAAS in conducting reviews of Crown corporations such as ICBC, BC Lottery Corporation and Community Living BC, as well as reviewing a sampling of school districts. Before joining the public service, Chris worked for several years with international public accounting firms and was a partner in a Victoria firm. Chris has a Chartered Professional Accountant, Chartered Accountant (CPA, CA) designation.

## EXECUTIVE MEMBER BIOGRAPHY

### CLOË NICHOLLS



Cloë Nicholls  
Assistant Deputy Minister  
Governance and Analytics Division  
Ministry of Education and Child Care

Cloë Nicholls was appointed as the Assistant Deputy Minister of the Governance and Analytics Division in November 2022 and has worked at the Ministry of Education and Child Care since 2018. She previously held Executive Director roles in the Ministry in the areas of Equity & Reconciliation and Governance & Legislation. As a part of her portfolio, Cloë sits on the Boards of the BC Public School Employer's Association and the BC Council for International Education. She was also the Ministry's representative at the table during the last round of teacher collective bargaining.

Cloë has 20 years of experience in the provincial government, with a focus on Indigenous relations, governance and legislation, disability policy and immigration and labour market issues. Cloë has an Honours degree in political science from the University of British Columbia and a Graduate Diploma in Social Innovation from the University of Waterloo, where her team project focused on relationship building and reconciliation between Indigenous and non-Indigenous peoples. She is a former legislative intern (provincially and federally) and believes passionately in the public service and in supporting ways to make it better for employees and citizens. [Personal Information](#)  
[Personal Information](#)



## EXECUTIVE MEMBER BIOGRAPHY

### MARY SHAW



Mary Shaw  
Assistant Deputy Minister  
Learning and Programs Division  
Ministry of Education and Child Care

Mary joined the BC Public Service in 2006 as a legislative analyst with the then Ministry of Education. More recently she served as an Assistant Deputy Minister with the Ministry of Public Safety and Solicitor General, and prior to that as executive director responsible for degree quality and strategic policy and legislation at the then Ministry of Advanced Education. [Personal Information](#) and holds degrees in Political Science and Law from the University of Victoria.

## EXECUTIVE MEMBER BIOGRAPHY

### Jennifer Wray



Jennifer Wray  
Assistant Deputy Minister  
Services and Technology  
Ministry of Education and Child Care

Jennifer Wray was appointed as ADM and Ministry Chief Information Officer of Services and Technology Division in July 2024. Jen joined the Ministry in September 2019 as Chief Technology Officer leading the Digital Services and Strategies Branch before transitioning into the role of Executive Director of Student Information, Data & Education Networks in spring 2020.

Jen joined the public service in 1997 as a Communications Officer for the Public Affairs Bureau (now GCPE) with the Ministry of Education, Labour and Skills Training, and since then has held numerous leadership positions in the BC Public Service focused on significant citizen engagement, digital transformation and change initiatives and has fostered integrated service models within the education, labour market and natural resource sectors in B.C. Before joining the Ministry of Education and Child Care, Jen held the role of A/Executive Director of the LNG Task Force at the Ministry of Energy and Mines, fostering the development of a new Liquefied Natural Gas industry in BC, and more recently led the Student Financial Aid modernization initiative and the implementation of Education Planner BC as Executive Director of the Digital Services Innovation Branch with the Ministry of Post-secondary, Future Skills. Jen holds a Bachelor's degree in Psychology and Sociology from the University of Victoria, **Personal Information**

**Personal Information**

## EXECUTIVE MEMBER BIOGRAPHY

### BRAD BAKER



Tsnomot Brad Baker  
Superintendent of Indigenous Education  
System Liaison and Supports Division  
Ministry of Education and Child Care

Brad Baker is a proud member of the Squamish Nation. Brad has shaped Indigenous Education for over 26 years in the North Vancouver School District where he was the Director of Indigenous Education. He is an adjunct teaching professor at UBC in the Faculty of Education. Brad earned his EdD at University of British Columbia where his dissertation was *Indigenous Knowledge and Indigenous Ways of Knowing and Settler Educator Practice in the North Vancouver School District* at the Esłha7an Learning Centre. Brad was awarded the Enduring Award at Capilano University's 2024 Alumni Awards of Excellence. His top priority is supporting Indigenous students and their success in school.

## EXECUTIVE MEMBER BIOGRAPHY

### LEONA PRINCE



Leona Prince  
Assistant Superintendent of Indigenous Education  
System Liaison and Supports Division  
Ministry of Education and Child Care

Leona Prince joined the Ministry of Education and Child Care on August 1, 2024. Leona is a passionate, award-winning educator who has dedicated her entire 18-year career to serving the public in various roles in B.C.'s public education system. She is a member of the Lake Babine Nation and comes from Nak'azdli Whut'en. Leona looks forward to bringing the knowledge and skills that she learned in her role as Director of Instruction in School District 91 Nechako Lakes, and from within her traditional land-based and governance teachings in community, to her new role with the ministry.

## EXECUTIVE MEMBER BIOGRAPHY

### EMILY ARTHUR



Emily Arthur  
Executive Lead  
Child Care Division  
Ministry of Education and Child Care

Emily was appointed Executive Lead for Child Care division in January 2024, with special focus on Strategic Expansion and Equitable Access. Prior to that, Emily was an Executive Lead in Energy, Mines and Low Carbon Innovation leading legislative alignment of the Mineral Tenure Act with the United Nations Declaration on the Rights of Indigenous Peoples.

Emily joined the public service in 2006, starting as a co-op student with the Ministry of Attorney General. Since that time, she has held progressive leadership roles in the Ministries of Public Safety and Solicitor General, Health, and Indigenous Relations and Reconciliation. She's focused her career on strategic policy and transformative change initiatives, which most recently included development and implementation of the Declaration on the Rights of Indigenous Peoples Act. Emily deeply values opportunities to work collaboratively to address complex issues and identify innovative solutions.

Personal Information She has an undergraduate degree in Sociology and Women's Studies, and a Master of Arts degree in Sociology.

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# KEY PARTNERS, STAKEHOLDERS & RIGHTS HOLDERS

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MINISTRY OF EDUCATION AND CHILD CARE  
K-12 KEY PARTNERS, STAKEHOLDERS AND RIGHTS HOLDERS

Name	Description	Key Issues/Interests
<p><b>First Nations Education Steering Committee (FNESC)</b></p> <p>Tyrone McNeil, President Ph: 604 925 6087 Cell: Personal Email: <a href="mailto:tyrone@fnesc.ca">tyrone@fnesc.ca</a></p> <p>Deborah Jeffrey, Executive Director Ph: 604 925 6087 Cell: Personal Email: <a href="mailto:djeffrey@fnesc.ca">djeffrey@fnesc.ca</a></p>	<p><b>Rightsholders Representatives</b></p> <p>FNESC is a policy and advocacy organization that represents and works on behalf of First Nations in B.C. FNESC has a mandate to support First Nations students and advance First Nations education in B.C.</p> <p>Membership is open to B.C. First Nations communities (bands).</p> <p><i>Note: FNESC and FNSA (see below) operate from the same West Vancouver office and take a collaborative approach to many initiatives.</i></p>	<ul style="list-style-type: none"> <li>• First Nations’ control of First Nations education</li> <li>• Shared decision-making between First Nations and boards of education</li> <li>• Accountability for the educational outcomes of First Nation students attending B.C. public schools</li> <li>• Racism and inequity experienced by First Nation students, including disproportionate representation in the Adult Graduation program and Alternate Education programs</li> <li>• Implementation of UN Declaration on the Rights of Indigenous Peoples and the BC Tripartite Education Agreement, including Bill 40 (Local Education Agreements, Indigenous Education Councils, and School of Choice)</li> <li>• Integration of child care into the broader learning environment</li> <li>• Ensuring rightsholders are participating in the creation of a system of Indigenous-led child care and education</li> <li>• Key partner with mandate from First Nations Leadership Council (FNLC) for a Tripartite MOU between B.C., Canada and FNLC on First Nations Early Learning and Child Care (ELCC)</li> <li>• Implementation of the First Nations Children and Youth in Care Protocol</li> </ul>
<p><b>First Nations Leadership Council (FNLC)</b></p> <p>Regional Chief Terry Teegee, BC Assembly of First Nations</p>	<p>The First Nations Leadership Council is comprised of the political executives of the British Columbia Assembly of First Nations, First Nations Summit, and the Union of BC Indian Chiefs. This group works together to</p>	<ul style="list-style-type: none"> <li>• Advances the rights and interests of First Nations people in British Columbia</li> <li>• Restores and enhances the relationship among First Nations in British Columbia, the Crown and people of Canada</li> </ul>

Name	Description	Key Issues/Interests
<p>Cheryl Casimer, Political Executive Member, First Nations Summit</p> <p>Hugh Braker, Political Executive Member, First Nations Summit</p> <p>Robert Phillips, Political Executive Member, First Nations Summit</p> <p>Grand Chief Stewart Phillip, President, Union of BC Indian Chiefs</p> <p>Chief Don Tom, Vice President, Union of BC Indian Chiefs</p> <p>Chief Marilyn Slett, Secretary-Treasurer, Union of BC Indian Chiefs</p>	<p>develop coordinated approaches to issues relevant to First Nations communities throughout the province.</p> <div data-bbox="667 407 1142 630" data-label="Image"> </div>	<ul style="list-style-type: none"> <li>• Develops and promotes policies and resources for the benefit of First Nations in British Columbia including, but not limited to, governance, lands and resources, economic, environmental, social, education, health and cultural matters</li> <li>• Takes direction from the Chiefs-in-Assembly according to the resolutions passed at Assemblies.</li> <li>• First Nations jurisdiction over child and family services</li> <li>• Cultural safety and distinctions-based child care</li> </ul> <p>British Columbia Assembly of First Nations:</p> <ul style="list-style-type: none"> <li>• To advance the rights and interests of First Nations people in B.C.</li> <li>• Restore and enhance the relationship among First Nations in B.C., the Crown, and people of Canada</li> <li>• Develop and promote policies and resources for the benefit of First Nations in B.C., including, but not limited to, governance, lands, and resources, economic, environmental, social, education, and health and cultural matters</li> </ul> <p>First Nations Summit:</p> <ul style="list-style-type: none"> <li>• The First Nations Summit (FNS) is comprised of a majority of First Nations and Tribal Councils in B.C. and provides a forum for First Nations in BC to address issues related to Treaty negotiations as well as other issues of common concern.</li> </ul> <p>Union of British Columbia Indian Chiefs:</p> <ul style="list-style-type: none"> <li>• Advances the rights and interests of First Nations people in B.C.</li> </ul>



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		<ul style="list-style-type: none"> <li>Restores and enhances the relationship among First Nations in British Columbia, the Crown, and people of Canada</li> <li>Develops and promotes policies and resources for the benefit of First Nations in British Columbia including, but not limited to, governance, lands, and resources, economic, environmental, social, education, health, and cultural matters</li> <li>Takes direction from the Chiefs-in-Assembly according to the resolutions passed at Assemblies.</li> </ul>
<p><b>BC School Trustees Association (BCSTA)</b></p> <p>Carolyn Broady, President Ph: 604 734 2721 Cell: Personal Email: <a href="mailto:cbroady@bcsta.org">cbroady@bcsta.org</a></p> <p>Trevor Davies, Chief Executive Officer Ph: 778 945 3299 Cell: Personal Email: <a href="mailto:tdavies@bcsta.org">tdavies@bcsta.org</a></p>	<p>All 60 Boards of Education are members of BCSTA. The association acts as a coordinated voice to advocate for the needs and priorities of Boards of Education. It also provides professional development, legal counsel, and communications for Boards of Education.</p> <p>BCSTA is structured into eight branches: Fraser Valley, Kootenay Boundary, Metropolitan, North West, Northern Interior, South Coast, Thompson Okanagan, and Vancouver Island.</p> <p><i>Note: The Ministry and BCSTA signed in 2018 a Memorandum of Understanding outlining the principles that guide the relationship between the two parties.</i></p>	<ul style="list-style-type: none"> <li>Structured system as “co-governance” with an emphasis on local authority and accountability</li> <li>Workforce deployment and labour relations (e.g., bargaining, recruitment, and retention in rural and remote districts)</li> <li>Strategic planning and district core operations (e.g., Framework for Enhancing Student Learning, SD reserves, capital infrastructure)</li> <li>Reconciliation (e.g., BC Tripartite Education Agreement, Bill 40)</li> <li>Leadership development</li> <li>Student outcomes</li> <li>Codes of conduct</li> <li>Funding to enhance educational programs and supports for students with disabilities or diverse abilities, and incarcerated adults.</li> </ul>
<p><b>BC School Superintendents Association (BCSSA)</b></p> <p>Rohan Arul-pragasam, President</p>	<p>BCSSA is comprised of 320 members that include superintendents, assistant superintendents, directors of instruction and other senior executives in B.C.’s 60 school</p>	<ul style="list-style-type: none"> <li>Collaboration with the ministry (remaining trusted advisors as system leaders)</li> <li>Strategic planning and district core operations (e.g.,</li> </ul>

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<p>Ph: 604 703 1779            Cell: Personal            Email: <a href="mailto:Rohan_Arul@sd33.bc.ca">Rohan Arul@sd33.bc.ca</a></p> <p>Gino Bondi, Chief Executive Officer            Cell: Personal            Email: <a href="mailto:gbondi@bcssa.org">gbondi@bcssa.org</a></p>	<p>districts. BCSSA supports professional development for district leaders while representing their collective interests at the provincial level.</p> <p>The association is divided into six chapters: Kootenay-Boundary, Metro, Northern, Fraser Valley, Thompson-Okanagan, Vancouver Island.</p>	<p>Framework for Enhancing Student Learning)</p> <ul style="list-style-type: none"> <li>• Labour relations (e.g., bargaining)</li> <li>• Equity and reconciliation (e.g., BC Tripartite Education Agreement, Bill 40)</li> <li>• Leadership development</li> <li>• Early learning and child care</li> <li>• High Performing Systems for Tomorrow, OECD project, and leadership programme</li> </ul>
<p><b>BC Teachers Federation (BCTF)</b></p> <p>Clint Johnston, President            Ph: 604 871 2152            Cell: Personal            Email: <a href="mailto:cjohnston@bctf.ca">cjohnston@bctf.ca</a></p> <p>Amber Mitchell, Executive Director            Ph: 604 871 2156            Email: <a href="mailto:amitchell@bctf.ca">amitchell@bctf.ca</a></p>	<p>The BCTF is the union of public-school teachers, representing about 50,000 of them across B.C. All public-school teachers are members of the BCTF and their local teachers' association.            Website: <a href="https://www.bctf.ca">https://www.bctf.ca</a></p>	<ul style="list-style-type: none"> <li>• Working conditions for teachers</li> <li>• Teacher well-being</li> <li>• Equity and inclusion, including funding/supports for students with disabilities or diverse abilities</li> <li>• Foundation Skills Assessment</li> <li>• Teacher recruitment and retention</li> </ul>
<p><b>BC Principals and Vice-Principals' Association (BCPVPA)</b></p> <p>Dr. Shannon Behan, President            Ph: 604 483 6866            Email: <a href="mailto:Shannon.Behan@sd47.bc.ca">Shannon.Behan@sd47.bc.ca</a></p> <p>Magdalena Kassis, Acting Executive Director,            Ph: 604 689 3399            Cell: Personal</p>	<p>BCPVPA is a voluntary professional association representing about 2,600 school leaders employed as principals and vice-principals (P/VPs) in BC's public education system. Prior to being established as an autonomous organization in 1988, BCPVPA was a Provincial Specialist Association of the British Columbia Teachers' Federation (BCTF). The association provides resources and professional development to support leadership development, as well as</p>	<ul style="list-style-type: none"> <li>• Professional equity and consistency of terms &amp; conditions of employment</li> <li>• Leadership development</li> <li>• Initiatives to support Principals and Vice-Principals health and well-being</li> <li>• Supporting Indigenous student success</li> <li>• Anti-racism and anti-oppression initiatives</li> <li>• Workforce</li> <li>• Equity and inclusion, including funding/supports for students with disabilities or diverse abilities</li> </ul>

Name	Description	Key Issues/Interests
Email: <a href="mailto:magdalenabcpvpa@bc.ca">magdalena@bcpvpa.bc.ca</a>	networking opportunities for P/VPs.  Chapters of the BCPVPA are established in each school district.	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Canadian Union of Public Employees (CUPE)</b>  Karen Ranalletta, President CUPE BC Office: 604 291 9119 Cell: Personal Email: <a href="mailto:kranalletta@cupe.bc.ca">kranalletta@cupe.bc.ca</a>  Kirsten Daub K-12 Coordinator, CUPE – BC Region Office: 604 292 0202 Cell: Personal Email: <a href="mailto:kdaub@cupe.ca">kdaub@cupe.ca</a>	CUPE BC represents about 32,000 support workers in K-12 schools across the province. Their membership includes support staff such as education assistants, Indigenous support workers, bus drivers, custodians, and clerical staff. Website: <a href="https://www.cupe.bc.ca/">https://www.cupe.bc.ca/</a>	<ul style="list-style-type: none"> <li>• Working conditions for support staff (e.g., education assistants)</li> <li>• Violence in the workplace (e.g., incidents occurring from interactions between education assistants and students with dysregulated behaviours)</li> <li>• Recruitment and retention (e.g., wages and hours)</li> <li>• Provision of child care services on school grounds</li> </ul>
<b>Federation of Independent School Associations BC (FISA BC)</b>  Ed Noot, President Ph: 604 684 6023 Ph: 604 888 6366 Cell: Personal Email: Personal Information  Shawn Chisolm, Executive Director Ph: 604 684 6023 Cell: Personal	FISA BC is a non-profit society representing approximately 300 of the 350 independent schools in B.C. FISA acts as a liaison between schools and the government, as well as other educational institutions.	<ul style="list-style-type: none"> <li>• Advocating for stability of funding for independent schools (e.g., operating grant formula)</li> <li>• Supporting special grants in the independent school sector, e.g., Feeding Futures and Student and Family Affordability</li> <li>• Student safety and emergency response</li> <li>• International students</li> <li>• Online/distributed learning</li> </ul>

Name	Description	Key Issues/Interests
Email: <a href="mailto:Shawn@fisabc.ca">Shawn@fisabc.ca</a>		
<p><b>Métis Nation BC (MNBC)</b></p> <p>Lissa Dawn Smith, President Ph: 250 213 5171</p> <p>Colette Trudeau Chief Executive Officer Ph: 604 557 5851</p> <p>Sharlene Wedel, Executive Director Office: 604 557 5851 ext. 8253 Cell: Personal Email: <a href="mailto:swedel@mNBC.ca">swedel@mNBC.ca</a></p> <p>Danielle Sayers-Jimeno Email: <a href="mailto:Djimeno@mNBC.ca">Djimeno@mNBC.ca</a></p>	<p><b>Rightsholders Representatives</b></p> <p>MNBC represents 38 Métis Chartered Communities in B.C. MNBC’s mandate is to develop and enhance opportunities for Métis communities by implementing culturally relevant, social, and economic programs, and services.</p>	<ul style="list-style-type: none"> <li>• Shared decision-making between Métis Nations and boards of education</li> <li>• Accountability for the educational outcomes of Métis students attending public schools</li> <li>• Racism and inequity experienced by Métis students</li> <li>• Cultural safety and professional development training for Early Childhood Educators (ECEs)</li> <li>• Supporting families with child care costs</li> <li>• Creating new Métis-led child care spaces</li> </ul>
<p><b>BC Confederation of Parent Advisory Councils (BCCPAC)</b></p> <p>Laura Ward, President Cell: Personal Email: <a href="mailto:president@bccpac.bc.ca">president@bccpac.bc.ca</a></p> <p>Tracy Humphreys, Executive Director Cell: Personal Email: <a href="mailto:tracyhumphreys@bccpac.bc.ca">tracyhumphreys@bccpac.bc.ca</a></p>	<p>BCCPAC is a charitable organization registered under the <i>BC Society Act</i> that represents Parent Advisory Councils (PACs) and District Parent Advisory Councils (DPACs) across the province. They have approximately 710 members including 665 PACs and 45 DPACs. BCCPAC is often the main conduit for feedback and advocacy from parents through PAC and DPAC participation.</p>	<ul style="list-style-type: none"> <li>• Parent advocacy and capacity building (e.g., resources for parents to understand processes and options to raise concerns with their school district)</li> <li>• Inclusion and equity (e.g., quality and consistency of programs, services, and supports across the province)</li> <li>• Student mental health and well-being (e.g., <i>erase</i>, Safe, Caring and Inclusive Schools)</li> <li>• Appeals under s.11 of the <i>School Act</i></li> </ul>

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	<p><i>Note: BCCPAC relies on the ministry to provide funding through an annual grant to fund its activities.</i></p>	
<p><b>BC Teachers Council (BCTC)</b></p> <p>Jim Iker, Chair  Email: <a href="mailto:Jim.Iker@gov.bc.ca">Jim.Iker@gov.bc.ca</a>  <a href="http://BCTC@gov.bc.ca">BCTC@gov.bc.ca</a></p>	<p>The BCTC is composed of 18 members: 5 representatives elected and must be certificate holders; 4 representatives nominated by the BCTF (BCTF appointees); 7 representatives of partner associations other than the BCTF, one representative appointed by the First Nations Education Authority and one ministry appointee. Under the <i>Teachers Act</i>, the BCTC is solely responsible for: setting standards for teachers and educators in B.C. (e.g., education, competence, and professional conduct requirements), setting standards for post-secondary teacher education programs, and reviewing and approving post-secondary teacher education program.</p>	<ul style="list-style-type: none"> <li>• Certification and professional standards for teachers (e.g., training requirements, credential recognition equivalency, professional conduct expectations, standards to support reconciliation and anti-racism in education)</li> <li>• Standards for current teacher education programs</li> <li>• Approval of new teacher education programs</li> </ul>
<p><b>BC Association of School Business Officials (BCASBO)</b></p> <p>Alan Rice, President  Ph: 250 342 9243 ext. 4672  Email: <a href="mailto:Alan.Rice@sd6.bc.ca">Alan.Rice@sd6.bc.ca</a></p> <p>David Green, Executive Director  Cell: <sup>Personal</sup> Information  Email: <a href="mailto:executivedirector@bcasbo.ca">executivedirector@bcasbo.ca</a></p>	<p>BCASBO is a professional association of business leaders working in school districts in financial (e.g., secretary-treasurers), HR, and IT departments. They provide professional development opportunities and networking activities for their 206 members.</p> <p>BCASBO is divided into Kootenay/Boundary, Thompson/Okanagan, North Coast/Northern Interior, Fraser Valley, Metro, and South Coast, and Vancouver Island.</p>	<ul style="list-style-type: none"> <li>• Financial and capital management (e.g., operational grants, capital projects, infrastructure)</li> <li>• Public Sector Executive Compensation</li> <li>• Leadership development</li> <li>• Communication with the ministry and involvement in ministry decision-making committees and consultation activities</li> </ul>

Name	Description	Key Issues/Interests
<p><b>BC Public School Employers Association (BCPSEA)</b></p> <p>Eve Flynn, Board Chair (School District No. 69 Qualicum) Ph: 250 240 2845 Email: <a href="mailto:eflynn@sd69.bc.ca">eflynn@sd69.bc.ca</a></p> <p>Bruce L. Anderson, Chief Executive Officer Ph: 604 730 4511 Email: <a href="mailto:brucea@bcpsea.bc.ca">brucea@bcpsea.bc.ca</a></p>	<p>BCPSEA is a member of the Public Sector Employers' Council (PSEC), established by the provincial government to provide a link between government and public sector bodies on compensation and other human resource management issues. BCPSEA is the accredited bargaining agent for the province's 60 Boards of Education, for unionized teaching and support staff in the public education system.</p> <p>BCPSEA has a Board of Directors consisting of seven elected school trustees and four government representatives (including two from ECC).</p>	<ul style="list-style-type: none"> <li>• Workforce development (e.g., recruitment, retention, deployment)</li> <li>• Labour relations (e.g., bargaining, collective agreement provisions)</li> <li>• Human resources matters in K-12 education</li> </ul>
<p><b>First Nations Schools Association of BC (FNSA) *Falls within FNEESC</b></p> <p>Aaron Burgess, President Office: Email: <a href="mailto:maburgess@kyahwes.ca">maburgess@kyahwes.ca</a></p> <p>General Enquiries Toll-free in BC: 1 877 422 3672 Phone: 604 925 6087 Fax: 604 925 6097 Email: <a href="mailto:fnsa@fnesc.ca">fnsa@fnesc.ca</a></p>	<p><b>Rightsholders Representatives</b></p> <p>FNSA represents and works on behalf of First Nations operated schools on-reserve. Almost all 133 First Nations schools in B.C. are members of the Association.</p> <p>FNSA has a mandate to support schools in creating effective, nurturing, and linguistically and culturally appropriate education environment.</p> <p><i>Note: FNEESC and FNSA operate from the same West Vancouver office and take a collaborative approach to many initiatives.</i></p>	<ul style="list-style-type: none"> <li>• First Nations control of First Nations education</li> <li>• Shared decision-making between First Nations and boards of education</li> <li>• Accountability for the educational outcomes of First Nation students attending public schools</li> <li>• Racism and inequity experienced by First Nation students</li> </ul>

## CHILD CARE KEY PARTNERS, STAKEHOLDERS AND RIGHTS HOLDERS

Name	Description	Key Issues/Interests
<p><b>Provincial Child Care Council (PCCC)</b></p> <p>Daljit Gill-Badesha, Chair Ph: 604 727 6014 Email: <a href="#">Personal Information</a></p>	<p>The Provincial Child Care Council is appointed by the minister and provides advice on the policies and programs that affect the affordability, quality, stability, and accessibility of child care. The Council's members represent the child care sector, including a wide range of child care providers from across the province.</p>	<ul style="list-style-type: none"> <li>• Provide advice and expertise on policies and programs which affect the affordability, quality, stability, and accessibility of child care</li> <li>• Represent the regional and sectoral interest of parents, children, caregivers, and communities</li> </ul>
<p><b>BC Aboriginal Child Care Society (BCACCS)</b></p> <p>Karen Isaac, Executive Director Ph: 604 913 9128 ext. 222 Email: <a href="mailto:Karen@acc-society.bc.ca">Karen@acc-society.bc.ca</a></p> <p>Kirsten Bevelander, Co-Manager, Aboriginal CCRR Program Email: <a href="mailto:Kirsten@acc-society.bc.ca">Kirsten@acc-society.bc.ca</a></p>	<p>Developing culturally relevant child care services and creating resources for communities to develop their own programs. Funds/distributes ECE scholarships, hosts two Aboriginal Head Start preschools, and is the only Aboriginal Child Care Resource &amp; Referral Centre.</p>	<ul style="list-style-type: none"> <li>• Key partner with mandate from FNLC for the federal I-ELCC investments (separate from provincial/federal agreements)</li> <li>• ECE cultural competency</li> <li>• Raising awareness of Indigenous ELCC programs in communities</li> <li>• Mandated by FNLC for Tripartite MOU between BC, Canada and FNLC for First Nations ELCC</li> </ul>
<p><b>Aboriginal Head Start Association of BC (AHS)</b></p> <p>Joan Gignac, Executive Director Ph: 250 858 4543 Email: <a href="mailto:joan.gignac@ahsabc.com">joan.gignac@ahsabc.com</a></p>	<p>Non-profit association made of 43 urban AHS (12 Federally Funded Preschools &amp; 31 Provincially Funded Child Cares), a leader in Indigenous ECE promoting excellence and work in collaboration with organizations and government to ensure quality standards.</p>	<ul style="list-style-type: none"> <li>• Growing Aboriginal Head Start programs</li> <li>• Increasing number of Indigenous families accessing no-fee, culturally based, and inclusive AHS child care through capital projects funded by the ministry</li> <li>• Develop training, professional development and cultural resources</li> </ul>

Name	Description	Key Issues/Interests
<p><b>First Nations Health Authority (FNHA)</b></p> <p>Denise Lacerte, Senior Specialist, Healthy Children and Youth, Wellness Programs Support, Community Health and Wellness Services  Ph: 604 693 6778  Cell: Personal  Email: <a href="mailto:Denise.Lacerte@fnha.ca">Denise.Lacerte@fnha.ca</a></p>	<p>The First Nations Health Authority is the health and wellness partner to over 200 diverse First Nations communities and citizens across B.C.</p>	<ul style="list-style-type: none"> <li>• Receives funding from ministry to expand the Aboriginal Head Start (AHS) On-Reserve program, implementing an Indigenous-led approach to working with First Nations to fund and operate child care</li> <li>• Increasing number of Indigenous families accessing no-fee, culturally based, and inclusive AHS child care</li> <li>• Develops training, professional development and cultural resources</li> </ul>
<p><b>Early Childhood Educators of BC (ECEBC)</b></p> <p>Emily Mlieczko, Executive Director  Ph: 604-709-6063  Email: <a href="mailto:Executive.director@ecebc.ca">Executive.director@ecebc.ca</a></p>	<p>ECEBC represents the early childhood care and education profession throughout the province. Provides professional development opportunities, training, and resources for early childhood educators across the province. Supports early childhood educators to inform the broader community about their work. Aims to increase respect for early childhood education and educators.</p>	<ul style="list-style-type: none"> <li>• \$10 a Day child care</li> <li>• ECE wages and benefits</li> <li>• Labour market research</li> <li>• Recruitment and retention</li> </ul>
<p><b>Coalition of Child Care Advocates of BC (CCCABC)</b></p> <p>Sharon Gregson, Provincial Spokesperson for \$10 a Day Child Care Campaign  Ph: 604-505-5725  Email Personal Information</p> <p>Lynell Anderson, Child Care Public</p>	<p>The Coalition of Child Care Advocates of BC is a key advocacy body calling for \$10 a day child care in B.C. and Canada. Its membership is composed of families, providers, community organizations, academics, and unions.</p>	<ul style="list-style-type: none"> <li>• Implementing a competitive province-wide wage grid with a \$30/hour minimum wage for ECEs</li> <li>• An equitable operating funding formula for \$10 a Day child care programs</li> <li>• Expanding \$10 a Day child care sites across B.C.</li> <li>• A provincially led planning process to build spaces faster where they're needed, including a goal of having school-age care in every elementary school</li> </ul>



Name	Description	Key Issues/Interests
Policy Researcher and Advocate Ph: 604 313 6904 Email: Personal Information		
<b>BC Association of Aboriginal Friendship Centres (BCAAFC)</b>  Nikki Scott Child Care Coordinator Cell: Personal Email: <a href="mailto:Childcare@bcaafc.com">Childcare@bcaafc.com</a>	Friendship Centres are not-for-profit, Indigenous-led, social service organizations that work to promote, develop, and deliver accessible programs and services that support Indigenous peoples living in urban areas and away from home. There are 25 Aboriginal Friendship Centres across B.C. with 1,000,000 client interactions each year.	<ul style="list-style-type: none"> <li>The ministry funds a Child Care Planner position to support BCAAFC to engage and plan for child care and support the 25 Aboriginal Friendship Centres with their child care priorities.</li> </ul>

**MINISTRY OF EDUCATION AND CHILD CARE**  
Intergovernmental Communications

Intergovernmental Communications

Intergovernmental Communications	ECC Representative
<p><b>First Nations Education Steering Committee (FNESC)</b> Tyrone McNeil, President Ph: 604 925 6087 Cell: Personal</p> <p>Deborah Jeffrey, Executive Director Ph: 604 925 6087 Cell: Personal</p>	<p>Minister</p> <p>DM</p>
<p><b>BC School Trustees Association (BCSTA)</b> Carolyn Broady, President Ph: 604 734 2721 Cell: Personal</p> <p>Trevor Davies, Chief Executive Officer Ph: 778 945 3299 Cell: Personal</p>	<p>Minister</p> <p>DM</p>
<p><b>BC School Superintendents Association (BCSSA)</b> Rohan Arul-pragasam, President Ph: 604 703 1779 Cell: Personal</p> <p>Gino Bondi, Chief Executive Officer Cell: Personal</p>	<p>Minister</p> <p>DM</p>

Intergovernmental Communications

	ECC Representative
<p><b>BC Teachers Federation (BCTF)</b>                      Clint Johnston, President                      Ph: 604 871 2152                      Cell: Personal</p> <p>Amber Mitchell, Executive Director                      Ph: 604 871 2156</p>	<p>Minister</p> <p>DM</p>
<p><b>Canadian Union of Public Employees (CUPE)</b>                      Karen Ranalletta, President CUPE BC                      Office: 604 291 9119                      Cell: Personal</p> <p>Kirsten Daub, K-12 Coordinator, CUPE – BC Region                      Office: 604 292 0202                      Cell: Personal</p>	<p>Minister</p> <p>DM</p>
<p><b>BC Confederation of Parent Advisory Councils (BCCPAC)</b>                      Laura Ward, President                      Cell: Personal</p> <p>Tracy Humphreys, Executive Director                      Cell: Personal</p>	<p>Minister</p> <p>DM</p>
<p><b>BC Principals and Vice-Principals' Association (BCPVPA)</b>                      Dr. Shannon Behan, President                      Ph: 604 483 6866</p> <p>Magdalena Kassis, Acting Executive Director                      Ph: 604 689 3399                      Cell: Personal</p>	<p>DM</p> <p>DM</p>

Intergovernmental Communications

	ECC Representative
<p><b>Federation of Independent School Associations BC (FISA BC)</b>                      Ed Noot, President                      Ph: 604 684 6023                      Ph: 604 888 6366                      Cell: Personal</p> <p>Shawn Chisolm, Executive Director                      Ph: 604 684 6023                      Cell: Personal</p>	<p>DM</p> <p>DM</p>
<p><b>Métis Nation BC (MNBC) *</b>                      Debra Fisher, Region 4 Director, Minister of Children and Families, Minister of Education                      Ph: 604 679 8382</p> <p>Colette Trudeau, Chief Executive Officer                      Ph: 604 557 5851</p> <p><i>*Note: The ECC Minister's Office and Deputy Minister's Office should coordinate with the Ministry of Indigenous Relations and Reconciliation for sequencing of these calls.</i></p>	<p>Minister</p> <p>DM</p>
<p><b>BC Teachers Council (BCTC)</b>                      Jim Iker, Chair                      Ph: 604 340 1990</p>	<p>DM</p>

Intergovernmental Communications

	ECC Representative
<p><b>BC Association of School Business Officials (BCASBO)</b>                      Alan Rice, President                      Ph: 250 342 9243 ext. 4672</p> <p>David Green, Executive Director                      Cell: Personal</p>	<p>DM</p> <p>DM</p>
<p><b>BC Public School Employers Association (BCPSEA)</b>                      Eve Flynn, Board Chair                      Ph: 250 240 2845</p> <p>Bruce L. Anderson, Chief Executive Officer                      Ph: 604 730 4511</p>	<p>DM</p> <p>DM</p>

Intergovernmental Communications

	ECC Representative
<p><b>Provincial Child Care Council (PCCC)</b>                      Daljit Gill-Badesha, Chair                      Ph: 604 727 6014</p>	Minister
<p><b>Early Childhood Educators of BC (ECEBC)</b>                      Emily Mliczko, Executive Director                      Ph: 604-709-6063</p>	Minister
<p><b>Coalition of Child Care Advocates of BC (CCCABC)</b>                      Sharon Gregson, Provincial Spokesperson for \$10 a Day Child Care Campaign                      Ph: 604-505-5725</p>	Minister
<p><b>BC Aboriginal Child Care Society (BCACCS)</b>                      Karen Isaac, Executive Director                      Ph: 604 913 9128 ext. 222</p> <p>Kirsten Bevelander, Co-Manager, Aboriginal CCRR Program                      Ph: 236-330-2449</p>	DM  DM
<p><b>Aboriginal Head Start Association of BC (AHS)</b>                      Joan Gignac, Executive Director                      Ph: 250 858 4543</p>	DM
<p><b>First Nations Health Authority (FNHA)</b>                      Denise Lacerte, Senior Specialist, Healthy Children and Youth, Wellness Programs Support, Community Health and Wellness Services                      Ph: 604 693 6778                      Cell: Personal Information</p>	DM
<p><b>BC Association of Aboriginal Friendship Centres</b>                      Nikki Scott, Child Care Coordinator                      Cell: Personal Information</p>	DM

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# CORPORATE ISSUES NOTES

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## MAJOR CORPORATE ISSUE NOTE

**Ministry/Ministries:** Ministry of Education and Child Care

**Issue:** Child Care Affordability and Access

- Child care caseload and capital programs are facing excess demand that need to be addressed in Budget 2025. At the same time, B.C. is approaching the final three years of its 10-year ChildCareBC plan and direction is needed to define government's objectives over the next three years.

**Background:**

- The upcoming Budget 2025 process and next three years are critical to set the direction for government's objectives. The ministry has outgrown the programs and funding allocations used to support progress-to-date. Advice/Recommendations; Government Financial Information
  - Advice/Recommendations; Government Financial Information
  - The 10-year ChildCareBC Plan was launched in 2017/18, aligned to the pillars of affordability, access, quality and inclusion. Since then, the sector has grown to 154,400 spaces (+39%) and parent fees have been reduced by up to \$900/month, per child.
  - Federal funding has helped support good progress on the creation of 0-5 child care spaces, but access to school-age care still falls short of demand. Targeted investments that address regional gaps and access by care type are needed.
  - Publicly, B.C. has been criticized for a lack of progress toward the goal of delivering \$10 a day child care as a core service for every family that wants or needs it and not implementing a capital funding approach for child care space creation, as called for in successive Mandate Letters.
  - The implementation of the five-year Canada-Wide Early Learning and Child Care Agreement (CW-ELCC) in 2021/22 enabled government to make significant progress towards its affordability and access objectives.<sup>1</sup> However, this agreement has focused only on child care spaces for children aged 0-5 and ends after March 31, 2026. Advice/Recommendations; Government Financial Information
- Advice/Recommendations; Government Financial Information

*Affordability*

- Because the sector has grown so much in recent years, the ministry is forecasting provincial cost pressures for its key child care funding programs like the Child Care Operating Fund that assists providers with the day-to-day costs of running a licensed child care facility and the Child Care

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<sup>1</sup> Over \$1.2B has been spent under the CW-ELCC since 2021/22. This has predominantly been in the last two years with the investment in December 2022 to bring fees down to an average of \$19/day at an annual cost of nearly \$400M, and an additional \$400M invested in new child care projects to increase access.



Fee Reduction Initiative that provides funding reductions to parent fees and enhanced operating funding for providers. Over 90% of the sector participates in these two programs.

- Advice/Recommendations
  
- Finally, the Province is testing a standardized operating funding model that will deliver \$10 a day child care, implement a wage grid for Early Childhood Educators, and consolidate the myriads of other funding programs currently in place. Advice/Recommendations  
Advice/Recommendations  
Cabinet Confidences  
Cabinet Confidences

#### Access

- To-date, government-funded expansion has primarily been through the NSF, an application-based grant program. The Ministry of Finance's Environmental Social Governance Framework for capital also includes policy direction that major vertical construction projects consider and include child care facilities where appropriate.
- Advice/Recommendations
  
- In 2024/25 the ministry received over \$900M in requests for child care projects through its New Spaces Fund (NSF) intake and the annual school district capital planning process. Over half of this is for provincially owned child care projects.
- Creating child care spaces on school grounds uses existing public land and facilities which offers cost efficiencies and lower cost per space averages than facilities off school grounds.
- In August 2024, the ministry internally froze its space creation budget to offset growing caseload forecasts meaning decisions on these projects are delayed until additional budget is confirmed.
- Regardless of budget decisions, demand for provincially owned child care projects has grown beyond the capacity of the NSF to manage. Advice/Recommendations  
Advice/Recommendations

#### Implications / Considerations / Opportunities:

##### Affordability

- Investments are needed to sustain the core child care operating funding programs that support nearly 90% of the sector. These investments can be reapplied as more of these providers convert to the standardized \$10 a day funding model.
- Advice/Recommendations; Government Financial Information
  
- Advice/Recommendations; Government Financial Information

Advice/Recommendations; Government Financial Information

Advice/Recommendations; Intergovernmental Communications

Advice/Recommendations; Intergovernmental

Advice/Recommendations

Communications

Advice/Recommendations

- Advice/Recommendations; Government Financial Information

Advice/Recommendations

### Access

- Advice/Recommendations; Government Financial Information

- In 2024/25, the ministry received over \$900M in new funding requests for child care facilities from the NSF. Over half of this is for provincially owned child care projects; the rest are for local governments, First Nations, and not-for-profits.

- Advice/Recommendations; Government Financial Information

- Advice/Recommendations; Government Financial Information

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### Decision(s) Required / Next Steps:

Cabinet Confidences

Cabinet Confidences

Cabinet Confidences; Government Financial Information

Cabinet Confidences; Government Financial Information

Information

Cabinet Confidences; Government Financial Information

Cabinet Confidences

## MAJOR CORPORATE ISSUE NOTE

**Ministry:** Ministry of Education and Child Care (ECC)

**Issue:** Impact of B.C. Population Growth on K-12 Workforce and Capacity of Classrooms

### Background:

- From 2020 to 2023, British Columbia's population grew by over 340,000 people.
- In the 2021/22 to 2023/24 school years, public school enrolment grew by 36,400 students, mostly in the Lower Mainland, South Vancouver Island and Central Okanagan. This is the fastest enrolment growth since the late 1990's.
- This recent increase in school-aged population is largely driven by the immigration of permanent and non-permanent residents to B.C.
- Advice/Recommendations

### Implications:

- This rapid increase in population is impacting the K-12 sector across three areas:

#### 1. Financial

- **Increased Operating Expenditures:** From 2021/22 to 2023/24, total operating and special grants to school districts have increased from \$6.53B to \$7.80B (+19%), with the average funding per full-time equivalent (FTE) student increasing from \$11,436 to \$13,042.
- **Capital Costs:** The capital cost to accommodate each additional student, including new schools and additions, is approximately \$125,000.

#### 2. Workforce

- **Staffing shortages:** For every 10,000 newcomers to B.C., 1,250 of them are school aged, which generates the need for 50 new teachers, 22 education assistants, and one school administrator. Based on ECC's projections, the provincial supply/demand gap is about 600 teachers per year.
- **Limited ability to control demand:** Under the *School Act*, parents who are residents in B.C. (including some temporary residents) must register their children for school, and a board of education must offer an educational program to all eligible students. It is not possible to limit demand without generating equity issues or denying some children access to an education.

Advice/Recommendations

### 3. Capital

- **Over-Capacity Schools:** In September 2023, there were over 530 schools that were over-capacity. Further growth exacerbates this issue, leading to overcrowded classrooms and strained facilities.
- **Portables:** Enrolment growth is concentrated in a small number of school districts (e.g. Surrey, Langley, Burnaby) and these respective districts are at, or are quickly approaching, a saturation point whereby there is insufficient school-space to accommodate additional growth. As such, school districts are required to purchase portables to address any incremental growth, and these acquisitions are funded through their annual operating grants.
- **Prefabricated Classrooms:** In the fall of 2023, the Ministry of Education and Child Care announced the prefabricated classroom initiative to help mitigate enrolment pressures. This approach has been cost effective and successful at creating new student spaces quickly.
- **Broader Capital Implications:** The ministry has been focused on providing capital funding to address enrolment growth, and as a result, has constrained the amount of funding going towards other capital programs, such as routine maintenance or seismic upgrades.

#### **Considerations / Opportunities:**

- Immigration policy is a federal responsibility. As of August 2024, there are new measures to reduce the number of newcomers into Canada (specifically non-permanent residents).
  - The Federal Government will announce go-forward immigration levels in November 2024. It is anticipated that the number of permanent and non-permanent immigrants will be adjusted downward.
  - The ministry anticipates that these changes will slow, but not stop, enrolment growth into the 2025/26 school year.
- Enrolment growth also increases demand for before and after school child care, which already has a low provincial coverage rate of only 10% for children aged 6-12. This is below the estimated demand of 59% for children of those ages.
- As a result, funding will continue to be needed to address student enrolment and child care growth for the foreseeable future, including for capital projects (such as new schools, additions and site acquisition) as well as operating and special grants to school districts, including CEF.
  - A new funding envelope would allow government to address immediate enrolment growth challenges in both K-12 education and before and after school child care.
  - Prefabricated classroom additions can be delivered in much shorter timelines and lower costs than traditionally built additions, but further funding and support from government are needed to continue to deliver and expand this initiative.
- Advice/Recommendations; Government Financial Information

Advice/Recommendations; Government Financial Information

**Decisions Required / Next Steps:**

- **Days 0 to 30 (Nov 1 to Nov 30)**

Cabinet Confidences

- **Days 31 to 60 (Dec 1 to Dec 31)**

- **Days 61 to 90 (Jan 1 to Jan 31)**

Advice/Recommendations; Government Financial Information

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# CORPORATE 30/60/90

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**Ministry of Education and Child Care  
30-60-90-Day Issues**

Issue / Decision / Activity	Brief Description
<b>30 Days</b>	

Advice/Recommendations; Cabinet Confidences

Advice/Recommendations; Cabinet Confidences; Legal Information

<p>Board of Education of School District 61 (Greater Victoria) Safety Plan Division responsible: SLSD</p>	<p>On September 17, 2024, Minister Singh directed the Board of Education of School District 61 to develop a proactive coordinated safety plan to address increased gang activity, safety concerns, crime prevention, and crisis response in district schools. This direction was provided through Ministerial Order No. 339, issued under the authority of s. 168.03(1) of the <i>School Act</i>. The board must collaborate with local police partners to develop the safety plan. The board must submit the safety plan to the ministry for approval by November 15, 2024.</p>
<p>Commissioner for Teacher Regulation – New OIC Appointment Division responsible: GAD</p>	<p>Personal Information Personal Information      An interim Commissioner was appointed under the <i>Teachers Act</i> by the minister prior to interregnum. The Commissioner is a statutory decision maker responsible for teacher disciplinary matters and is appointed by Cabinet under the <i>Public Service Act</i> for a term up to five years.</p>

Advice/Recommendations



Issue / Decision / Activity	Brief Description
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Advice/Recommendations

**60 Days**

<p>Budget 2025 K-12 enrolment/caseload funding request Division responsible: RMD</p>	<p>Advice/Recommendations; Cabinet Confidences</p>
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<p>Indigenous-Specific Racism Review Division responsible: SLSD (ECC Lead Ministry)</p>	
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<p>Premier's Awards for Excellence in Education Division responsible: SLSD</p>	<p>The Premier's Awards for Excellence in Education were created to recognize the exceptional contributions of B.C.'s teachers, administrators and support staff, and are typically held in the fall, following a nomination and review period that begins annually in the spring. The ministry is revisiting the cycle and format of the awards and exploring combining them with the ChildCareBC Awards of Excellence. Advice/Recommendations; Cabinet Confidences</p>
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Advice/Recommendations; Cabinet Confidences

Issue / Decision / Activity	Brief Description
Advice/Recommendations; Cabinet Confidences	
<p>New Spaces Fund Decisions Division responsible: CCD</p>	<p>The New Spaces Fund (NSF) grant program closed on August 2, 2024. 112 applications (\$900M) were received through the funding portals which is the highest intake ever for this program. Advice/Recommendations; Cabinet Confidences</p>
<p>Office of Auditor General (OAG) Report Division responsible: Finance and CCD</p>	<p>The OAG has been conducting an audit to determine whether the ministry has effectively worked with health partners to implement the BC ChildCareBC Plan commitment to increase capacity in Health Authorities to license new spaces, conduct investigations and monitor compliance. Audit time period is April 2022 to July 31, 2024, corresponding to the transfer of Child Care division to the Ministry of Education. OAG is expected to share the final draft report with ECC in November. Public release of the report is anticipated for January 2025.</p>
<p>Children and Youth in Care How Are We Doing? Report (CYIC HAWD) Division responsible: GAD (LEPD &amp; SLSD support)</p>	<p>The CYIC HAWD is a product of the First Nations Children and Youth in Care Protocol and developed with the ministries of Children and Family Development and Post Secondary and Future Skills, the First Nations Education Steering Committee (FNESC) and First Nations Leadership Council (FNLC). The report contains data on the educational outcomes of CYIC and highlights significant equity and achievement gaps. As it was not able to be publicly released before interregnum, Advice/Recommendations; Cabinet Confidences; Intergovernmental Communications Advice/Recommendations; Cabinet Confidences; Intergovernmental Communications</p>
<b>90 Days</b>	
<p>ELCC and CW-ELCC Annual Reports Division responsible: CCD</p>	<p>Under the terms of the ELCC and CW-ELCC Agreements, B.C. must provide the Government of Canada with a report summarizing progress made and how funds were invested in the previous fiscal year by October 1 each year. B.C. is on track to meet the October 1 deadline. After the reports are submitted, B.C. and the GoC will work to finalize the report and B.C. is responsible for making them publicly available. Once approved, B.C. will post the reports to the ChildCare BC website, likely early in 2025.</p>

Cabinet Confidences

Issue / Decision / Activity	Brief Description
Cabinet Confidences	Cabinet Confidences

Child Care Operating Funding (CCOF) Renewal Begins Division Responsible: CCD	Starting January 2025, over 4,000 organizations comprising 5,500 facilities will receive invitations to renew their Funding Agreements with the province for Child Care Operating Funding, Child Care Fee Reduction Initiative and Early Childhood Educator Wage Enhancement. All CCOF Funding Agreements will expire on March 31, 2025. Previously, the adjudication of the renewal applications has been the subject to media and political interest.
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## MINISTER KEY DATES and EVENTS

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## MINISTER'S KEY DATES AND EVENTS

*These are events that ECC Partner Relations recommends that the Minister attends.*

Key Event	Minister's Role	Date	Location
BCSTA Trustee Academy	Advice/Recommendations	Nov 21 – 23	Vancouver
First Nations Education Steering Committee Annual Indigenous Education Conference		Dec 12 – 14	Vancouver
First Nations Leadership Gathering		January 21 – 22	Vancouver
Provincial Child Care Council Meeting		Winter 2025 (TBC)	TBC
BC Public School Employers Association (BCPSEA) Annual General Meeting		Jan. 30 – 31	Vancouver
BC Principals and Vice-Principals (BCPVPA) Chapter Council		Feb. 7 – 8	Vancouver
Partner Liaison Meeting		March 7	Vancouver
BCSTA AGM		April 24 – 26	Vancouver

**Pending events:**

- Minister meetings with the BCSTA board (quarterly) and BCSTA Exec (Bi-monthly)
- BCCPAC Parent Education Conference (Spring 2025)

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# MINISTER BRIEFINGS

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## MINISTER BRIEFINGS REQUIRED

*\*includes key decisions required as well as priority items that Minister needs to be aware of as of November 1, 2024*

TOPIC	DESCRIPTION
<b>30 Days</b>	
<b>Ministry Overview-relevant legislation, governance, regulatory function, budget</b> <i>Division responsible: DMO, Executive</i>	Initial briefing to provide a new Minister with an overview of the ministry: speak to the work of the ministry, introduce executive team, describe divisional responsibilities, annual budget, co-governance model and regulatory function of the ministry, for both teachers and ECEs.
<b>Board of Education of School District 61 (Greater Victoria) Safety Plan</b> <i>Division responsible: SLSD</i>	On September 17, 2024, Minister Singh directed the Board of Education of School District 61 to develop a proactive coordinated safety plan to address increased gang activity, safety concerns, crime prevention, and crisis response in district schools. This direction was provided through Ministerial Order No. 339, issued under the authority of s. 168.03(1) of the <i>School Act</i> . The Board must collaborate with local police partners to develop the safety plan. <b>The Board must submit the safety plan to the ministry for approval by November 15, 2024.</b>
<b>Transition Program for Gifted Students (TPGS)</b> <i>Division responsible: LEPD</i>	<b>Transition Program for Gifted Students (TPGS)</b> is a provincial resource program (PRP) administered by Victoria School Board (VSB) and located on the grounds of UBC that provides an accelerated graduation program for a small number of exceptionally gifted students. <i>Advice/Recommendations; Cabinet Confidences</i>
<i>Advice/Recommendations; Cabinet Confidences</i>	

TOPIC	DESCRIPTION
<p>Advice/Recommendations; Cabinet Confidences</p> <p>Advice/Recommendations</p>	
	<p>Advice/Recommendations                      Advice/Recommendations; Cabinet            Advice/Recommendations; Cabinet Confidences                      Confidences</p>
<p><b>Budget 2025 K-12 enrolment/caseload funding request</b>  <i>Division responsible: RMD, GAD</i></p>	<p>Advice/Recommendations; Cabinet Confidences</p>
<p>Cabinet Confidences</p>	<p>Cabinet Advice/Recommendations; Cabinet Confidences; Intergovernmental            Communications</p> <p>Advice/Recommendations; Cabinet Confidences; Intergovernmental Communications</p> <p>Advice/Recommendations; Cabinet Confidences; Intergovernmental            Confidences                      Advice/Recommendations; Cabinet            Advice/Recommendations; Cabinet Confidences                      Confidences</p> <p>Advice/Recommendations; Cabinet Confidences                      Cabinet Confidences</p> <p>Cabinet Confidences                      Advice/Recommendations; Cabinet            Confidences</p> <p>Advice/Recommendations; Cabinet Confidences</p>



TOPIC	DESCRIPTION
<p><b>Framework for Enhancing Student Learning (FESL) Annual Review Outcomes</b>  <i>Division Responsible: GAD</i></p>	<p>Under the Enhancing Student Learning Reporting Order, school districts must report to the ministry annually on student outcomes and specific strategies to improve equity of outcomes, with a focus on Indigenous students, children and youth in care and students with disabilities or diverse abilities. Advice/Recommendations; Cabinet Confidences            Advice/Recommendations; Cabinet Confidences</p>

Advice/Recommendations; Cabinet Confidences; Legal Information

<p><b>Commissioner for Teacher Regulation – New OIC Appointment</b>  <i>Division responsible: GAD</i></p>	<p>Personal Information            Personal Information            An interim Commissioner was appointed under the <i>Teachers Act</i> by the minister prior to interregnum. The Commissioner is a statutory decision maker responsible for teacher disciplinary matters and is appointed by Cabinet under the <i>Public Service Act</i> for a term up to five years. Advice/Recommendations; Cabinet Confidences            Advice/Recommendations; Cabinet Confidences</p>
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<b>60 Days</b>	
Advice/Recommendations	

<p><b>New Spaces Fund Decisions</b> <i>Division responsible: CCD</i></p>	<p>The New Spaces Fund (NSF) grant 2024/25 intake closed on August 2, 2024. 112 applications (over \$600M) were received through the funding portals, which is the highest intake ever for this program. Advice/Recommendations; Cabinet Confidences</p>
<p><b>Holocaust Education</b> <i>Division Responsible: LEPD</i></p>	<p>On October 30, 2023, the Province announced the commitment to make Holocaust education mandatory for high school students starting in the 2025/26 school year, and to consider inclusion of topics such as the destruction of Hogan’s Alley, Japanese internment, and discrimination against other culturally diverse groups. K-12 partner and community consultations are complete, and a Advice/Recommendations; Cabinet Confidences</p>
<p><b>Premier’s Awards for Excellence in Education and Child Care</b> <i>Division responsible: SLSD</i> <i>Division responsible: SLSD, CCD</i></p>	<p>The Premier’s Awards for Excellence in Education were created to recognize the exceptional contributions of BC’s teachers, administrators and support staff, and are typically held in the fall, following a nomination and review period that begins annually in the spring. The ministry is revisiting the cycle and format of the awards and exploring combining them with the ChildCareBC Awards of Excellence. Advice/Recommendations</p>
<p><b>Children and Youth in Care How Are We Doing? Report (CYIC HAWD)</b> <i>Division responsible: GAD (LEPD &amp; SLSD support)</i></p>	<p>The CYIC HAWD is a product of the First Nations Children and Youth in Care Protocol and developed with the Ministries of Children and Family Development and Post Secondary and Future Skills, the First Nations Education Steering Committee (FNESC) and First Nations Leadership Council (FNLC). The report contains data on the educational outcomes of CYIC and highlights significant equity and achievement gaps. As it was not able to be publicly released before interregnum, Advice/Recommendation Advice/Recommendations; Cabinet Confidences; Intergovernmental Communications</p>

<p><b>Indigenous-Specific Racism Review (cross-ministry briefing-ECC &amp; PSFS)</b>  <i>Division responsible: SLSD (ECC Lead Ministry)</i></p>	<p>Advice/Recommendations; Cabinet Confidences</p>
<p><b>Office of Auditor General (OAG) Report</b>  <i>Division responsible: Finance and CCD</i></p>	<p>The OAG has been conducting an audit to determine whether the ministry has effectively worked with health partners to implement the BC ChildCareBC Plan commitment to increase capacity in Health Authorities to license new spaces, conduct investigations and monitor compliance. Audit time period is April 2022 to July 31, 2024, corresponding to the transfer of Child Care division to the Ministry of Education. <b>OAG is expected to share the final draft report with ECC in November. Public release of the report is anticipated for January 2025.</b></p>
<p><b>Enrolment Data Analysis</b>  <i>Division Responsible: GAD</i></p>	<p>Briefing on 2024/2025 public and independent school enrolment data before public release. Includes analysis of enrolment drivers, trends, school district growth and equity seeking populations. <b>Data release is typically in December: 30-45 days from November 1. This briefing could occur as a standalone briefing with RMD or at Minister’s Council.</b></p>
<p><b>BCTC Language Proficiency Standard</b>  <i>Division Responsible: GAD</i></p>	<p>Decision briefing to review a change to the certification standards for internationally educated teachers to accept a new language assessment. This is a part of a pan-Canadian effort to expedite certification for IETs. Advice/Recommendations  Advice/Recommendations  <b>The statutory timeline for Minister review is 60 days from the date of submission.</b></p>
<p><b>Graduation Assessments</b>  <i>Division Responsible: GAD (LEPD support)</i></p>	<p>Annual information briefing on 2023/2024 public and independent school graduation assessment results in Numeracy 10, Literacy 10, and Literacy 12 before public release. Includes analysis of student proficiency including equity seeking populations. trends, school district growth and equity seeking populations. <b>Data release is typically in November: 30-45 days from November 1. This briefing could occur at Minister’s Council.</b></p>

TOPIC	DESCRIPTION
<b>Completion Rates</b> <i>Division Responsible: GAD</i>	Annual information briefing on 2023/2024 provincial public and independent school secondary school completion rates before public release. Includes analysis of rates over time and for equity seeking populations. <b>Data release is typically in December: 30-45 days from November 1. This briefing could occur at Minister's Council.</b>
<b>Aboriginal How Are We Doing? Report (AbHawd)</b> <i>Division Responsible: GAD (SLSD support)</i>	Information briefing on the annual report focused on Aboriginal student outcomes and experiences. The report is a commitment under the BC Tripartite Education Agreement. <b>The negotiated publication date is December 10: 30-45 days from November 1. This briefing could occur as a standalone briefing with SLSD or at Minister's Council.</b>
<b>Public Sector Bargaining (K-12)</b> <i>Division Responsible: GAD (PSEC/BCPSEA coordination)</i>	Local teacher bargaining is set to commence in November 2024 and provincial collective agreements for teachers and support staff expire in June 2025. Advice/Recommendations; Cabinet Confidences Advice/Recommendations; Cabinet Confidences Advice/Recommendations; Cabinet . <b>Recommend an information briefing for incoming Minister in first 60 days to cover bargaining in K-12 and ministry role.</b>
<b>25/26 Child Care Fee Reduction (CCFRI) and the ECE Wage Enhancement Funding Guideline release</b> <i>Division responsible: CCD</i>	The CCFRI Funding and Early Childhood Educators Wage Enhancement Guidelines (FGs) are updated each year and released in December/January to allow providers time to review them before renewing their funding agreement for the coming fiscal year. Policy changes for 25/26 are expected to be minimal and, <b>pending election results, we are on track to make the guidelines publicly available in early December.</b>

90 Days	
<b>K-12 Workforce Strategy</b> <i>Division Responsible: GAD</i>	The ministry has a K-12 Workforce Plan that is in early stages of implementation, including supports to increase the number of Indigenous teachers in public schools, initiatives to support recruitment and retention in rural and remote areas, investments to add new seats in teacher education programs and efforts to streamline and create additional certification pathways for international teachers. Advice/Recom Advice/Recommendations

Advice/Recommendations; Cabinet Confidences

TOPIC	DESCRIPTION
Cabinet Confidences	

<p><b>ELCC and CW-ELCC Annual Reports</b>  <i>Division responsible: CCD</i></p>	<p>Under the terms of the ELCC and CW-ELCC Agreements, BC must provide the Government of Canada (GoC) with a report summarizing progress made and how funds were invested in the previous fiscal year by October 1 each year. ECC submitted a first draft of these reports to GoC on October 1, 2024. ECC and the GoC are working to finalize the report contents. Penultimate versions of both reports will require DM and Minister sign-off/approval. <b>Under the terms of BC's agreements with GoC, ECC is responsible for posting both Minister-approved reports on the ECC website by January 2025.</b></p>
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Cabinet Confidences

TOPIC	DESCRIPTION
<p><b>Child Care Operating Funding (CCOF) Renewal Begins</b> <i>Division Responsible: CCD</i></p>	<p>Starting January 2025, over 4,000 organizations comprising 5,500 facilities will receive invitations to renew their Funding Agreements with the province for Child Care Operating Funding, Child Care Fee Reduction Initiative and Early Childhood Educator Wage Enhancement. All CCOF Funding Agreements will expire on March 31<sup>st</sup>, 2025. Previously the adjudication of the renewal applications has been the subject to media and political interest.</p>
<p><b>Public Sector Bargaining (K-12)</b> <i>Division Responsible: GAD (PSEC/BCPSEA coordination)</i></p>	<p>Local teacher bargaining is set to commence in November 2024 and provincial collective agreements for teachers and support staff expire in June 2025. Advice/Recommendations; Cabinet Confidences Advice/Recommendations; Cabinet Confidences Advice/Recommendations; Cabinet</p> <p><b>Recommend an information briefing for incoming Minister in first 60 days to cover bargaining in K-12 and ministry role.</b></p>

Cabinet Confidences; Intergovernmental Communications; Legal Information

<p><b>Dual Credit Policy</b> <i>Division responsible: LEPD</i></p>	<p>In March 2023, the Minister of Education and Child Care approved proposed policy changes that would increase student access to dual credit programs, which have been shown to have positive benefits on high school graduation and post-secondary transition rates, in particular for Indigenous students and students with disabilities or diverse abilities. Advice/Recommendations; Cabinet Confidences Advice/Recommendations; Cabinet Confidences</p>
<p><b>K-12 Literacy Supports</b> <i>Division responsible: LEPD</i></p>	<p>The ministry’s K-12 Literacy Supports initiative, announced in Budget 2024, is a high-profile, \$30M initiative intended to improve literacy levels for K-12 students across the province. <b>It is unclear whether a Minister decision will be required within this timeframe, but a minister briefing on progress to date and next steps would be recommended.</b></p>

## Partners, Rights holders and Stakeholders Events – 2024/25 Ministry of Education and Child Care

Font	Description
<b>Large bold font &amp; blue cell</b>	<b>Key Annual Events</b>
<b>Bold</b>	<b>ECC-led events</b>
<i>Italics</i>	<i>Partner-led events</i>
Smaller font	CMEC events
Blue cell	Key event for possible DM attendance
Green cell	Minister Event
Red cell	Minister of State for Child Care Event
Yellow cell	Joint Min/MinState Event

Colours	Division
Green	GAD
Orange	SLSD
Purple	RMD
Light Blue	LEPD
Red	S&T
Dark Blue	CCD

Updated: October 18, 2024

Partners, Rights holders and Stakeholders Events – 2024/25 Ministry of Education and Child Care

Winter events to be scheduled/dates to be confirmed: HOLD/TBC: MNBC Webinars – CCD update with Minister (reschedule from June 2024)

October 2024						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		<b>1</b> OFM Phase 2 Intake Opens	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>6</b>	<b>7</b>	<b>8</b> \$10 a Day/ OFM Information Sessions for CCOF Providers	<b>9</b> \$10 a Day/ OFM Information Sessions for CCOF Providers	<b>10</b>	<b>11</b>	<b>12</b>
<b>13</b>	<b>14</b> Designated Holiday	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>
<b>20</b>	<b>21</b> Safe Schools Coordinators Annual Conference	<b>22</b> Safe Schools Coordinators Annual Conference	<b>23</b>	<b>24</b> Feeding Futures Fall Gathering HOLD/TBC: BCSTA Board Chair Call (Post Election)	<b>25</b> BCSTA Provincial Council	<b>26</b> BCSTA Provincial Council
<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>	<b>31</b> OFM intake Phase 2 Closes		

Oct events to be scheduled/dates to be confirmed:

- BCPVPA President and A/ED and ECC Connect
- BCCPAC Board of Directors and ECC
- Fall events to be scheduled/dates to be confirmed: ELCC Meeting of Ministers Most Responsible for Early Learning & Child Care (PEI)

Updated: October 18, 2024

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<b>Bold</b>	<b>ECC-led events</b>
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Partners, Rights holders and Stakeholders Events – 2024/25 Ministry of Education and Child Care

Winter events to be scheduled/dates to be confirmed: HOLD/TBC: MNBC Webinars – CCD update with Minister (reschedule from June 2024)

November 2024						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					<b>1</b> Advice/Recommendations	<b>2</b>
<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b> BCPSEA Symposium	<b>8</b>	<b>9</b>
<b>10</b>	<b>11</b> Designated Holiday	<b>12</b>	<b>13</b>	<b>14</b> BCSSA Fall Conference	<b>15</b> BCSSA Fall Conference	<b>16</b>
<b>17</b>	<b>18</b>	<b>19</b> BCASBO Fall Conference	<b>20</b> BCASBO Fall Conference	<b>21</b> BCSTA Trustee Academy <b>All Superintendents Meeting*</b>	<b>22</b> BCSTA Trustee Academy BCPVPA Chapter Council	<b>23</b> BCSTA Trustee Academy BCPVPA Chapter Council
<b>24</b>	<b>25</b>	<b>26</b> Premiers Innovation and Excellence Awards	<b>27</b> ELCC FPT Meeting in PEI	<b>28</b>	<b>29</b>	<b>30</b>

\*Superintendents are expected to attend unless they have confirmation they can send delegate

Updated: October 18, 2024

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Partners, Rights holders and Stakeholders Events – 2024/25 Ministry of Education and Child Care

Winter events to be scheduled/dates to be confirmed: HOLD/TBC: MNBC Webinars – CCD update with Minister (reschedule from June 2024)

December 2024						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3 <i>HOLD/TBC: BCSTA Exec, DM &amp; ADM</i>	4	5 <i>HOLD/TBC: BCSTA Exec, DM &amp; ADM</i>	6	7
8	9	10	11	12 <b>FNESC Annual Indigenous Education Conference</b>  <i>Pro-active engagement CCABC an CC division executives</i>	13 <b>FNESC Annual Indigenous Education Conference</b>	14 <b>FNESC Annual Indigenous Education Conference</b>
15	16	17	18	19	20	21
22	23	24	25 <i>Designated Holiday</i>	26 <i>Designated Holiday</i>	27	28
29	30	31				

Winter events to be scheduled/dates to be confirmed:

- Provincial Child Care Council Meeting

Updated: October 18, 2024

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Partners, Rights holders and Stakeholders Events – 2024/25 Ministry of Education and Child Care

Winter events to be scheduled/dates to be confirmed: HOLD/TBC: MNBC Webinars – CCD update with Minister (reschedule from June 2024)

January 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			<b>1</b> Designated Holiday	<b>2</b> New Spaces Fund (NSF) anticipated adjudication period complete – funding agreements distribution begins (Jan-April)	<b>3</b>	<b>4</b>
<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>
<b>12</b>	<b>13</b>	<b>14</b> Advice/Recommendation s	<b>15</b>	<b>16</b> Advice/Recommendation s	<b>17</b>	<b>18</b>
<b>19</b>	<b>20</b>	<b>21</b> First Nations Leadership Gathering (FNLG)	<b>22</b> First Nations Leadership Gathering (FNLG)	<b>23</b>	<b>24</b>	<b>25</b>
<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b> BCPSEA AGM Advice/Recommendation s	<b>31</b> BCPSEA AGM \$10 a Day 2022 Cohort renewals complete 2024 Children The Heart of the Matter Conference (CCRR – Options)	

Updated: October 18, 2024

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Partners, Rights holders and Stakeholders Events – 2024/25 Ministry of Education and Child Care

Winter events to be scheduled/dates to be confirmed: HOLD/TBC: MNBC Webinars – CCD update with Minister (reschedule from June 2024)

February 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						<b>1</b> \$10 a Day 2022 Cohort renewals complete and in pay  NSF funding agreement executions continue  <i>2024 Children The Heart of the Matter Conference (CCRR – Options)</i>
<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b> <i>BCPVPA Chapter Council</i>	<b>8</b> <i>BCPVPA Chapter Council</i>
<b>9</b>	<b>10</b>	<b>11</b> Advice/Recommendations	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
<b>16</b>	<b>17</b> Designated Holiday	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>
<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	

- February events to be scheduled/dates to be confirmed: Budget Day, Throne Speech

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Partners, Rights holders and Stakeholders Events – 2024/25 Ministry of Education and Child Care

Winter events to be scheduled/dates to be confirmed: HOLD/TBC: MNBC Webinars – CCD update with Minister (reschedule from June 2024)

March 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						<b>1</b> NSF funding agreement executions continue
<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b> All Superintendents Meeting* BCSTA Advocacy Day + Meeting of Board Chairs	<b>7</b> Partner Liaison Meeting*	<b>8</b>
<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>
<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>
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Partners, Rights holders and Stakeholders Events – 2024/25 Ministry of Education and Child Care

Winter events to be scheduled/dates to be confirmed: HOLD/TBC: MNBC Webinars – CCD update with Minister (reschedule from June 2024)

April 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		<b>1</b> \$10 a Day 2018 Cohort transition to OFM complete and in pay.  CCOF funding agreement renewal begins for new fiscal year.  NSF funding agreement executions complete  Advice/Recommendations	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b> <i>BCSSA Spring Forum</i>	<b>12</b>
<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b> <i>Designated Holiday</i>	<b>19</b>
<b>20</b>	<b>21</b> <i>Designated Holiday</i>	<b>22</b>	<b>23</b>	<b>24</b> <i>BCSTA AGM</i>	<b>25</b> <i>BCSTA AGM</i>	<b>26</b> <i>BCSTA AGM</i>
<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>			

- Spring events to be scheduled/dates to be confirmed: MyEducation BC Academy, JCAM (may not be scheduled until the end of the school year), Feeding Futures Spring Gathering, BCCPAC Board of Director's and ECC

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Partners, Rights holders and Stakeholders Events – 2024/25 Ministry of Education and Child Care

Winter events to be scheduled/dates to be confirmed: HOLD/TBC: MNBC Webinars – CCD update with Minister (reschedule from June 2024)

May 2025						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				<b>1</b> Child Care Month	<b>2</b> All Superintendents Meeting* BCPVPA Chapter Council	<b>3</b> BCPVPA Chapter Council
<b>4</b>	<b>5</b> Mental Health in Schools Conference	<b>6</b> Mental Health in Schools Conference	<b>7</b>	<b>8</b>	<b>9</b> Child Care Provider Day	<b>10</b>
<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>17</b>
<b>18</b>	<b>19</b> Designated Holiday	<b>20</b>	<b>21</b> BCASBO AGM & Conference	<b>22</b> BCASBO AGM & Conference	<b>23</b> BCASBO AGM & Conference	<b>24</b>
<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>	

May events to be scheduled/dates to be confirmed: BCCPAC Parent Education Conference, Hold/TBC: ECEBC Conference

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**MINISTRY OF EDUCATION AND CHILD CARE  
Federal and Jurisdictional Agreements**

This table summarizes agreements that the ministry has with the Government of Canada as well as jurisdictional agreements with other provinces/territories relating to the use of B.C.'s K-12 curriculum and assessments.

Title of Federal Project	Brief Description	Proposed Timelines/Schedules
<b>Early Learning Child Care Agreements</b>		
<p><b>CAN-BC Canada-wide Early Learning and Child Care Agreement (CW-ELCC) and the CAN-BC Early Learning and Child Care Bilateral Agreement (ELCC)</b></p>	<p>The ELCC Agreement with the Government of Canada (GoC) provide BC with \$396.2M over 5 years to improve access to high-quality, affordable, flexible and inclusive early learning and child care programs and services.</p> <p>The CW-ELCC Agreement provides BC with \$3.2B over 5 years and includes a commitment to implementing quality, inclusive child care for children aged 0 to 5 while bringing low-cost child care to BC families. In 2023/24, BC signed an Infrastructure Fund Agreement (IFA) with the Government of Canada that was annexed to the CW-ELCC. The IFA will provide BC with an additional \$47.26M to support infrastructure projects that increase inclusion in ELCC for underserved communities.</p> <p>The implementation of both Agreements is guided by Action Plans negotiated with the GoC. These Actions Plans lay out intended investments and anticipated outcomes for the federal funding.</p>	<p>The ELCC was originally signed in 2017/18 and re-negotiated in 2021 for an additional 4 years. In February 2024, both parties agreed to extend the agreement by an additional year to 2025-26.</p> <p>The CW-ELCC Agreement expires March 31, 2026.</p> <p>Both the ELCC and CW-ELCC Agreements require that annual reports be submitted to the Government of Canada by Oct 1 each year. These reports are currently under development and on track to be submitted by Oct 1.</p> <p>Cabinet Confidences; Intergovernmental Communications</p>



Title of Federal Project	Brief Description	Proposed Timelines/Schedules
<b>Indigenous Education Agreements</b>		
<b>BC Tripartite Education Agreement (BCTEA) - Canada, BC, and First Nations Education Steering Committee</b>	BCTEA is a five-year agreement (2018-2023) and is intended to initiate further systemic changes that will improve outcomes for First Nation students in BC regardless of where they live or are enrolled in school.	BCTEA was extended for two years and is set to expire in June 2025.  Cabinet Confidences; Intergovernmental Communications
<b>Education Jurisdiction Framework Agreement (EJFA) - Canada, BC, First Nations Education Steering Committee, and First Nations Education Authority (FNEA)</b>	EJFA is the overarching framework for First Nations jurisdiction over education in BC. It is a tripartite agreement that sets out a framework for relational agreements and funding agreements between Canada, BC, First Nations Education Steering Committee (FNESC), and First Nation Education Authority (FNEA).	A replacement agreement was signed in 2023 and is now in full implementation.  First Nations who choose to engage in this initiative become Participating First Nations (PFN) under enabling federal and provincial legislation as of July 1 the year they wish to become PFNs.
<b>Canada – B.C. Training and Education Savings Grant Administration and Delivery Agreement</b>		
<b>BCTESG Administration and Delivery Agreement</b>	<p>The BC Training and Education Savings Grant (BCTESG) provides a one-time grant of \$1200 to help parents and guardians plan and save early for their child’s post-secondary education. Children are eligible for the grant between their 6<sup>th</sup> and 9<sup>th</sup> birthday.</p> <p>Employment and Social Development Canada (ESDC) administers the BCTESG on behalf of the province (\$430K in 2023/24) and offers additional savings incentives through RESPs, including: the Canada Education Savings Grant and the Canada Learning Bond.</p>	<ul style="list-style-type: none"> <li>• Sept 2024 – Canada to finalize legal/policy review, provide draft to ECC</li> <li>• Oct/Nov 2024 – ECC to prepare briefing materials for Minister</li> <li>• Nov/Dec 2024 – Canada to provide final draft to ECC for Minister signature</li> <li>• Jan/Feb 2025 – Approvals and ECC Minister signoff</li> <li>• Feb/Mar 2025 – Canada to prepare Agreement package for Minister signoff</li> </ul>

Title of Federal Project	Brief Description	Proposed Timelines/Schedules
	<p>The existing Agreement (signed Dec 2014) has been under review since 2020/21 as ESDC experienced delays during the Covid-19 pandemic. ECC is expecting an updated draft for final review Fall 2024. No material changes are expected, and the existing Agreement remains effective.</p>	
<b>French Languages Agreement</b>		
<p><b>2024-2028 Canada-British Columbia Agreement on Minority-Language Education and Second-Language Instruction (aka OLEP Agreement)</b></p>	<p>Following the signature of the 2024-2028 Pan-Canadian Protocol, this Bilateral Agreement will provide \$28M per year federal funding to support French language education in B.C., from preschool to post-secondary. This funding helps the Province with the additional costs related to delivering minority-language education (i.e., Francophone Program at SD#93, post-secondary programs in French) and second-language instruction (i.e., French immersion program, French teacher Education programs).</p>	<ul style="list-style-type: none"> <li>• Oct/Nov - possible window for signing Bilateral Agreement (contingent on GoC timing for P/Ts)</li> <li>• Oct/Nov - DM Approval of OIC package</li> <li>• Dec/Jan - Minister’s approval and signature of OIC package</li> </ul>
<b>National School Foods Program</b>		
<p><b>National School Food Program – Bilateral Agreement and 2024/25 Action Plan</b></p>	<p>In Budget 2024, the federal government announced \$1B over five years for the creation of a National School Food Program. The National School Food Policy was subsequently released on June 20, 2024, to build on the Budget 2024 commitment. BC is expected to receive up to \$71.4M over five years, including approximately \$7.4M in 2024/25. A multi-year bilateral funding agreement and action plan, including robust reporting requirements, will be required to access this funding.</p>	<p>Cabinet Confidences</p>

Title of Federal Project	Brief Description	Proposed Timelines/Schedules
<b>Jurisdictional Memorandums of Understanding (MOU) Regarding Curriculum</b>		
<b>MOU with Yukon</b>	B.C. has an MOU with Yukon that allows the Territory to use B.C.'s K-12 curriculum as well as their assessments. The Yukon supports B.C. with curriculum and assessment development activities and shares with B.C. promising practices and resources developed in the Yukon, including those related to Indigenous and northern culture curriculum. The B.C.-Yukon MOU is not legally binding and does not create any contractual or other legal obligations for either jurisdiction.	<ul style="list-style-type: none"> <li>MOU last signed in April 2017</li> </ul>
<b>MOU with Northwest Territories</b>	Cabinet Confidences; Intergovernmental Communications; Legal Information	
<b>MOU with Canada and FNLC on First Nations Early Learning and Child Care</b>	BC has signed a MOU with Government of Canada and FNLC to co-develop a collaborative, rights-based and distinctions-based approach to early learning and child care for First Nations in BC. Under the MOU, a political table and a technical table have been	MOU signed and inaugural meeting of Political Table held September 12, 2024. Political Table will meet at least once per annum

Title of Federal Project	Brief Description	Proposed Timelines/Schedules
	<p>established, to advance the development of accessible, affordable, high-quality and culturally-based early learning and child care for First Nations that is First Nations-determined.</p>	<p>Technical Table will meet (approximately) every 6 weeks. Next meeting tentatively planned for late November 2024.</p>
<b>Memorandum of Understanding regarding the Affordable Child Care Benefit</b>		
<p><b>MOU with Canada Revenue Agency (CRA) on viewing Income Tax data</b></p>	<p>BC has signed an MOU with the Canada Revenue Agency (CRA) enabling the sharing of taxpayer income information for the purposes of determining eligibility for the Affordable Child Care Benefit, which is an income tested benefit supporting families with the cost of child care.</p> <p>The existing agreement was signed in Dec 2010 by the then Minister of Children and Family Development. The agreement has not been updated since child care’s move to the MECC, or to reflect the Sep 2024 enactment of the Early Learning and Child Care Act. As such, the CRA advised in summer 2024 that a new MOU would need to be drafted and signed.</p> <p>The existing agreement will continue until such time as a new MOU can be signed.</p>	<ul style="list-style-type: none"> <li>• July 2024: initial discussions held with CRA, BC was advised a new MOU would be required</li> <li>• Aug 2024 – Dec 2024: Preliminary work being completed to review and update the MOU template provided by CRA, and explore new security requirements</li> <li>• Winter/Spring 2025: OIC package preparation</li> <li>• Spring/Summer 2025: Minister’s approval and signature of OIC package</li> </ul>

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# DIVISIONAL OVERVIEWS

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## DEPUTY MINISTER'S OFFICE

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## DEPUTY MINISTER'S OFFICE

**ADM Responsible:** N/A

### **Overview of Core Business / Program Area:**

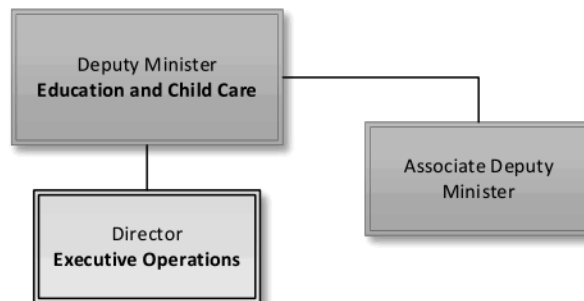
The Deputy Minister's Office (DMO) is the primary liaison between the Ministry and the Minister's Office and the Minister of State for Child Care's Office, partner groups and central government. The DMO is responsible for overseeing the strategic and operational business of the Ministry (as well as Correspondence Writing Services, records management and Freedom of Information), and directing involvement and leadership of cross ministry or cross-government activities and initiatives. The DMO also ensures there is coordination between ADM and DM committee activities as well as central government such as Cabinet Operations and the Premier's office and sets the tone for how the ministry operates.

**Budget:** \$1,290,540

**Full Time Equivalents (FTEs):** 11

**Related Legislation:** N/A

### **Organizational Chart:**



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# CHILD CARE DIVISION

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## CHILD CARE DIVISION

**ADM Responsible:** Patricia Boyle

### **Overview of Core Business / Program Area:**

The Child Care Division, through the ChildCareBC Plan and in partnership with key interest holders including the Federal Government, is working to build a child care system in B.C. that is more affordable, easier to access, inclusive to all families and higher quality. The Division is committed to partnering with Indigenous Peoples in building culturally relevant child care that meets the unique needs of Indigenous families.

The Division administers or directly supports multiple funding and service programs including direct and indirect funding, support for providers, fee relief for families, oversight and support of providers, wage support and training and certification for ECEs.

Services and support provided to the sector and the public directly include the Child Care Resource and Referral program which operates pan provincially and includes Francophone and Indigenous services. The Division works with other B.C. ministries and sector groups such as inclusive child care, Aboriginal Head Start programs in First Nations and urban Indigenous communities, the Supported Child Development and Aboriginal Supported Child Development programs, community care licensing, and the training of ECEs at public and private post-secondary training programs.

### **Critical Business Processes:**

**Early Childhood Educator Registry** is the legislated oversight for Early Childhood Educators (ECE) and ECE Assistant educators including training competency and conduct of ECEs.

**Child Care Capital Funding Programs** are for equipment, physical work to build, renovate or expand existing child care facilities, maintain and create new licensed child care spaces. Programs include the New Spaces Fund, The Maintenance Fund and Start-Up Grants. New Spaces Fund is the government's main mechanism to fund new licensed group child care spaces in the province. The most recent intake of the New Spaces Fund closed August 2, 2024, and review of applications received will take place over the coming weeks. Funding decisions are anticipated to be delivered in the early winter 2024.

**Child Care Operating Funding** offers assistance with facility costs and parent fees through:

- CCOF Base Funding monthly payments based on enrolled children to nearly 5,500 licensed facilities.
- Child Care Fee Reduction Initiative (CCFRI) reduces parent fees for over 130,400 child care spaces.
- Early Childhood Educator Wage Enhancement (ECE-WE) provides a \$6/hour wage enhancement to nearly 14,000 front-line ECEs and facilities may get reimbursement of Employer Health Tax (EHT).

This funding is delivered through annual Funding Agreements between child care providers and the ministry. All Funding Agreements expire at the end of each fiscal (March 31) requiring child care providers to renew these agreements yearly via an application process that typically commences in January.

**Affordable Child Care Benefit (ACCB)** provides income-tested monthly payment to help eligible families with the cost of child care to a monthly average of 28,100 families (representing nearly 35,600 children, on average) per month. **Operating Funding Model (OFM) Implementation** provides the bulk of operational funding to over 300 child care providers that deliver \$10 a Day child care through:

\$10 a Day ChildCareBC Programs' operational funding support provides quality, inclusive child care to families for no more than \$10 a Day or \$200 a month. The current model is being tested at 42 sites and is expected to be the means to expand \$10 a day across the province.

- **Child Care Policy** develops strategic policy that supports government's commitment to inclusive, affordable, quality child care. Administers joint federal/provincial commitments, development of Cabinet submissions, emerging issues. Provides policy expertise.

**Communication, Engagement and Digital Services** connects directly with parents, child care providers and operators, uses consultation and feedback mechanisms to share and gather information including annual surveys.

**Child Care Corporate Finance** audits, analyzes finances, procurement and contract management in alignment with EFO, CFO, and Treasury Board Staff.

**Strategic Initiatives and Operations** creates and analyzes economic models to provide information and monitor effectiveness of operations as well as portfolio management and governance.

**Budget: \$865,255,000,000**

**Full Time Equivalents (FTEs): 761**

**Related Legislation:**

*Early Learning and Child Care Act* (formerly the Child Care BC Act and the Child Care Subsidy Act)

*Early Learning and Child Care Regulation* (formerly the Child Care Subsidy Regulation).

*Community Care and Assisted Living Act* – (only the sections assigned to ECC for the Early Childhood Educator Registry - Sections 8 and 34 (2) (h) and (h.1) and (6), Child Care Licensing Regulation Part 3, Division 2 and 3 – ECE Registry.

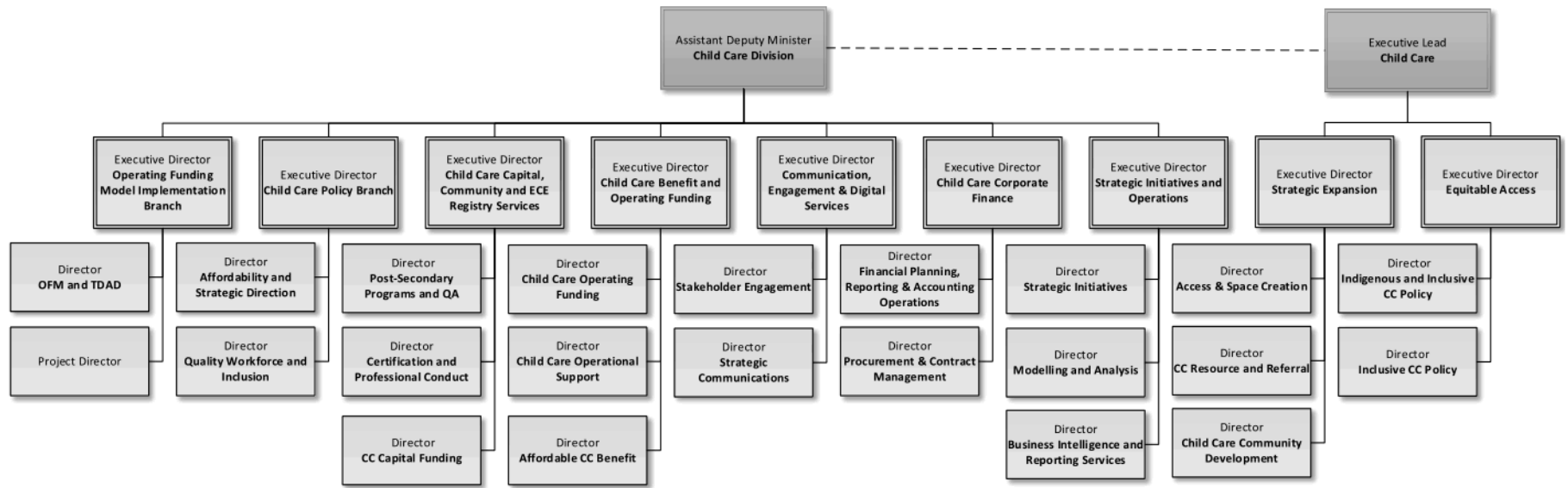
*Child, Family and Community Services Act*- as certain Child, Family and Community Service Act care arrangements are eligible to receive enhanced ACCB under the Early Learning and Child Care Regulation.

*Early Childhood Educators Act* (Passed October 2021, not in force, and will be brought into force through regulation).

*Declaration on the Rights of Indigenous Peoples Act*

**Organizational Chart:**

See next page.



**CHILD CARE DIVISION  
INFORMATION NOTES**

**Child Care on School Grounds**

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**Child Care Capital**

**Early Learning Child Care Act Changes**

**OAG Update on CCBC Audit**

## INFORMATION NOTE

**CONFIDENTIAL  
INFORMATION NOTE**

**Ministry of Education and Child Care**

**Date: August 26, 2024**

**Program Area: Child Care**

# Child Care on School Grounds

### Key Messages:

- The ministry is actively working with school districts to expand the number of child care spaces operating on school grounds.
- There are currently 47,000 school age child care spaces in BC:
  - 28,000 (60%) are located on school grounds, with 24,500 on public school grounds and 3,500 on independent school grounds.
  - Of those 24,500 on public school grounds, 2,000 (8%) are operated directly by School Districts, 7,000 (28%) are operated by Group Private providers, and the remainder are run by group Not-for-Profit providers (64%).
- Third-party providers operate approximately 95% of school age child care spaces on school grounds while school districts operate 5% directly. In 2020/21, the *School Act* was amended so Boards of Education can provide school-aged care 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.

### Background:

- Since late 2017, the ministry has supported the creation of new child care spaces, when 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 when they receive funding for this additional space but must work with the local community to determine best uses.
- 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. 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.
- The Seamless Day Kindergarten 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 program makes use of existing classrooms outside of school hours and does not require new rooms or buildings. In fiscal year 2023/24, funding of \$4.1 million was available to support this pilot initiative.
- The ministry also provides funding for District Early Learning and Child Care (ELCC) Leads in 59 of the 60 school districts with the goal of improving district capacity to integrate child care into the broader learning environment, including expanding access to child care on school grounds.
- In 2022/23, the ChildCareBC New Spaces Fund (NSF) included a new streamlined funding and application process for creating child care spaces on school grounds that was available to BC school boards, First Nation schools, First Nation independent schools and other eligible independent schools. This process recognizes that child care spaces on school grounds that use existing school facilities, or that require slight modifications are relatively quick to get up and running. 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 the primary NSF stream.
- In April 2024, the ministry implemented a single application point for school districts to request funding for child care projects on school grounds through the existing Capital Asset Planning System.
- In May 2024, the ministry funded three school districts with new funding to pilot board-operated models of school-aged care on school grounds in existing school space. The three districts (Chilliwack, Nechako Lakes, and Nanaimo-Ladysmith) were provided a total of \$2 million over the

## INFORMATION NOTE

next two years. Pilots will begin in September 2024.

- As of September 2024, school district requests for 2024/25 minor projects on school grounds have been reviewed and 13 projects approved, creating over 340 new spaces on school grounds to support families in BC.

### Key Facts:

- Advice/Recommendations
- 
- Pilot funding for school age care initiatives such as Seamless Day Kindergarten is ending June 2025 and options will be put before government in Spring of 2025.
- Funding for the ELCC leads within school districts concludes in 2025/26.
- School districts are looking for greater clarity on their role in child care and corresponding funding certainty.
- CUPE is a strong advocate for board operated care, staffed by existing Education Assistants, thereby extending the work hours of these employees.
- Under regulation, school-aged care does not need to be staffed by Early Childhood Educators. A lesser level of training is required.
- Further amendments to the *School Act* would be required to allow boards of education to directly provide child care spaces for 0-5 age group, as well as to operate any child care spaces on non-instructional days.

### Key Outcomes:

- 35% increase in all child care spaces since 2018.
- 2% increase in coverage for school age child care spaces since 2018 compared to an increase in coverage for birth to 5 years by 11%.
- Development and publication of provincial Design Guidelines to support sector development of quality child care.
- As of June 2024, 53 school districts have been funded for 264 projects through the NSF.

### Statistics:

- As of June 30, 2024, the Province has funded the creation of over 13,800 new spaces on school grounds (public and independent) since 2018 for both 0-5 and school-age programs, with over 4,900 of these spaces in 37 school districts open and providing care for children.
- Independent schools make up 409 of the funded spaces, with 160 of these operational.
- There are currently over 44,000 child care spaces on school grounds. This includes public and independent schools.

### Funding:

- The primary source for funding the creation of child care spaces on school grounds is the NSF, an application-based program through the ministry.
- Access budget is supported through provincial (\$86.4 million/year) and federal investments (\$430 million plus \$47.3 million over three years). Federal funding accounts for 63% of the space creation budget over the next two years, with continuity subject to future negotiations.
- School age child care space creation must be funded primarily out of the provincial portion of the overall NSF budget. Some federal funding may be allocated for children under the age of five in school age care settings.

### Services to Ministry:

- The ministry has contracted Deloitte to review operations of various models of child care on school grounds, including the K-12 pilots, to inform a future model of before and after school care on school grounds. The consultant report is expected January 3, 2025.

## INFORMATION NOTE

### **Agreements:**

The Canada-Wide Early Learning and Child Care Agreement provides funding for child care expansion and operations but focusses on care for birth to five years of age. Provincial funding is needed to support the continued expansion of school aged care.

### **Contact:**

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Shannon Renault, A/ED Strategic Expansion, [shannon.renault@gov.bc.ca](mailto:shannon.renault@gov.bc.ca), 250-886-0845

## INFORMATION NOTE

### CONFIDENTIAL INFORMATION NOTE

Ministry of Education and Child Care

Date: August 23, 2024

Program Area: Child Care Policy

# Child Care Accessibility Overview

### Key Messages:

- Since 2018, the child care sector has grown by more than 37,000 spaces province wide (34% increase), due to the investments in space creation, workforce, and child care operations.
- Provincial and federal funding for child care spaces has been focused on community investments that are long term and run by public and non-profit institutions.
- Advice/Recommendations
- The province is unable to use federal funds to create school age child care spaces.

### Background:

#### Canada-Wide Early Learning and Child Care (CW-ELCC) Agreement Space Creation Targets

- In the first three years of the CW-ELCC Agreement (2021-22 to 2023-24), BC added 17,100 more licensed, operational spaces for children birth to 5 years. All 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>
- From 2021-22 to 2023-24, access to child care was accelerated through \$309 million provincial and \$417 million federal funding invested in capital grants for public, not-for-profit, and home-based child care providers.
- These investments included 12 Indigenous-led projects through the New Spaces Fund (NSF) with First Nations, Métis Nation BC, and Indigenous not-for-profit organizations.

#### New Spaces Fund (NSF)

- The NSF is the primary funding source for child care space creation.
- Since 2021, the NSF has focused funding on public, Indigenous, and not-for-profit organizations.
- NSF 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).
- In 2022/23, the program removed maximum funding amounts to support larger projects, focussing on key priorities such as infant/toddler and school age child care spaces; spaces serving priority populations; and fully inclusive and accessible spaces, as well as considering value for money.

#### 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 helps recipients with the cost of 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 affordability programs, including CCOF and CCFRI, and are eligible for the Early Childhood Educator (ECE) Wage Enhancement.

#### 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 to relocate their child care spaces in emergency circumstances.
- Licensed providers may be eligible to receive up to \$10,000 for facility repairs and equipment

<sup>1</sup> Child care spaces for children ages 6 to 12 increased by 3,200 spaces over the same period, increasing from 31,300 in 2020/21 to 34,500 in 2022/23.



## INFORMATION NOTE

replacement and up to \$50,000 for relocations, depending on organization-type.

### Key Facts:

- Continued sector growth is dependent on space creation projects, growth in workforce capacity, and capacity within the public and not-for-profit sectors to expand and maintain quality child care.
- The Province supports child care sector growth through funding for space creation (often as the sole funder), and through supports to recruit and retain ECEs and strengthen program operations.
- In 2024, BC released the Design Guidelines for Child Care Centres to guide the creation of consistent, quality, and functional child care centres and achieve balance between value and quality.

### Key Outcomes:

- Between 2017/18 and 2023/24, the child care sector has grown by more than 37,000 spaces province wide (34% increase) and is on track to meet BC’s CW-ELCC commitment of 40,000 new spaces by 2026/27.
  - This includes 20,300 newly operational funded spaces through the NSF.
  - Overall, the NSF funded 37,900 spaces to the end of 2023/24, with 17,600 spaces that will become operational in the near future.

### Statistics:

**B.C. Child Care Coverage Rate (Space to Population Ratio)**

	2017/18	2023/24
Ages 12 Years and Under	18%	23%
Ages 5 Years and Under	30%	41%
Ages 6 to 12 Years	8%	10%

### Funding:

**Access to Licensed Spaces (in \$ millions)**

	2023/24 - Actuals	2024/25 - Estimate	2025/26 - Plan	2026/27 - Plan
New Spaces Fund – Prov*	84.938	86.439	86.439	86.439
NSF – Federal (CW-ELCC)	187.082	140.000**	102.918**	0.000**
NSF – Federal (IF)	0.000	24.557**	22.704**	0.000**
Total	272.020	250.996	212.061	86.439

\* Includes funding for the Maintenance Fund and Start-Up Grants

\*\*The Federal Government has committed funding until 2025/26 through the Bi-lateral ELCC and CW-ELCC Agreements. Federal funding in 2026/27 is an estimate and subject to change based on future negotiations. Amounts in table align to Action Plan budget, not Estimates.

### Services to Ministry:

To develop the Design Guidelines for Child Care Centres, the ministry contracted with Infrastructure BC from November 2021-March 2024 and with Cover Architecture Collaborative Inc from April 2022-March 2024.

### Delivery Partners:

BC’s Environmental, Social, and Governance (ESG) Framework for Capital Projects offers guidance to capital ministries to ensure provincial infrastructure projects achieve current government priorities, including creating child care spaces.

## INFORMATION NOTE

### **Agreements:**

CWELCC Agreement provides funding for expansion and operations for birth to five years of age only.

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## INFORMATION NOTE

### CONFIDENTIAL INFORMATION NOTE

Ministry of Education and Child Care

Date: August 26, 2024

Program Area: Child Care Policy

# Child Care Affordability Overview

### Key Messages:

- As a result of provincial child care 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 families have benefited from lower child care fees.
- Child care providers representing 96% of eligible child care spaces are reducing fees by up to \$900 per month through the CCFRI, and over 15,300 spaces throughout BC have been converted to \$10 a Day so far. These programs can be combined with the ACCB 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.
- Child care costs for children ages 12 and under have gone from an average of \$45/day before any government reductions to \$18/day after fee reductions.
- The Province launched the Operating Funding Model (OFM) test in October 2023 as the first phase of testing a new unified, equitable and transparent funding model Cabinet Confidences

### Background:

To improve affordability, the ministry has implemented three key measures to reduce child care costs for families:

#### 1. Child Care Fee Reduction Initiative (CCFRI)

- The CCFRI helps lower the cost of child care for parents at approved licensed child care facilities, regardless of household income.
- The CCFRI is a voluntary, application-based program; about 96% of eligible child care providers participate each year.
- Providers who participate in the CCFRI agree to limits on fees and also receive enhanced funding to help cover operational costs associated with running a child care facility.

#### 2. \$10 a Day ChildCareBC program

- The \$10 a Day ChildCareBC program converts existing child care centres into low-cost (\$10 a Day) spaces for families.
- Through a combination of provincial and federal investments, the number of \$10 a Day spaces across the province has grown to more than 15,300 since 2018.
- Under the Canada-Wide Early Learning and Child Care Agreement with the Government of Canada, the Province has committed to converting a total of 20,000 spaces by spring 2026.
- An open application period from October 1 to October 31, 2024, invited existing eligible child care providers to apply to become ChildCareBC \$10 a Day Centres. Following the open application period, applications are reviewed and adjudicated, with the goal of having funding agreements in place by April 2025.

#### 3. Affordable Child Care Benefit (ACCB)

- The ACCB is an income-tested, child care benefit, available to families with annual pre-tax household incomes of up to \$111,000.
- Eligible families may receive up to \$1,250/month, per child; the amount of funding a family receives depends on the family's income and size, the ages of children and the type of child care.

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## Key Facts:

- The Province launched the Operating Funding Model (OFM) test in October 2023 as the first phase of testing a new unified, equitable and transparent funding model Cabinet Confidences

## Key Outcomes:

- Affordability initiatives in 2023/24 have brought child care costs down for children ages 12 and under from an average of \$45/day before any government reductions to \$18/day after fee reductions.

## Statistics:

- In 2024/25:
  - Over 4,900 facilities with a monthly average of 134,700 spaces reduced fees under the CCFRI.
  - An average of 15,300 spaces provided low-cost child care under the \$10 a Day initiative.
  - An average of 35,100 children from over 27,800 families received the ACCB each month.

## Funding:

Affordability (in \$ millions)	2023/24 Actuals	2024/25 Estimate	2025/26 Plan	2026/27 Plan*
<b>Child Care Fee Reduction Initiative</b>				
CCFRI - Provincial	215.49	232.30	232.30	232.30
CCFRI - CW-ELCC Federal	381.98	392.70	415.30	415.30
<b>Affordable Child Care Benefit **</b>				
ACCB - Provincial	131.91	190.50	190.50	190.50
<b>\$10 a Day ChildCareBC Centres</b>				
\$10 a Day - Provincial	42.95	42.63	42.63	42.63
\$10 a Day - CW-ELCC Federal	92.47	160.94	241.49	241.49
\$10 a Day - ELCC Bi-lateral Federal	35.89	33.62	33.62	33.62
<b>Child Care Operating Fund</b>				
CCOF - Provincial	136.68	123.95	123.95	123.95
<b>Total Affordability</b>	<b>1,037.37</b>	<b>1,176.64</b>	<b>1,279.79</b>	<b>1,279.79</b>

\* The Federal Government has committed funding until 2025/26 through the Bi-lateral ELCC and CW-ELCC Agreements. Federal funding in 2026/27 is an estimate and subject to change based on future negotiations with the Government of Canada.  
 \*\* ACCB includes the Young Parent Program and the Single Parent Employment Initiative, annually \$1.6 million each.

## Delivery Partners:

- Approximately 4,900 child care facilities (independently owned/operated, including limited public delivery by boards of education).
- Designated \$10 a Day Centres, supporting 15,300 spaces province wide.
- First Nations Health Authority and Aboriginal Head Start Association of BC (administers Aboriginal Head Start funding on behalf of the Province to individual sites, supporting over 1,700 spaces)

## Agreements:

- Provincial investments are supplemented by federal funding received through two agreements with the Government of Canada:
  - The Bilateral Early Learning and Child Care Agreement provides \$398 million in funding over five years (ends March 31, 2026)

## INFORMATION NOTE

- o The Canada British Columbia Canada-wide Early Learning and Child Care Agreement (CW-ELCC) \$3.2 billion over five years (ends March 31, 2026).

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## INFORMATION NOTE

### CONFIDENTIAL INFORMATION NOTE

Ministry of Education and Child Care

Date: August 29, 2024

Program Area: Quality and Workforce Development

# Child Care Quality & Workforce Overview

### Key Messages:

- Improving access to child care for BC families requires long-term, sustainable growth along with growth in the Early Childhood Educator (ECE) workforce's capacity to provide these important services.
- Since 2018, when BC released the Early Care and Learning (ECL) Recruitment and Retention Strategy, the Province has made significant investments, supported by the federal government, to encourage the recruitment and retention of ECL professionals. This includes wage enhancements, professional development bursaries, pathways for international ECEs, and testing a wage grid and compensation standard.
- Despite child care workforce strategy and funded initiatives, a consistent shortfall of 2,800 ECEs is anticipated over the next three years with acute challenges in rural and remote areas.

### Background:

- ECEs are skilled professionals who provide care, connection, and learning environments for children at some of the most important times in their lives.
- ECEs, together with ECE Assistants and other caregivers, (e.g., "Responsible Adults" as per Child Care Licensing Regulation or CCLR), are the "workforce behind the workforce" and support the delivery of quality, inclusive and culturally based child care in a variety of settings across the province.
  - ECEs are certified by the Province, and must meet prescribed educational, work/practicum experience and personal qualifications outlined in the CCLR, including completing a post-secondary training program (minimum of 10-months, up to Bachelor Degree)
  - ECE Assistants must have completed at least one course at an approved post-secondary institution in child development
  - Responsible Adults must be at least 19 years of age, and completed at least 20 hours of child development coursework/training
- The Province released the ECL Recruitment and Retention Strategy in fall 2018 which included targeted supports to increase the number of ECEs working in the sector.

### Key Facts:

- Despite child care workforce strategy and funded initiatives, a consistent shortfall of 2,800 ECEs is anticipated over the next three years with acute challenges in rural and remote areas.

### Key Outcomes:

#### Recruitment:

- ECE Dual Credit Program: 49 school districts<sup>1</sup> participating in the 2024/25 school year, with about 500 secondary students enrolled in approximately 900 dual credit courses.
- Post-Secondary Spaces for ECEs: From 2018/19 to 2024/25, created more than 2,700 student spaces at 17 public post-secondary institutions across BC, and invested approximately \$30 million.

<sup>1</sup> One independent school association and one Independent Provincial Online School also participating.

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ECE Education Support Fund: Over 22,200 bursaries awarded to more than 10,800 ECE students between the summer 2018 and winter 2024 semesters.

### Retention:

- ECE Specialized Certification Grant (SCG): As of April 9, 2024, over 2,900 applicants have been approved for a grant, with almost 50% holding both specialized certificates.
- ECE Peer Mentoring Program: In 2023/24, over 300 ECEs in 31 communities across BC have participated. This is an increase from five communities in 2018/19.
- Early Childhood Pedagogy Program (ECP): Pedagogical support for the Early Learning Framework in child care programs and through Communities of Practice to 10% of the total ECL workforce in BC.
- Early Years Professional Development (Pro-D) Bursary Program: The fund supports organizations to offer pro-d with reduced registration fees for child care professionals.

### Supports for International ECEs:

- Provincial Nominee Program: In 2023, the program nominated 1,269 professionals.
- Translation Subsidy: Since Fall 2023, 17 applicants have received grants up to \$2,500 to assist with translation costs for non-English documents for ECE certification.

### Compensation:

- ECE Wage Enhancement (ECE-WE): As of December 2023, more than 14,000 ECEs per month, working in more than 3,300 facilities receive a \$6 per hour wage enhancement , bringing the median wage to \$29 per hour.
- Wage Grid (part of Operating Funding Model): An Operating Funding Model Test, including a wage grid and compensation standard that includes paid time off and benefits, has been implemented in 42 selected \$10 a Day sites across BC.

### Statistics:

- There were over 15,400 ECEs working at child care facilities that participated in ECC funding programs in 2023/24, an increase of 17% compared with 2022/23.
- There are over 26,800 workers in the wider child care workforce which includes ECEs, ECE Assistants and responsible adults, an increase of 16% compared with 2022/23.
- The number of new ECEs has been trending upward, with the number of active ECE certificates increasing by 13% since the end of the last fiscal year.

### Funding:

- Under the Canada-BC ELCC Agreement, Canada provided BC with a one-time contribution of \$48.8 million in 2021/22 to increase access to post secondary education and professional learning, reduce barriers to underserved communities, address quality, as well as support and incentivize workforce transition.
- Professional development has been further supported through new investments under the 2023-2026 Canada-Wide ELCC Action Plan.

# INFORMATION NOTE

## Investments in Quality Child Care (in \$ millions)

	<b>2023/24 Actuals</b>	<b>2024/25 Estimate</b>	<b>2025/26 Plan</b>	<b>2026/27 Plan</b>
Provincial	164.176	129.459	129.979	129.970
CW-ELCC Federal	44.254	99.240	102.449	102.449
Total Quality Child Care	208.430	228.699	232.428	232.428

### **Delivery Partners:**

- The Early Childhood Educators of BC administers the ECE wage enhancement, the Sponsored Crown Grants and a variety of professional development opportunities, including the Peer Mentoring Program.
- Westcoast Family Centres administers the pro-d bursary and professional development.
- University of Western Ontario/Early Childhood Pedagogy Network administers the ECPP.
- MOSAIC administers the translation subsidy.
- Ministry of Post-Secondary and Future Skills is responsible for creating and overseeing public post-secondary ECE spaces and the Work Integrated Learning Program.
- Ministry of Municipal Affairs is responsible for the Provincial Nominee Program.

### **Agreements:**

- Provincial investments are supplemented by federal funding received through two agreements with the Government of Canada:
  - The Canada-BC Early Learning and Child Care Agreement – 2021 to 2025 - \$398 million in funding over five years (ends March 31, 2026)
  - The Canada-Wide Early Learning and Child Care Agreement (CW-ELCC) – 2021 to 2026 - \$3.2 billion over five years (ends March 31, 2026).

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## INFORMATION NOTE

### CONFIDENTIAL INFORMATION NOTE

Ministry of Education and Child Care

Date: August 28, 2024

Program Area: Child Care Policy - Inclusion

# Inclusive Child Care

### Key Messages:

- Inclusive child care means that all children, regardless of their background or abilities, can fully participate and belong.
- Child care providers in BC have varied capacity and ability to provide inclusive child care. Children with support needs are excluded from child care at a rate disproportionate to their peers, particularly those with complex behavioural needs. In some communities, supports for inclusion in school-aged child care are unavailable.
- The ministry is implementing BC's Inclusive Child Care Strategy and investing in resources to build providers' foundational knowledge and skills in providing inclusive child care.

### Background:

- As independent business owners, child care providers set their own program policies and determine admission according to their perceived capacity to meet the needs of children.
- Currently, there are no supports for children with complex medical needs in child care settings.
- Supported Child Development (SCD) and Aboriginal Supported Child Development (ASCD) are community-based programs that offer consulting and support services to children, families, and child care centres, so children with support needs can 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.
- Despite recent enhanced investments and significant increase in service, these programs continue to not meet demand and wait times are long in many communities.
- MCFD is currently conducting public engagement to design an effective system of services for children and youth with support needs. This includes collecting feedback on SCD and ASCD. This work has been informed by ongoing community advocacy and recommendations from the Representative for Children and Youth (RCY) for improved access to supports for children and youth with support needs.<sup>Advice/Recommendations</sup>
- To truly build inclusive child care as a core service, a systems-wide approach to inclusion and equity of access is necessary. ECC has developed an Inclusive Child Care Strategy, which is intended to provide the foundation for this systems-wide approach.
- ECC is focused on building the capacity of child care providers to provide inclusive and culturally safe child care. This includes investing in resources and training for child care professionals, and working with partner ministries to explore how access to inclusion supports may be improved.

### Key Facts:

- Investments through the [Canada-Wide Early Learning and Child Care \(CW-ELCC\) Agreement - 2021 to 2026](#) and the [Canada-BC Early Learning and Child Care \(BC-ELCC\) 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 CW- ELCC Agreement - 2021-2026, BC committed to developing a plan and making

## INFORMATION NOTE

progress on ensuring children experiencing vulnerability and from diverse populations have equitable access to licensed child care. The release and implementation of the Inclusive Child Care Strategy is furthering this commitment.

- Under the \$10 a Day Operating Funding Model Test, the ministry is testing a requirement for child care providers to develop and implement an inclusion policy that outlines the steps they will take to provide inclusive child care services, including how they will prevent or reduce the exclusion or termination of children from their program. The ministry will monitor the impacts from this requirement, which will be used to inform future approaches.

### Key Outcomes:

- In June 2024, the ministry released the Inclusive Child Care Strategy, which was informed by engagements with inclusion and equity interested parties, Indigenous partners, child care providers and families.
- 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.
- In 2023/24, an average of 3,012 more children are receiving supports each month through SCD and ASCD (a 50% increase), and 4,437 more children are being served annually (a 45% increase), compared to before 2018.

### Statistics:

- In 2023/24, an average of 8,986 children received SCD/ASCD supports each month, and a total of 14,298 unique children were served throughout the year.

### Funding:

- SCD/ASCD programs have a base provincial budget of \$70 million through MCFD, and annual federal funding of \$41.8 million from the Canada-BC ELCC Agreement 2021 to 2026 and the CW ELCC Agreement 2021 to 2026, for a total of \$111.8 million.

### Delivery Partners:

- The ministry and MCFD have a Memorandum of Understanding for the ongoing funding and delivery of SCD and ASCD through contracted community organizations.

### Contact:

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## INFORMATION NOTE

**CONFIDENTIAL  
INFORMATION NOTE**

**Ministry of Education and Child Care**

**Date: August 19, 2024**

**Program Area: Child Care Policy**

# Indigenous-led Child Care

### Key Messages:

- 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.
- A Tripartite Memorandum of Understanding (MOU) was signed in September 2024 between First Nations Leadership Council (FNLC), BC and the Government of Canada. The MOU confirms and sets a mutual commitment of the parties to collaborate, dialogue, and jointly act on issues and initiatives related to Early Learning Child Care (ELCC) as self-determined by First Nations in BC.
- The ministry is working to ensure Indigenous children and families have full access to child care in BC, and to partner with Indigenous Peoples to build culturally relevant child care that meets the unique needs of Indigenous families.

### Background:

- The Declaration Act Action Plan commits the Province to “work[ing] in collaboration with BC 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 BC.” (Action 4.19).
- 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 BC to ensure that Indigenous children resident in BC will have access to affordable, quality and culturally appropriate ELCC.”
- Since 2018, the Province has partnered with the First Nations Health Authority (FNHA) and the Aboriginal Head Start Association of BC (AHSABC) to create and transform Aboriginal Head Start (AHS) spaces province-wide. AHS is evidence-based early learning and child care programming for Indigenous children aged 0 to 6 years and their families. Using a culturally relevant curriculum that includes language and culture, nutrition, school readiness and social supports, AHS provides wraparound family support and inclusion services at no cost to Indigenous families.

### Key Facts:

- 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 First Nations Early Learning and Child Care Grant was made available in 2022/23 and 2023/24 to support First Nations Early Learning and Child Care needs and priorities. This flexible funding was provided through Canada-Wide Early Learning and Child Care agreement(CW-ELCC) investments and Provincial Budget 2022.
- The ministry worked with Indigenous partner organizations, including FNHA, AHSABC, Metis Nation BC (MNBC), the BC Aboriginal Child Care Society (BCACCS) and the BC Association of Aboriginal Friendship Centres (BCAAFC) to co-develop and co-host eight in-person engagements from February to June 2024 in multiple regions throughout BC, as well as two virtual webinars. BCACCS engaged with FNLC who supported the overall approach to the regional sessions and was most interested in future consultations directly with First Nations.

### Key Outcomes:

- Since 2018, more Indigenous providers have access to a single stream of operating funding and

## INFORMATION NOTE

more Indigenous families have access to no-fee, culturally based AHS programs with wrap around supports through the creation and transformation of over 1,750 AHS spaces.

- Since 2022, the CW-ELCC Agreement provided \$28.9 million in Distinctions Based capital funding for the creation of new Indigenous-led, culturally based child care spaces through partnerships with the AHSABC supporting 115 new AHS spaces and with MNBC supporting 160 new Métis-led spaces.
- In partnership with the province, the BCAAFC supports Aboriginal Friendship Centres with professional development training, the creation of new spaces and the expansion of child care programs across the province, increasing access to quality, culturally-based child care for Indigenous families.
- In partnership with the province, MNBC created the Métis Early Years Family Connections Navigators to provide cultural resources for Métis families to access culturally based programming and access to ELCC services.
- BCACCS continues to receive funding annually for an Indigenous-specific Child Care Resource and Referral (ACCRR) program which provides culturally focused ELCC resources, training, professional development and support to early years professionals.
- With guidance from FNLC, the province created a flexible and accessible funding approach for one time funding for First Nations to support their unique and distinct ELCC needs with few reporting requirements.

### Statistics:

- 1,750 AHS provincial funded child care spaces with more being onboarded in 2024.
- 178 First Nations accepted the Spring 2024 FN ELCC Grant totaling approximately \$33 million.
- BCACCS provided over 13,000 hours of professional development hours to almost 3,000 participants across BC in 2023/24.
- Distinctions Based capital funding with MNBC is creating 160 Métis specific child care spaces.
- Over 1,700 Métis children enrolled with over 740 referrals made in 2023/24 to outside early years supports and services through the Métis Family Connections Navigators.
- AHSABC is administering Distinctions Based capital funding provided by the Province for the creation of 190 urban AHS child care spaces.
- As of June 2024, over 2,500 Indigenous-led child care spaces have been funded since 2018 through the New Spaces Fund.

### Funding:

#### Investments in Indigenous Child Care (\$Millions)

Indigenous Contracts	2023/24 Actuals	2024/25 Commitments
Provincially Funded	10.55	11.07
CW-ELCC Federal Funded	47.80	61.24
ELCC Bilateral Federal Funded	10.20	17.22
<b>Total</b>	<b>68.55</b>	<b>89.52</b>

### Delivery Partners:

- FNHA and AHSABC administer the Aboriginal Head Start Child Care Program, including operating funding and major and minor capital funding on behalf of the Province.
- The Province has provided capital and operating funding to MNBC to support the creation of Métis-led child care. MNBC also receives funding to support a Family Connection Program, a Child Care Navigation program and Métis specific pedagogy services.
- The Province supports child care planning activities in partnership with BCAAFC.
- BCACCS receives provincial funding annually to provide the Aboriginal Child Care Resource and Referral Centre that includes First Nations Pedagogy services.

## INFORMATION NOTE

### **Agreements:**

The Province's two bilateral agreements with GOC Canada-wide ELCC Agreement - 2021-2026 and the Canada-BC ELCC Agreement - 2021-2025 provide funding for Indigenous Early Learning and Child Care. This funding is meant to work in alignment with the I-ELCC funding provided by Government of Canada directly to BC Aboriginal Child Care Society and Métis Nation BC under Canada's Indigenous Early Learning and Child Care Framework.

### **Contact:**

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## INFORMATION NOTE

### CONFIDENTIAL INFORMATION NOTE

Ministry of Education and Child Care

Date: August 27, 2024

Program Area: Child Care Corporate Finance

# Child Care Capital

### Key Messages:

- Over \$1 billion has been invested in the New Spaces Fund (NSF) to support the creation of thousands of new licensed child care spaces across BC.
- Demand from child care projects has grown such that it can no longer be met through existing NSF budget allocations.
- The ministry has had government direction to develop a capital plan for child care.

### Background:

- The Minister of State for Child Care's 2022 mandate letter includes direction to "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."
- The NSF is government's primary child care space creation program providing operating grants to provincial government partners like school districts, BC Housing, health authorities and post-secondary institutions, as well as to other eligible organizations like local governments, First Nations, and not-for-profit organizations to support child care projects.
- Over \$1 billion has been invested in Child Care since 2018 through provincial and federal sources:
  - **Provincial:** The NSF has an annual base budget of \$86.439. This includes \$1.2 million and \$0.5 million for the Child Care Maintenance Fund and Start Up Grants, respectively.
  - **Canada-Wide Early Learning and Child Care Agreement (CW-ELCC):** Nearly \$660 million has been allocated to the NSF over the course of the 5-year agreement.
  - **CW-ELCC Infrastructure Fund (CW-ELCC IF):** Provides \$47.3 million from 2023/24 to 2025/26 to support projects in underserved communities.
- The CW-ELCC and CW-ELCC IF funding were allocated to achieve the CW-ELCC commitment to create 30,000 and 40,000 new spaces by 2025/26 and 2027/28, respectively so BC could "catch up" and expend funds carried over from the first two years of the agreement. Now that these funds are spent, no further allocations are expected to support space creation.
- The Environmental Social Governance Framework for Capital is Ministry of Finance capital policy direction that requires all new provincially owned vertical construction projects to consider and include child care facilities, if appropriate. Funding is provided primarily through the provincial capital plan, but the NSF funds many of these projects too.
- Cabinet Confidences; Government Financial Information

### Key Facts:

- Recent forecasts indicate the CW-ELCC space creation targets can be achieved if projects that have already been approved complete on time. This means no new projects need to be funded to achieve those targets.
- The impact of increased space creation is that demand for child care operating funding programs is growing. This represents caseload pressures that exceed current budget allocations.
- Despite those forecasts, there is still significant unmet demand and a need to create more child care facilities in BC. Many school districts still meet the definition of "child care deserts", meaning there are fewer than three child care spaces for every 10 children.

## INFORMATION NOTE

- Space creation forecasts rely on previously approved projects completing on time. For this reason, supporting cost-escalation requests remains a priority.
- Provincially owned capital projects in other sectors (like schools and hospitals) are funded using capital funding, whereas child care has historically been funded through the New Spaces Fund, which is an operating grant program.
- Regardless of NSF operating or capital plan funding, additional provincial investment is needed in the near-term if the Province is going to continue supporting child care space creation.

### Key Outcomes:

- Options will be coming forward for a new government to consider operational and capital funding needs.

### Statistics:

- The Child Care sector has grown by 39%, to 154,400 spaces since 2017/18.

### Funding:

	<u>2023/24 - Actuals</u>	<u>2024/25 - Estimate</u>	<u>2025/26 - Plan</u>	<u>2026/27 - Plan</u>
New Spaces Fund – Prov*	84.938	86.439	86.439	86.439
NSF – Federal (CW-ELCC)	187.082	140.000**	102.918**	0.000**
NSF – Federal (IF)	0.000	24.557**	22.704**	0.000**
<b>Total</b>	<b>272.020</b>	<b>250.996</b>	<b>212.061</b>	<b>86.439</b>

\* Includes funding for the Maintenance Fund and Start-Up Grants

\*\*The Federal Government has committed funding until 2025/26 through the Bi-lateral ELCC and CW-ELCC Agreements.

Federal funding in 2026/27 is an estimate and subject to change based on future negotiations. Amounts in table align to Action Plan budget, not Estimates.

### Delivery Partners:

Capital ministries and their affiliated agencies (i.e., school districts, health authorities, and post-secondary institutions) are key partners within the BC Government. Although the ministries do not deliver the projects, they are key partners in the planning and development of a capital plan. Likewise, support from the Ministry of Finance is essential to access the Budget 2025 process. Other partners include local governments, First Nations, and not-for-profit organizations.

### Agreements:

The Province's two bilateral agreements with Government of Canada, Canada-wide ELCC Agreement (2021-2026) and the Canada-BC ELCC Agreement (2021-2026), provide funding for Early Learning and Child Care.

### Contact:

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Patricia Boyle; ADM, Child Care Division, [patricia.boyle@gov.bc.ca](mailto:patricia.boyle@gov.bc.ca), 778-974-5047

## INFORMATION NOTE

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INFORMATION NOTE**

Ministry of Education and Child Care

Date: August 26, 2024

Program Area: Child Care Policy

# Early Learning Child Care Act Changes

### Key Messages:

- The Province's partnership with the Government of Canada is contributing towards reduced fees for families, the creation of more spaces, training and professional development for early childhood educators (ECEs), and the creation of inclusive, distinctions-based and Indigenous-led child care spaces.
- The *Early Learning and Child Care Act* (ELCCA) received Royal Assent on October 28, 2021, and was brought into force through regulation on September 1, 2024.
- The ELCCA replaces and combines the existing *Child Care BC Act* and *Child Care Subsidy Act* to govern child care funding that supports child care providers and reduces costs for eligible low- and middle-income parents and guardians.

### Background:

- The ELCCA was developed alongside the *Early Childhood Educators Act* (ECEA) in response to the Minister of State for Child Care 2020 Mandate Letter commitment to, "[e]nshrine the concept of universal child care in legislation to protect the principles of affordable, accessible, inclusive and quality child care."
  - The ELCCA is intended to confirm government's ongoing commitment to making child care more affordable and will improve the inclusiveness of BC child care programs.
  - The ECEA is intended to support improved oversight of early childhood educators and educational programs to ensure standards of care and quality of practice for people working with young children.
- The regulation to bring the ELCCA into force involved limited revisions to existing regulations, while the regulations to bring the ECEA into force will involve substantially more revisions, as well as the development of entirely new sections of regulation. As such, the ECEA has not yet been brought into force.
- In spring 2024, the ministry completed its consultation with First Nations Rights and Title holders and Indigenous Governing Bodies and engaged with Indigenous partner organizations on the development of the regulations to bring the ELCCA into force.

### Consultation on the Development of the ELCCA and the ELCCA Regulations

- Following consultation and information sharing with First Nations Leadership Council (FNLC) regarding the proposed ELCCA, FNLC expressed a preference in spring 2021 that the Act include language to increase alignment with the *Declaration on the Rights of Indigenous Peoples Act*, and provided specific recommendations based on the draft legislation.
- Engagement sessions with First Nations related to the ELCCA occurred in February 2024, and drafts of the ELCC Regulations were shared in May 2024, with interested First Nations, as well as FNLC and the BC Aboriginal Child Care Society, prior to the regulation coming into force.
- The Ministry of Children and Family Development was consulted on the regulations relating to Indigenous jurisdiction over child and family services.



## INFORMATION NOTE

### Key Facts:

- In revising the regulations to bring the ELCCA into force, changes were also made to improve the delivery of the Affordable Child Care Benefit (ACCB) in specific circumstances.
- As of September 1, 2024, enhanced ACCB supports are available to families when their child care is arranged or recommended by an Indigenous authority under Indigenous law.
- Families will receive the same support with their child care costs, regardless of whether their child care is arranged or recommended by the Ministry of Children and Family Development, Indigenous Child and Family Service Agencies, or under Indigenous law.
- These changes support Indigenous jurisdiction over child and family services, but do not change eligibility requirements or reduce funding amounts to families who have not had their child care arranged or recommend by an Indigenous authority.

### Key Outcomes:

The ELCCA:

- Improves access by expanding the purpose for which a child care grant may be paid to include establishing a child care facility, improving inclusivity in child care for children with support needs, and facilitating the design or delivery of Indigenous child care programs
- Expands and clarifies the role of the Provincial Child Care Council (PCCC) by authorizing the PCCC to make recommendations respecting child care beyond child care funding
- Establishes a new requirement for the minister to report annually on actions taken across government to promote universal, inclusive and equitable child care and to support child care for Indigenous Peoples
- Contemplates future regulations to limit fee amounts or increases that grant recipients can charge

### Delivery Partners:

- The Ministry of Social Development and Poverty Reduction collaborated on the implementation of changes related to the reconsideration and appeals process for the ACCB.
- The Ministry of Children and Family Development was consulted on the regulations relating to Indigenous jurisdiction over child and family services.

### Contact:

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## INFORMATION NOTE

**CONFIDENTIAL  
INFORMATION NOTE**

**Ministry of Education and Child Care**

**Date: August 27, 2024**

**Program Area: Child Care Corporate Finance**

# OAG Update on CCBC Audit

### Key Messages:

- The Office of the Auditor General (OAG) confirmed an audit of the ChildCareBC commitment to increase health authority capacity via an emailed letter dated March 19, 2024, to the Deputy Minister.
- The scope of the audit was on the ministry's work to implement the commitment to "increase capacity in Health Authorities (HA) to licence new spaces, conduct investigations and monitor compliance."
- The ministry and Ministry of Health (MOH) staff are meeting to discuss the OAG report and develop an action plan to address the findings in the report.

### Background:

- In 2018, the Ministry of Children and Family Development (MCFD) introduced the 10-year ChildCareBC plan to establish universal child care in BC. In April 2022, the Child Care Division of MCFD was moved from MCFD to the Ministry of Education and Child Care which is now responsible for implementing the ChildCareBC plan, including initiatives that are grouped into three pillars: accessibility, affordability, and quality.
- The quality pillar of the ChildCareBC plan includes the commitment to "increase capacity in health authorities to licence new spaces, conduct investigations, and monitor compliance".

### Key Facts:

- Cabinet Confidences; Government Financial Information

- The ministry and MOH staff met in May 2024 to discuss re-establishing connection via a joint committee and with a more formal governance structure.
- Cabinet Confidences; Government Financial Information

### Key Outcomes:

- Ministry of Education and Child Care and MOH staff are scheduled to meet in September 2024 to discuss the OAG report and develop an action plan to address the findings in the report.

### Funding:

- The ministry has a base budget of provincial funding; however, the only current incremental funding source is the federal-provincial Early Learning and Child Care Agreements.

### Delivery Partners:

- MOH as a partner to provide information sharing with the health authorities.

### Contact:

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## **INFORMATION NOTE**

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# GOVERNANCE & ANALYTICS DIVISION

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## GOVERNANCE AND ANALYTICS DIVISION

**ADM Responsible:** Cloë Nicholls

### **Overview of Core Business / Program Area:**

The Governance and Analytics Division (GAD) is responsible for education and child care legislation and oversees the Ministry's K-12 accountability and regulatory framework, education analytics strategy and data dissemination, international education, independent schools and K-12 workforce development.

Our core business areas include:

- Education Analytics and Forecasting
- Education and Child Care Legislative Frameworks and Supports
- Oversight of Litigation and Legal advice
- K-12 Continuous Improvement and Accountability
- Oversight of the K-12 Workforce Plan and Input into K-12 Labour Relations
- Teacher Certification & Regulation
- International Education
- Independent Schools

**Budget:** \$15.6M (\$8.74M Core + \$6.9M Teachers Act Special Account)

**Full Time Equivalents (FTEs):** 122

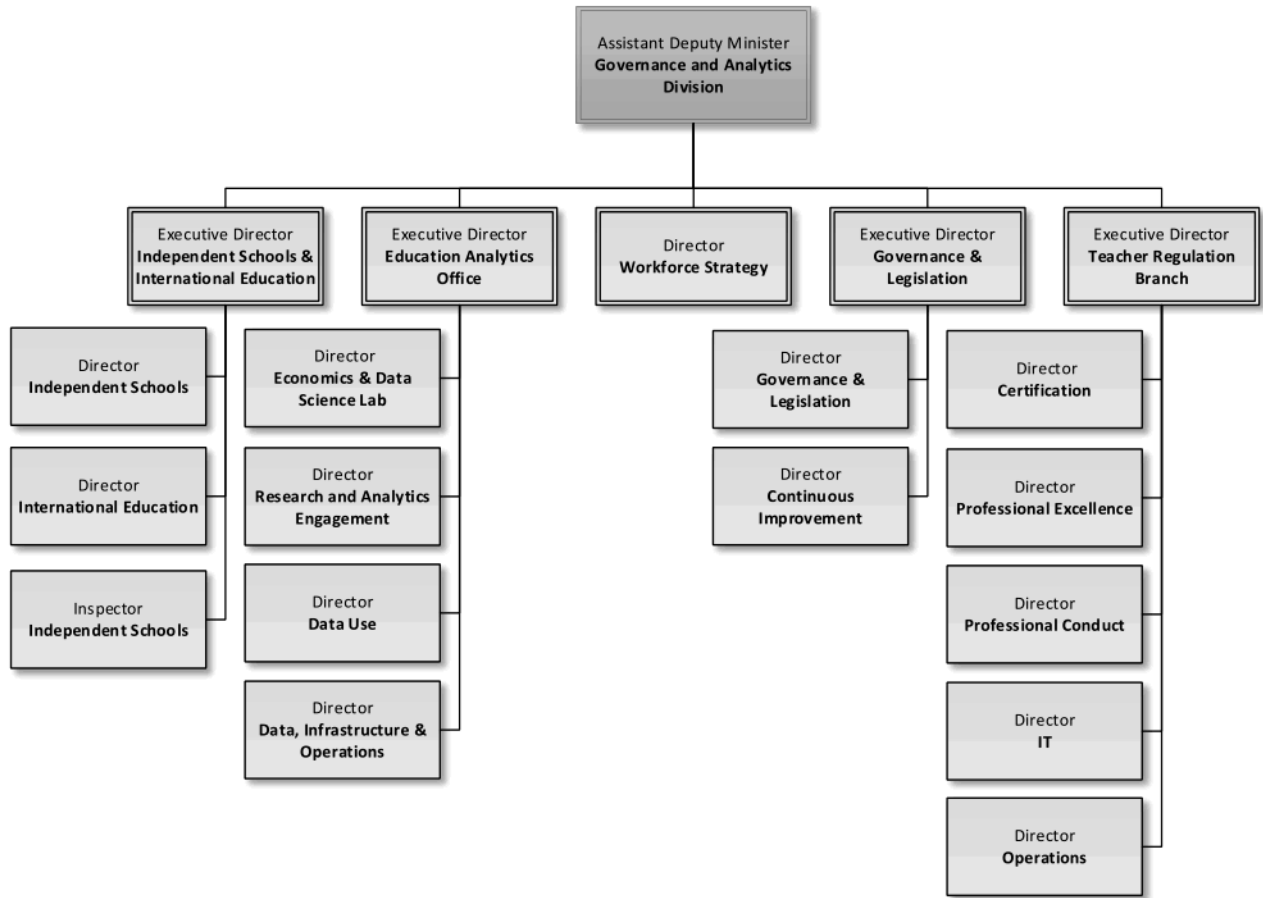
**Related Legislation:** *School Act; Independent School Act; Teachers Act; First Nations Education Act; Early Learning and Child Care Act sections of the Community Care and Assisted Living Act; Early Childhood Educators Act (not in force)*

Oversight of Statutory Bodies

- British Columbia Teacher's Council
- Commissioner for Teacher Regulation
- Director of Certification
- Disciplinary + Professional Conduct Board
- Independent School Teaching Certificate Standards Committee
- Inspector of Independent Schools
- Provincial Child Care Council
- Superintendent of Appeals

### **Organizational Chart:**

See next page.



**GOVERNANCE & ANALYTICS DIVISION  
INFORMATION NOTES**

<b>K-12 Staffing Pressures</b>
<b>Student Outcomes</b>
<b>Priority Population Outcomes</b>
<b>School Board Governance</b>
<b>Legislative Framework</b>
<b>CSF Litigation</b>
<b>International Education</b>
<b>Teacher Discipline (Professional Conduct)</b>
<b>Teacher Certification and Regulation</b>
<b>Public Sector Bargaining – 2025</b>
<b>Access Zones</b>

## INFORMATION NOTE

### CONFIDENTIAL INFORMATION NOTE

Ministry of Education and Child Care

Date: August 09, 2024

Program Area: Workforce Development Branch

# K-12 Staffing Pressures

### Key Messages:

- The K-12 education sector is facing significant staffing shortages due to an increase in student enrolment driven by immigration.
- Population growth puts pressure on services such as schools, but it provides opportunities for new people to join the workforce and fill labour gaps in key sectors like education.
- The Ministry of Education and Child Care is working with education partners on implementing a K-12 Workforce Plan to build a strong, sustainable K-12 workforce.

### Background:

- Between 2021/22 and 2023/24, public school enrolment grew by 36,400 funded students (mostly in the Lower Mainland, South Vancouver Island and Central Okanagan). This is the fastest enrolment growth since the late 1990s.
- This increase is largely driven by federal immigration policies meant to sustain the Canadian workforce and by high international demand for Canadian post-secondary education. Children whose parents are in BC temporarily for work or study purposes make up the majority of recent K-12 enrolment growth.
- Advice/Recommendations
- This rapid growth is generating significant staffing and capital challenges for urban school districts who need to expand their workforce and built environments to respond to the demand.
- Remote/rural districts are not experiencing the same level of enrolment growth but are struggling to find qualified staff in a very tight labour market.
- Provincial staffing shortages are beginning to impact the system's overall ability to deliver services in an equitable way—students living in rural/remote areas are less likely to have access to a qualified teacher than students who live in urban areas.

### Key Facts:

- For every 10,000 newcomers coming to BC, 1,250 of them are school aged, which generates the need for 50 new teachers, 22 education assistants, and one school administrator.
- Under the School Act, all parents who are resident in BC (including some temporary residents) must register their children for an education, and an education must be provided to all eligible students. As such, it is not possible to limit demand without generating significant equity issues.
- Advice/Recommendations

### Key Outcomes:

- To identify a responsive and sustainable path forward, the Ministry has been working with sector partners to develop and implement a K-12 Workforce Plan.



## INFORMATION NOTE

- The ministry has begun implementing preliminary K-12 workforce projects as part of this plan, including:
  - Targeted supports for rural and remote school districts (e.g., hiring incentives, bursaries for student teachers to complete their practicum in the North).
  - Investments to add new seats in teacher education programs and support the delivery of these programs online to improve accessibility across the province.
  - Efforts to streamline and create additional certification pathways for international teachers coming to BC.
  - A partnership with the First Nations Education Steering Committee (FNESC) and engagement with Métis Nation BC (MNBC) to increase the number of Indigenous teachers in public schools, as per a commitment from the Declaration on the Rights of Indigenous Peoples Act Action Plan.

### Statistics:

- As of June 2024, across BC public schools, there were:
  - over 40,500 teachers;
  - over 8,000 teachers teaching on call ; and
  - over 16,100 education assistants.
- The Labour Market Outlook 2023 is forecasting that the system will require 19,620 teachers and 7,110 education assistants over the next 10 years.
- The provincial supply/demand gap is about 600-700 teachers per year.

### Funding:

- The Stronger BC Future Ready Action Plan (under Budget 2023) includes \$12.5 million over three years to support teacher recruitment and retention with a specific focus on teachers in rural and remote areas, and Indigenous teachers.
- In addition, the ministry is investing \$1.130 million from its internal 2024/2025 budget to support K-12 workforce development initiatives.
  - In total, for 2024/2025, ECC is investing close to \$4 million to support initiatives under the K-12 Workforce Plan, in alignment with direction from the Stronger BC Future Ready Action Plan.
- Advice/Recommendations

### Delivery Partners:

- As the governance model in the K-12 sector is quite complex (e.g., teacher certification standards are set by an external body, there are 60 public employers and many local collective agreements with different provisions), any provincial workforce plan needs to be developed and implemented in close collaboration with sector partners to ensure a successful outcome.
- The ministry has been engaging with provincial organizations representing K-12 employers, unions, post-secondary institutions, Indigenous organizations, as well as other ministries, such as Post-Secondary Education and Future Skills (PSFS), to implement K-12 workforce initiatives.

### Contact:

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## INFORMATION NOTE

**CONFIDENTIAL  
INFORMATION NOTE**

**Ministry of Education and Child Care (ECC)**

**Date: September 5, 2024**

**Program Area: Education Analytics Office (EAO)**

# Student Outcomes

### Key Messages:

- The ministry monitors K-12 student indicators to develop an informed understanding of the factors that enable or hinder student outcomes.
- Through the Framework for Enhancing Student Learning (FESL), school districts report to the public annually on key measures that reflect intellectual development (literacy and numeracy), human and social development (self-reported sense of belonging, safety, and adult support) and career development (completion of K-12 studies and transition to post-secondary).
- Among the publicly reported measures there are trends that are positive; some that are stable and some that the ministry is monitoring and acting upon.
  - Positive: BC's six-year completion rate has improved for the last three consecutive years.
  - Stable: Grade 10 and 12 graduation assessment results are stable in recent years.
  - Monitoring/action: Foundation Skills Assessment (FSA) results have declined since the onset of the COVID-19 pandemic in 2020. Recent investments in literacy supports are aimed at addressing this trend but focus is also required on numeracy.

### Background:

- Reporting on K-12 system performance includes measures of literacy and numeracy, completion of K-12 studies, students' experience and transition to post-secondary institutions (PSIs).
- The ministry tracks literacy and numeracy at Grades 4 and 7 through the FSA and at Grades 10 and 12 through graduation assessments.
- Completion rate refers to the proportion of students who graduate with a British Columbia Certificate of Graduation ("Dogwood") or British Columbia Adult Graduation Diploma ("Adult Dogwood"), within six years from the first time they enroll in Grade 8, adjusted for migration in and out of the province.
- Students' experience is measured through the Student Learning Survey (SLS) at Grades 4, 7, 10, and 12. Self-reported mental and physical health, safety, sense of belonging and adult support are among the key domains measured via the survey.
- Post-secondary transition rate measures enrolment of Dogwood recipients in BC public PSIs only.

### Key Facts:

- FSA results are reported on a three-point proficiency scale: Emerging, On Track, and Extending.
- Graduation assessment results are reported on a four-point proficiency scale: Emerging, Developing, Proficient, and Extending.
- With limited exceptions, all students are required to participate in the FSA. However, 2023/2024 participation was 77% (students in BC public schools).
- Completion of graduation assessments is a graduation requirement.
- Approximately 65% of students in BC public schools in Grades 4, 7, 10, and 12 participated in the SLS in 2023/2024. Participation is typically around 60%-65%.

### Key Outcomes:

#### Positive Trends

- The six-year completion rate has steadily improved over time, reaching a record high of 91.8% in the 2022/2023 school year, marking the best performance in the past five years.
- More students reported good to excellent mental and physical health on the SLS in 2023/2024 compared to the previous two years.

## INFORMATION NOTE

- Since 2020/2021, students' sense of belonging in schools is trending upwards.

### Stable Trends

- For graduation literacy (Grades 10 and 12) and numeracy (Grade 10) assessments, public school results are stable in the past two years after a slight decline during COVID-19.
- The proportion of students in Grades 7, 10, and 12 who feel safe at school is stable over time.

### Trends to Monitor

- Completion rates are increasing, but there is evidence that the quality of courses students have when they graduate and options to transition to work or post-secondary may be declining.
- Numeracy performance is consistently behind Literacy, with only 63% and 56% of public-school students On-Track and Extending on the 2023/2024 Grade 4 and Grade 7 Numeracy FSA.
- Since 2019/2020, there is a growing proportion of students who are 'emerging' in Grade 4 and Grade 7 FSA numeracy.
- In FSA literacy, there is a growing proportion of students who are 'emerging' in Grade 4 and Grade 7 since 2019/2020.
- The immediate-entry transition rate continues to decline: the proportion of 2021/2022 resident graduates of BC public schools who enrolled in BC public post-secondary education within one year of graduation is 52.1%, down from a high of 54.9% in 2017/2018. (Note: This measure does not take into account students who go to PSIs outside BC).

### Statistics:

FSA 2023/2024: % of students On-Track and Extending Expectations		
Literacy	Grade 4	72%
	Grade 7	71%
Numeracy	Grade 4	63%
	Grade 7	56%
Graduation Assessment 2022/2023: % of students Proficient and Extending		
Literacy	Grade 10	73%
	Grade 12	77%
Numeracy	Grade 10	45%
Completion Rate 2022/2023		91.8%
Immediate-Entry PSI Transition Rate for 2021/2022 Graduates		52.1%
Student Learning Survey 2023/2024: % Positive Responses		
<b>Adult support:</b> At your school, how many adults do you feel care about you (for example, teachers, counsellors, student helpers)? <i>(Positive Response = '2 or more adults')</i>	Grade 4/7	62%
	Grade 10/12	64%
<b>Belonging:</b> Is school a place where you feel like you belong? <i>(Positive Response = 'Agree/Strongly Agree')</i>	Grade 4/7	60%
	Grade 10/12	53%
<b>Safety:</b> Do you feel safe at school? <i>(Positive Response = 'Agree/Strongly Agree')</i>	Grade 4/7	77%
	Grade 10/12	77%

### Data Availability:

Summary provincial and school district student outcomes data are available at [BC Education System Performance - 2024](#)

### Contact:

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## INFORMATION NOTE

### CONFIDENTIAL INFORMATION NOTE

Ministry of Education and Child Care (ECC)

Date: September 10, 2024

Program Area: Education Analytics Office (EAO)

# Priority Population Outcomes

### Key Messages:

- Priority populations include Indigenous students (on- and off-reserve), students with disabilities or diverse abilities, and Children and Youth in Care (CYIC).
- The K-12 system overall has internationally renowned outcomes but does not yet produce equitable outcomes for all learners. Despite improvements like a 15-percentage point increase in Indigenous students' graduation rate over the past decade, significant gaps remain.
- Addressing these persistent inequities is a primary focus of the ministry through initiatives such as the Framework for Enhancing Student Learning (FESL).

### Background:

- The ministry monitors priority K-12 student populations as there are inequities in their academic outcomes compared to the overall student population.
- School districts report annually on priority populations through the FESL.
- The ministry publishes an annual Aboriginal How Are We Doing? Report
- Reporting for priority populations includes measures of literacy and numeracy, completion of K-12 studies, students' experience and transition to post-secondary institutions (PSIs).
- The ministry tracks literacy and numeracy at Grades 4, 7, 10, and 12 through Foundation Skills Assessment (FSA) and graduation assessments.
- Completion rate refers to the proportion of students who graduate with a British Columbia Certificate of Graduation ("Dogwood") or British Columbia Adult Graduation Diploma ("Adult Dogwood") within six years from the first time they enroll in Grade 8, adjusted for migration in and out of the province.
- Students' experience is measured through the Student Learning Survey (SLS) at Grades 4, 7, 10, and 12. The survey captures self-reported mental and physical health, safety, sense of belonging, and adult support among other indicators.
- Post-secondary transition rate captures the enrolment of Dogwood recipients in BC public PSIs.

### Key Facts:

- FSA results are reported on a three-point proficiency scale: Emerging, On Track, and Extending.
- After a slight decline following COVID-19, the FSA participation for Indigenous students and students with disabilities or diverse abilities has steadily increased over the last three years.
- Graduation assessment results are reported on a four-point proficiency scale: Emerging, Developing, Proficient, and Extending.
- The six-year completion rate tracks how effectively students complete their K-12 education.
  - A majority of all students receive the 80 credit Dogwood credential.
  - The Adult Dogwood is a 20-credit credential available to students aged 18 years+.

### Key Outcomes:

- Priority populations, particularly on-reserve Indigenous students and CYIC, experience lower educational outcomes compared to the overall student population.
- Numeracy performance on the FSA consistently lags literacy for all students as well as priority populations for whom the gap is usually larger.
- Priority population performance on the numeracy graduation assessment is notably lower than the all-student performance.
- Students from priority populations are more likely to be awarded an Adult Dogwood credential and this is particularly notable for on-reserve Indigenous students and CYIC.

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- The most common age to be awarded an Adult Dogwood is 18 years old. This is concerning for many First Nations as the intent of the policy is to support adults to graduate, not to stream students who are still eligible to achieve a Dogwood.
- Priority populations are less likely to attend a BC PSI the year after graduation.
- The one metric where priority populations have results consistent with all students is a majority of positive responses regarding adult support, as indicated by Student Learning Survey (SLS).

### Statistics:

		All Students	Indigenous	Disabilities or Diverse Abilities	On Reserve	Off Reserve	CYIC
<b>FSA 2023/2024: % of Students On-Track and Extending Expectations</b>							
<b>Literacy</b>	<b>Grade 4</b>	72%	59%	59%	44%	58%	38%
	<b>Grade 7</b>	71%	55%	51%	33%	71%	45%
<b>Numeracy</b>	<b>Grade 4</b>	63%	46%	52%	31%	47%	27%
	<b>Grade 7</b>	56%	36%	38%	20%	36%	22%
<b>Graduation Assessment 2022/2023: % of students Proficient and Extending</b>							
<b>Literacy</b>	<b>Grade 10</b>	73%	54%	52%	31%	57%	38%
	<b>Grade 12</b>	77%	59%	59%	37%	62%	47%
<b>Numeracy</b>	<b>Grade 10</b>	45%	24%	29%	10%	26%	12%
<b>Six-Year Completion Rate 2022/2023</b>							
<b>All - Dogwood &amp; Adult Dogwood</b>		91.8%	74.3%	77.3%	63.2%	77.1%	56.1%
<b>Dogwood Only</b>		88.4%	64.4%	68.8%	49.7%	68.0%	33.0%
<b>Adult Dogwood Only</b>		3.4%	9.9%	8.5%	13.5%	9.1%	23.1%
<b>Immediate-Entry PSI Transition Rate for 2021/2022 Graduates</b>							
		52%	35%	41%	39%	35%	37%
<b>Student Learning Survey 2023/2024: % Positive Responses</b>							
<b>Adult support:</b> At your school, how many adults do you feel care about you (for example, teachers, counsellors, student helpers)? <i>(Positive Response = '2 or more adults')</i>							
<b>Grade 4/7</b>		62%	61%	63%	60%	62%	63%
<b>Grade 10/12</b>		64%	66%	67%	66%	64%	73%
<b>Belonging:</b> Is school a place where you feel like you belong?							
<i>(Positive Response = 'Agree/Strongly Agree')</i>							
<b>Grade 4/7</b>		60%	51%	52%	46%	60%	52%
<b>Grade 10/12</b>		53%	45%	47%	45%	53%	37%

## INFORMATION NOTE

### Data Availability:

- Summary provincial and school district student outcomes data are available at [BC Education System Performance - 2024](#).
- The Aboriginal How Are We Doing? Report is also available at: [BC Education System Performance - AbHawd](#)

### Contact:

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## INFORMATION NOTE

### CONFIDENTIAL INFORMATION NOTE

Ministry of Education and Child Care

Date: August 29, 2024

Program Area: Governance and Legislation

# School Board Governance

### Key Messages:

- K-12 education in BC operates under a co-governance model, where the Province oversees the legislative framework, provides funding, and sets high level policy, and boards of education manage local school operations and delivery of educational programs to students.
- The School Act has limited levers for government to intervene in governance issues in school districts. In certain circumstances, the Minister can appoint special advisors to investigate issues and provide recommendations or appoint an official trustee to replace the elected trustees.
- Under the School Act, there is no mechanism for co-governance of the public K-12 education system with First Nations, though questions about governance shifts are increasing as the sector works to be in alignment with the *Declaration on the Rights of Indigenous Peoples Act*.

### Background:

- Under the *School Act*, the public K-12 education system is co-governed by the ministry and 60 locally elected boards of education. Boards are comprised of 3, 5, 7 or 9 trustees geographically elected every four years, and district superintendents report to their respective boards.
- The ministry and the British Columbia School Trustees Association (BCSTA), representing all 60 member boards, signed a Memorandum of Understanding (MoU) in 2014 with a commitment to co-govern the public education system for the benefit of British Columbia's students.
- In the decade since the original signing of the MoU, both parties have worked in partnership, through annual meetings with the ministry and other key education partners, quarterly meetings with the Minister and regular meetings with senior ministry staff.
- The MoU is a living document, and the current version has an open-ended extension, as agreed to by both parties, until such time that either party indicates that they would like to reopen, review and renew the MoU.

### First Nations

- There is currently no First Nations co-governance under the *School Act*. The only mechanism to increase First Nations representation on boards is to make changes to school district Trustee Electoral Areas through Ministerial Order or to have First Nations individuals run and be elected as Trustees.
- The BCSTA also has a memorandum of understanding with the First Nations Education Steering Committee (FNEESC).

### Key Facts:

- Under the *School Act*, Boards are separate legal entities with significant autonomy and responsibility for the governance and operations in their districts.
- The *School Act* has few levers for government to intervene when issues arise in school districts. In certain circumstances, the Minister may, by order:
  - Appoint a special advisor or a special advisory committee to one or more school districts to review a Board's progress regarding improvement of student performance, to investigate issues, or to assist the board regarding educational, financial or community matters;
  - Appoint an official trustee to manage the affairs of the school district, at which time all of the elected trustees cease to hold office; and/or
  - Issue an administrative directive that the district must comply with. Failure to comply with an administrative directive is grounds to appoint an Official Trustee.

## INFORMATION NOTE

- Under the current *School Act*, the Minister can only take action towards the Board as a whole, not an individual trustee.
- Government can partner and exercise influence with education sector partners and boards to support strong board governance and operations.
- In spring 2023, following several issues related to trustee conduct and board governance in school districts, the ministry and BCSTA co-developed the Provincial Criteria Guidelines for School Trustees Codes of Conduct (the 'Guidelines') to enhance boards' understanding of roles and expectations for trustee conduct, support boards in developing policies for breaches of conduct, and to encourage adoption of best practices.
- In August 2023, the Minister requested that Boards update their codes of conduct in alignment with the Guidelines. As of July 2024, 52 districts have voluntarily updated and strengthened their codes of conduct.

### Key Outcomes:

- In recent years, special advisors and committees have been appointed on seven occasions in three districts (Chilliwack, Prince George and Vancouver Island West) to investigate and recommend solutions to governance issues that have impacted a board's ability to improve outcomes for Indigenous students and the ability to prioritize student learning and safety.
- There is currently one administrative directive in place related to student safety planning in School District 61 – Greater Victoria.
- As of August 2024, 52 boards have voluntarily submitted revised Trustees Codes of Conduct and ministry analysis determined that they meet or exceed the Guidelines.

### Statistics:

- There are 60 boards of education and 412 elected school trustees in the province.
- School trustees are elected every 4 years, and the last general school election was on October 15, 2022.

### Delivery Partners:

- BC School Trustees Association (BCSTA)
- First Nations Education Steering Committee (FNESC)

### Agreements:

- BCSTA Memorandum of Understanding (BCSTA MOU)

### Contact:

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Cloë Nicholls, ADM, Governance and Analytics, [Cloe.Nicholls@gov.bc.ca](mailto:Cloe.Nicholls@gov.bc.ca), 250-216-9102



## INFORMATION NOTE

### CONFIDENTIAL INFORMATION NOTE

Ministry of Education and Child Care

Date: August 23, 2024

Program Area: Governance and Legislation

# Legislative Framework

### Key Messages:

- Under the *School Act*, K-12 public schools in BC are co-governed by the provincial government and 60 locally elected boards of education.
- The ministry is responsible for establishing provincial standards and policy direction and providing funding. Boards of education are responsible for the local operation and management of schools in their districts and providing educational programs to students.
- Boards are the owners of school property and the employers of teachers and administrators. The *School Act* provides boards with broad authority to set local policy for their respective districts.
- Other legislation in K-12 includes the *First Nations Education Act*, *Independent School Act*, *Teachers Act*, and associated regulations and ministerial orders under the various statutes.
- The ministry shares authority for child care oversight with the Ministry of Health (HLTH), who is responsible for licensing and monitoring child care facilities under the *Community Care and Assisted Living Act* (CCALA) and the Child Care Licensing Regulation (CCLR). The Ministry is responsible for the sections of the CCALA and CCLR that certify early childhood educators (ECEs) and ECE assistants.
- Under the *Early Learning and Child Care Act* (ELCCA), the Ministry provides grants for child care providers and benefits for families, including the Affordable Child Care Benefit (ACCB).

### Background:

- The current *School Act* was enacted in 1989, underwent a general statute revision in 1996, and has been amended several times since. Many of the specific rules governing public education are set out in Cabinet regulations, minister's regulations or ministerial orders. This includes graduation program requirements, the mandatory curriculum, student reporting obligations (report cards) and school calendar requirements. "The Statement of Education Policy Order (Mandate for the School System)" was enacted in 1989 and has not been updated since then.
- Also enacted in 1989, the *Independent School Act* sets out standards and requirements and establishes classifications of independent schools, as well as the office of Inspector of Independent Schools.
- Enacted in 2007, the *First Nations Education Act* reflects the British Columbia First Nation Education Agreement between the Province and the First Nations Education Steering Committee (FNESEC) regarding the authority of participating First Nations to enact First Nation laws with respect to education on First Nation land. This Act also provides for BC to consult with the First Nations Education Authority respecting proposed changes to education policy, legislation or standards.
- Enacted in 2011, the *Teachers Act* repealed the *Teaching Profession Act*, dissolving and replacing the BC College of Teachers with a new BC Teachers' Council, and established new certification and discipline processes for public and independent school teachers through shared responsibility between the Province and the public education sector.
- Prior to February 2022, child care was administered in the Ministry of Children and Family Development (MCFD). Under MCFD, a legislative framework was established:
  - 1996 - *BC Benefits (Child Care) Act* (later titled the *Child Care Subsidy Act* with the Child Care Subsidy Regulation)
  - 2001 - *Child Care BC Act*
  - 2002 - *Community Care and Assisted Living Act* (CCLA) and the Child Care Licensing Regulation (CCLR) shared with Ministry of Health
  - 2021 - Royal Assent of both the *Early Learning and Child Care Act* (ELCCA) and *Early Childhood Educators Act* (ECE Act).

## INFORMATION NOTE

- On September 1, 2024, the ELCCA was brought into force, replacing both the *Child Care BC Act* and *Child Care Subsidy Act*. The ECE Act has not yet been brought into force.

### Key Facts:

- School districts are created or dissolved by Cabinet. The number of trustees for each district, and the areas from which they are elected, are set by the Minister.
- The *School Act* sets out the rights of students, parents, teachers, school principals and other school district officials. Key provisions in place since inception include the requirement for public schools to be secular, and for public education to be provided free of charge to residents of BC.
- The *School Act* sets out detailed rules for trustee elections, which take place every four years. The most recent election took place in October 2022 and the next election is October 2026.
- In certain circumstances, the Minister may step in to require a board to comply with the *School Act*, and Cabinet may remove a board for substantial non-compliance with the legislation.
- Both the *School Act* and the *Independent School Act* provide for boards or authorities to enter into agreements with some First Nations, as described under those Acts.
- The ELCCA provides for the Minister to enter into agreements with Canada and other jurisdictions, establishes the mandate of the Provincial Child Care Council and sets out an annual reporting requirement.
- There are also child care provisions under the *School Act* for child care on school grounds, including board-operated child care in limited circumstances.
- The *ECE Act*, not yet in force, provides for the registration and oversight of ECEs and approval of qualifying programs and establishes a public-facing registry of ECEs and programs. It will replace relevant provisions currently under the CCALA and CCLR once it is brought into force.

### Delivery Partners:

- Legal Services Branch, Ministry of Attorney General (legislative drafting, legal advice)
- Ministry of Municipal Affairs and Elections BC (School Board Trustee elections)
- K-12 partners/rightsholders: boards of education, independent school authorities, First Nations
- Child Care partners: HLTH, child care providers (public and private, for profit and not for profit).

### Contact:

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**INFORMATION NOTE**

**CONFIDENTIAL  
INFORMATION NOTE**

**Ministry of Education and Child Care**

**Date: August 29, 2024**

**Program Area: Governance and Legislation**

**Conseil scolaire  
francophone  
Litigation**

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## INFORMATION NOTE

**CONFIDENTIAL  
INFORMATION NOTE**

**Ministry of Education and Child Care**

**Date: September 9, 2024**

**Program Area: Independent Schools and International  
Education**

# International Education

### Key Messages:

- K-12 international students are non-residents who come to BC to study, primarily at the high school level. International students pay tuition fees directly to school districts and schools and do not qualify for a provincially funded education.
- Most temporary residents (e.g., the children of work or study permit holders) and all recent immigrants, refugees and English language learners are not considered international students.
- Having international students from different cultural backgrounds supports development of core competencies and helps BC students develop intercultural skills and global competence.
- International students who move into and graduate from BC post-secondary institutions can help address critical workforce skills gaps and labour shortages.
- The federal government's recently announced cap on international student study permits does not apply to international students studying at the K-12 level.

### Background:

- Since the late 1980s, school districts and independent schools have recruited and offered education programs (and homestays) to fee-paying international students.
- Given that the School Act does not currently speak to international students, the ministry's role is supportive and minimally regulatory through policies, guidelines and limited programming.
- In addition to supporting international students in BC schools, the BC Offshore School Program (BCOSP) has been in place since 1998.
- Offshore schools operate as for-profit schools abroad. They are certified by the ministry to offer BC's K-12 education program (e.g., curriculum, certified-teachers, assessments and diploma) and must use BC certified teachers.
- As the certifying entity, the Province's role is direct program administration, including:
  - quality assurance: e.g., annual school inspections, analysis of school reporting;
  - administration: e.g., certification agreements with schools, qualifying inspectors;
  - finance: e.g., fee collection; and
  - engagement: e.g., outreach to Canadian, federal and foreign officials.
- The program is cost-recovered and recovers support spending on ministry staff and priorities.

### Key Facts:

- There were 17,000 fee-paying international students in BC high schools in 2023/24.
- The ministry currently certifies 36 offshore schools in 12 jurisdictions, enrolling 7,200 students.
- BC Offshore schools are located in: Bahrain (1 school; 737 students); Bangladesh (1; 6); Bermuda (1; 600); China (23; 2,928); Colombia (1; 186); Egypt (2; 1,055); France (1; 92); Japan (3; 298); Kazakhstan (1; 89); Qatar (1; 776); Taiwan (1; 30); Thailand (1; 22).
- 6 other Canadian provinces certify a total of 91 offshore schools (or programs) in 20 countries.

### Key Outcomes:

- In 2022/23, international students generated net income of \$86.6 million for 48 districts.
- While school districts generate direct revenue from onshore international education, Provincial revenue is indirect (through taxation and spending).
- An external review of the BCOSP completed by Deloitte in February 2018 assessed the program's

## INFORMATION NOTE

contribution to BC's economy in 2016/17 as:

- total direct and indirect contributions of \$36.7 million and 509 FTE jobs;
- student spending of \$7.2 million in BC during short-term study programs;
- spending of \$20.2 million by graduates now studying in BC post-secondary institutions; and
- \$7.4 million in total government revenue generated
- The offshore school program also creates connections between students and both BC and Canada. Ministry data indicates between 12-16% of program graduates annually attend BC public post-secondary institutions. Offshore schools' own data indicate that an additional 50% of graduates attend post-secondary institutions in other Canadian provinces.

### Statistics:

#### Number of K-12 international students in BC

School year	2019/20	2020/21	2021/22	2022/23	2023/24
Enrolment	20,831	11,446	15,213	16,788	16,950

#### Top school districts and independent schools for international student enrolment (2023/24)

School Districts		Independent Schools	
Vancouver	1,401	Bodwell High School	449
Coquitlam	1,191	Shawnigan Lake School	240
Langley	1,012	Brentwood College	222
Burnaby	958	St. Michaels' University School - Senior	215

### Funding:

- The BC Offshore School Program operates on a cost-recovery basis and is entirely funded through fees the ministry charges to the owner/operators of BC offshore schools.
- In 2023/24, the ministry forecasted to recover \$3.1 million dollars to cover administration costs.
- The ministry does not receive any direct revenue from fees charged by school districts and schools to international students.

### Services to Ministry:

- British Columbia Council for International Education (BCCIE) administers a ministry scholarship program (\$50,000 in FY2024/25) to promote student and teacher international exchanges.

### Delivery Partners:

- British Columbia Council for International Education (BCCIE) – Crown corporation.
- International Public School Education Association (IPSEA) – represents BC school districts.
- Federation of Independent School Associations in British Columbia (FISABC) – represents independent schools with international education programs.
- Federal Provincial Consultative Committee on International Education Related Activities – discusses issues at Deputy Minister, ADM and Executive Director levels.

### Agreements:

- The ministry has five, active, international education-related MOUs (Minister and DM level).
  - Four expire by the end of Dec 2024 (Colombia, Guanajuato and Jalisco in Mexico, and Spain); and
  - One runs until January 2027 (Heilongjiang Province in China).

### Contact:

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## INFORMATION NOTE

**CONFIDENTIAL  
INFORMATION NOTE**

**Ministry of Education and Child Care**

**Date: August 09, 2024**

**Program Area: Teacher Regulation Branch**

# **Teacher Discipline (Professional Conduct)**

### **Key Messages:**

- The *Teachers Act* (the Act) outlines the discipline process once a complaint or report is made about a teacher's conduct or competence. It also establishes the Commissioner for Teacher Regulation (the Commissioner) as a statutory decision maker.
- All boards of education and Independent School Authorities are required to report all suspensions and terminations of employment of teachers to the Commissioner. They are also required to report any disciplinary action for conduct by a teacher that involved harm to a student.
- The actions that can be taken to address teacher conduct are preliminary review; investigation; no further action; consent resolution agreement and hearing.
- The Act establishes two decision making bodies for this process: the Commissioner and Hearing Panels.

### **Background:**

- The Commissioner is responsible for:
  - Receiving complaints/reports of alleged teacher misconduct;
  - Deciding which disciplinary process under the Act is appropriate to address the matter;
  - Overseeing the disciplinary process for all BC certificate holders;
  - Reviewing certification appeals from applicants who have been denied a certificate or from certificate holders who have had their certificate rescinded by the Director of Certification; and
  - Appointing hearing panels to consider evidence and submissions at a discipline or certification appeal hearing.
- The Commissioner is appointed for a five-year term by the Lieutenant Governor in Council, on the advice of the Minister of Education and Child Care.
- The Commissioner must submit an annual report to the Minister outlining the activities of the Commissioner and disciplinary outcomes and trends.
- Hearing Panels are comprised of two appointees from the Disciplinary and Professional Conduct Board (DPCB).
- DPCB members are appointed by the Minister from the membership of the BC Teachers' Council.
- Two DPCB appointees and one appointee from a pool of Commissioner selected public ad-hoc members serve on three-member hearing panels.
- If a discipline matter cannot be resolved by way of consent resolution and the Commissioner determines that further action is required, he/she will refer the matter to a hearing panel.
- The hearing panels also make decisions on certification appeals under the Act.
- Under the Act, the Commissioner appoints every hearing panel and makes rules of procedure for the conduct of hearings.
- Disciplinary outcomes, which include consent resolution agreements and hearing panel decisions, are made public and recorded in the online registry of teachers, unless publication would cause significant harm to the person harmed by the teacher's conduct or where there is a court ordered publication ban.

### **Key Facts:**

- The Office of the Commissioner is currently vacant. A new Commissioner will need to be appointed after transition by the incoming government. An Acting Commissioner, Donnaree Nygard, has been designated under the Act in the interim.



## INFORMATION NOTE

- Hearing panels are classified as an administrative tribunal for remuneration.
- The Commissioner is paid under the terms of the Order in Council appointment.

### Key Outcomes:

- The discipline process ensures teacher quality and student safety by enforcing the Standards for educators in BC's public and independent school systems.
- These commonly held standards help guide teacher conduct, pedagogical practice, ongoing professional growth, and their commitment to truth and reconciliation.
- The independence of the Commissioner and hearing panels and public access to discipline outcomes increases public confidence in the education system.

### Statistics:

- During the 2023/2024 school year, 258 reports (71%) and complaints (29%) were received.
- 276 cases were resolved during this same period:
  - 80 cases (29%) were resolved following the Commissioner's preliminary review;
  - 163 (59%) were resolved by taking no further action after an investigation or other process; and
  - 33 (12%) cases were resolved with a discipline outcome via a consent resolution agreement.

### Funding:

- Remuneration for the Commissioner and Hearing Panels is paid from the Teachers Act Special Account. In fiscal year 2023/2024 this total remuneration was \$194,541.28.
- Staff of the Teacher Regulation Branch carry out the administrative and investigative powers and functions of the disciplinary process.

### Delivery Partners:

- Ministry of Attorney General

### Contact:

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## INFORMATION NOTE

### CONFIDENTIAL INFORMATION NOTE

Ministry of Education and Child Care

Date: August 9, 2024

Program Area: Teacher Regulation Branch

# Teacher Certification and Regulation

### Key Messages:

- A person hired as a teacher by a board of education or Independent School Authority must, with some exceptions, must be certified by the Ministry of Education and Child Care.
- The ministry has seen increases in the total number of people applying to be certified as teachers, primarily due to an increase in applications from internationally educated teachers (IETs).
- While timelines for evaluating applications from teacher candidates trained in BC or certified in other Canadian jurisdictions remain under 14 days, the increase in applications has resulted in longer evaluation timelines for applications from IETs.

### Background:

- The BC Teachers' Council (BCTC) sets the certification standards for the Certificate of Qualification (COQ) required to teach in the public school system.
- The Independent School Teaching Certificate Standards Committee (ISTCSC) sets the standards for the Independent School Teaching Certificate (ISTC) required to teach in the independent system.
- The Director of Certification has legislated responsibility to oversee certification, determine fitness to teach, and maintain an online registry of all certificate and Letter of Permission (LOP) holders.

### Governance:

- Government has regulated teachers since 2012, when the BC College of Teachers was disbanded under the *Teachers Act*, and the Teacher Regulation Branch (TRB) was established.
- Under this regulatory model, responsibility for the certification of teachers is shared between the BCTC, the Director of Certification and the ISTCSC. The BCTC also has sole jurisdiction to set standards for, review and approve all BC teacher education programs.
- The ministry serves as the operational arm of the regulatory structure, providing administrative support to the regulatory bodies through the TRB.
- Boards of education are the employers of all school district staff, including teachers. The *School Act* provides that boards of education may not employ a person as a teacher unless that person holds either a BC teaching certificate, or an LOP to teach.
- The *School Act* allows boards to employ a person who does not meet these qualifications in very unique circumstances if that person is:
  - employed for 20 or fewer consecutive teaching days and teaching a particular class or classes where no certified teacher is available, or
  - instructing a general interest course that is not leading to graduation.
- Certification requirements for independent school teachers are set out under the *Independent School Act* and are similar to the above.

### Certification:

- The Director of Certification issues COQs based on the Certification Standards established by the BCTC or an ISTC based on standards established by the ISTCSC.
- The Director of Certification may also issue an LOP for both the public and independent systems.
  - An LOP allows a person who is not a certified teacher to teach temporarily for a specified period of time, usually for no longer than a period of one school year.
  - An LOP may be issued to a person on the recommendation of a prospective employer, if the employer can show evidence that reasonable efforts were made to hire a certified teacher for the position and no suitable candidate was found.

## INFORMATION NOTE

- Applications for COQs are evaluated based on the jurisdiction where the teacher candidate did their professional training. The ministry receives applications from candidates recommended by BC’s nine post-secondary institutions that offer teacher education programs, as well as applications from teachers certified in other Canadian jurisdictions and international jurisdictions.
- BC is required, under the Canadian Free Trade Agreement, to issue equivalent certification to an applicant who holds a valid teaching certificate from another Canadian province or territory.

### Key Facts:

- There is an increase in the number of IETs applying for certification in BC:
  - There was an increase of 41% in 2022 over 2021, and a 53% increase in 2023 over 2022. It is projected that IET applications in 2024 will exceed the number received in 2023.
- The certification standards set by the BCTC for IETs set out multiple pathways to meeting requirements under four general areas: academic requirements, language, familiarization with the BC school system and curriculum and professional preparation.
  - These pathways expand eligibility for IETs to enter the workforce. However, they are complex and time consuming for TRB evaluators to review and require applicants to submit documents from multiple sources.
- The ministry has undertaken initiatives to streamline the process for issuing IET certificates:
  1. Pathways to Teach Canada (Pathways):
    - In 2022, the Council of Ministers of Education, Canada (CMEC) approved the implementation of Pathways, a single pan-Canadian entry point for the initial review of IET qualifications.
    - Pathways will be launched in October 2024 with full implementation in November 2024. The ministry will require all IETs to apply to Pathways for a credential assessment and use the report for determining if the IET meets the Certification Standards.
  2. Staffing:
    - The ministry has increased the number of evaluator positions to address the current backlog caused by an unprecedented increase in the number of incoming applications.
  3. Technology
    - TRB is replacing its legacy software system and implementing process improvements as new tools become available with the goal of creating efficiencies in multiple areas.

### Key Outcomes:

Number of Certificates and LOPs Issued	2023	2024 (Jan-Aug)
Certificate of Qualification (COQ)	3,496	2,049
Independent School Teaching Certificate (ISTC)	307	143
Letter of Permission (LOP)	778	402
<b>TOTAL</b>	<b>4,581</b>	<b>2,594</b>

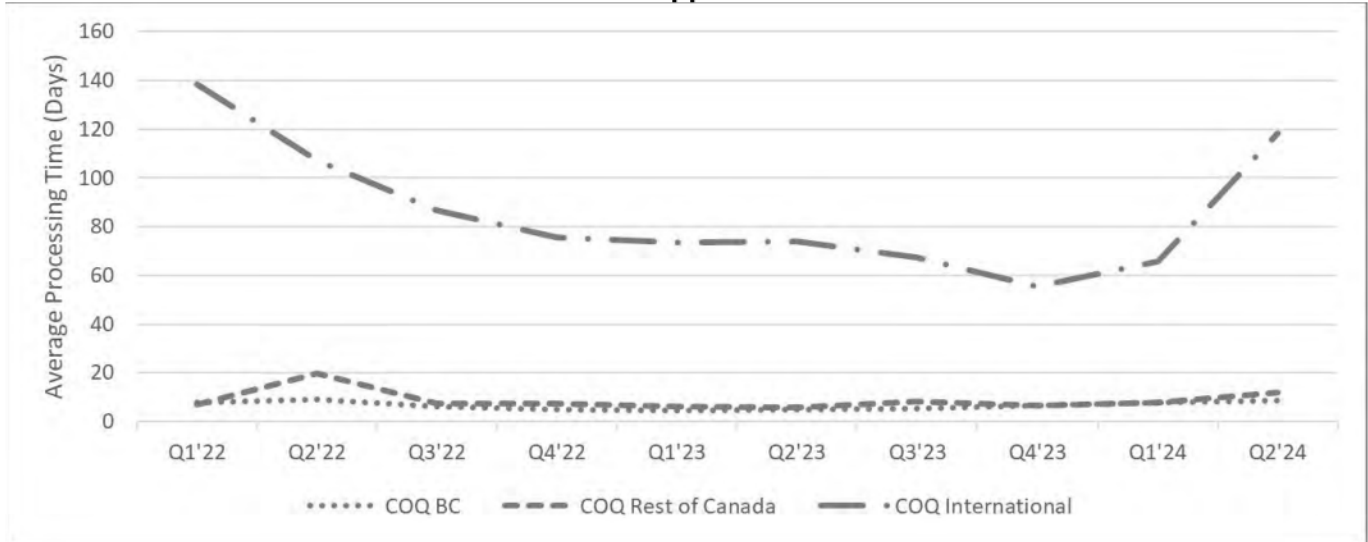
### Statistics:

Application Type	2021	2022	2023	2024 (Jan – July)
<b>BC</b>	1,754	2,226	2,082	1,199
<b>Rest of Canada</b>	1,329	969	992	605
<b>LOP</b>	634	815	974	646
<b>International</b>	688	971	1,482	1,098

# INFORMATION NOTE

## Evaluation Times:

### Average Time from all Application Documentation Received to Evaluation Complete for Eligible COQ Applicants



### Number of Valid Certificate Holders in B.C as of June 5, 2024

Certificate Type	Number
Certificate of Qualification (COQ)	77,685
Independent School Teaching Certificate (ISTC)	2,024
COQ and ISTC	415
<b>Total</b>	<b>80,124</b>

### Number of Valid Letter of Permission Holders in B.C as of June 5, 2024

LOP Employer Type	Number
Letter of Permission – Public Schools	270
Letter of Permission – Independent Schools	467
Letter of Permission – First Nation Schools	3
<b>Total</b>	<b>740</b>

## Funding:

- The TRB is funded through the Teachers Act Special Account (TASA).
- When the current model for certifying and regulating teachers was established in 2012, annual practice fees for educators were lowered from \$120 to \$80.
- In July 2024, the annual practice fee increased to \$95 to cover the increased administrative costs and allow for the teaching profession to be regulated without running a deficit.
- TASA also charges fees for applying for teaching certificates and LOPs.
- In July 2024, the application fee for IETs was reduced from \$395 to \$245 to align with requirements under the *International Credential Recognition Act*.

## Contact:

Andrew Crawford, Director of Certification, Teacher Regulation Branch, Governance and Analytics Division, [Andrew.Crawford@gov.bc.ca](mailto:Andrew.Crawford@gov.bc.ca), 604-817-3856  
 Sarvi Brent, Executive Director, Teacher Regulation Branch, Governance and Analytics Division, [Sarvi.Brent@gov.bc.ca](mailto:Sarvi.Brent@gov.bc.ca), 604-240-6883

## INFORMATION NOTE

**CONFIDENTIAL  
INFORMATION NOTE**

**Ministry of Education and Child Care**

**Date: August 9, 2024**

**Program Area: Workforce Development Branch**

# Public Sector Bargaining - 2025

### Key Messages:

- All collective agreements for the K-12 sector (teachers and support staff) will expire on June 30, 2025. This is later than other public sector collective agreements, which expire on April 1, 2025.
- The Ministry of Education and Child Care works closely with the Public Sector Employers' Council Secretariat and the BC Public School Employers' Association (BCPSEA) to support a successful bargaining process by providing the strategic vision for K-12 public education.

### Background:

#### Roles and responsibilities in K-12 bargaining in BC:

- There are 60 public school districts in BC and each district participates in collective bargaining for both teachers and unionized support staff. Roles for bargaining in the K-12 education sector are as follows:
  - The Public Sector Employers' Council (PSEC), through the PSEC Secretariat, oversees the Province's strategic coordination of collective bargaining, including for K-12 public education;
  - BCPSEA is the accredited bargaining agent for the 60 boards of education;
  - The ministry works closely with the PSEC Secretariat and BCPSEA to provide a strategic vision to support a successful bargaining process;
  - The BC Teachers' Federation (BCTF) is the certified bargaining agent for teachers; and
  - The K-12 Presidents' Council is a voluntary organization that represents support staff in negotiations and is made up of 57 autonomous CUPE unions and 11 other unions.

#### Teacher collective bargaining:

- Teacher collective bargaining takes place at the local and provincial level.
  - Local bargaining between school districts and local unions will start on November 4, 2024. Local bargaining encompasses items that are non-monetary, such as health and safety (e.g., establishment of committees), or processes pertaining to posting and filling vacant positions.
  - Government Financial Information
- Advice/Recommendations; Government Financial Information

#### Support staff collective bargaining:

- Unionized support staff positions include roles such as education assistant, bus driver, maintenance, custodial, trades and administrative support.
- Government Financial Information
- Advice/Recommendations; Government Financial Information

# INFORMATION NOTE

Government Financial Information

## Key Facts:

- For teachers, there is one provincial collective agreement and 60 local sub-agreements. (The Vancouver school district also has a collective agreement specific to Adult Educators.)
- For support staff, there is one voluntary Provincial Framework Agreement and 69 local collective agreements.

## Key Outcomes:

- The term of the current teacher Provincial Collective Agreement is July 1, 2022, to June 30, 2025.
- The 2022-2025 agreement for teachers included significant wage increases over the three-year term, putting BC teacher salaries in line with their counterparts in other provinces. (Similar wage increases were negotiated as part of the support staff PFA.)
- The agreement also added new benefits, like additional preparation time for elementary teachers and standardized maternity leave.
- Government Financial Information

## Statistics:

- June 2024: Over 48,500 teachers (inclusive of teachers teaching on call) and 31,000 unionized support staff in BC public schools.

## Funding:

- Under the 2022-2025 bargaining mandate, the total compensation for the K-12 public education sector is about \$6.7 million, which accounts for 15% of the total compensation across BC's public sector. This makes K-12 education the second largest public sector next to health (52%).

## Delivery Partners:

- Public Sector Employers' Council Secretariat
- BC Public School Employers' Association

## Agreements:

- Provincial Collective Agreement 2022-2025 (Teachers)
- Provincial Framework Agreement 2022-2025 (Support Staff)

## Contact:

Linda Beddouche, Director, Workforce Development, [Linda.Beddouche@gov.bc.ca](mailto:Linda.Beddouche@gov.bc.ca), 778-679-1697  
Cloë Nicholls, ADM, Governance and Analytics Division, [Cloe.Nicholls@gov.bc.ca](mailto:Cloe.Nicholls@gov.bc.ca), 250-216-9102

## INFORMATION NOTE

### CONFIDENTIAL INFORMATION NOTE

Ministry of Education and Child Care

Date: August 29, 2024

Program Area: Governance and Legislature

# Access Zones

### Key Messages:

- In response to disruptive and harmful activities occurring at K-12 public schools, the Legislature passed the *Safe Access to Schools Act* (the Act) in May 2024 giving Cabinet the ability to establish access zones around K-12 schools through regulation.
- The purpose of the Act is to protect students and staff who may experience harm or feel unsafe due to protests and disruptive behaviour and to ensure safe access to educational programs and extra-curricular activities provided at schools.
- A regulation was enacted on May 31, 2024, establishing access zones for all K-12 public and independent schools (with the exception of schools operated by First Nations) for the remainder of the 2023/24 school year.
- A subsequent regulation establishing access zones was enacted in late August 2024, in anticipation of further protest activity during the 2024/25 school year.
- As of August 27, 2024, access zones are in place at all K-12 public and independent schools, with limited exceptions.

### Background:

- Legal Information
- Cabinet Confidences; Legal Information
- As set out in the Act, in deciding to establish access zones, Cabinet must consider the importance of the education, health, safety and well-being of the students attending the school and those providing the educational programs and extracurricular activities at the school; and the need to protect access to schools.
- Access zones can be established for all schools, or a selection of public and/or independent schools, as circumstances necessitate.
- Once established by regulation, access zones extend 20 meters around school property and are in place from 7 am to 6 pm Monday to Friday and during extra-curricular school activities.
- Regulations establishing access zones expire at the end of the school year (June 30).
- Access zones do not apply to Board Offices, as Boards have other tools they can use to address disruptive behaviours, and board meetings are the appropriate place for the public to express opinions to democratically elected decision makers. In cases where protests become unsafe or disruptive, under the *School Act*, boards have the authority to expel people from meetings for improper conduct and to exclude people from meetings if in their view it is in the public interest to do so. Boards may also shift to virtual meetings.

### Consultation and Engagement

- Cabinet Confidences; Intergovernmental Communications
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## INFORMATION NOTE

- Cabinet Confidences; Intergovernmental Communications

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### Legal Considerations

- Legal Information

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### Key Facts:

- The ministry has continued to track protest activity and is aware of 29 major disruptions at public schools throughout the 2023/2024 school year.
- To date, the ministry is not aware of any disruptive activity at schools operated by a First Nation or Community Education Authority or at independent schools.

### Key Outcomes:

- Establishing the access zones through regulation protects ensures safe access to K-12 schools for students and staff and protects students and staff who may be experiencing harm or being made to feel unsafe at school.

### Delivery Partners:

- Justice Services Branch, Ministry of the Attorney General
- Legal Services Branch, Ministry of the Attorney General
- Police and Security Branch, Ministry of Public Safety and Solicitor General

### Contact:

Kiersten Fisher, Executive Director, Governance and Analytics Division, [Kiersten.Fisher@gov.bc.ca](mailto:Kiersten.Fisher@gov.bc.ca), 250-952-1990

Meghan Day, Executive Director, Equity & Strategic Priorities, [Meghan.Day@gov.bc.ca](mailto:Meghan.Day@gov.bc.ca), 778-698-9941



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LEARNING & EDUCATION PROGRAMS  
DIVISION

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## LEARNING AND EDUCATION PROGRAMS DIVISION

**ADM Responsible:** Mary Shaw

### **Overview of Core Business / Program Area:**

The Learning and Education Programs Division (LEPD) plays a central role in supporting the Ministry vision of a world-leading education system that is high quality, student centered, and future focused. All lines of business have the primary objective of enhancing student success. The division is responsible for: defining what children learn and when (curriculum); whether they have learned it (assessment, reporting and graduation requirements); and the extent to which what they learn equips them for the job market and/or post-secondary education (student transitions). LEPD is comprised of two branches: Student Learning and Education Programs and Policy.

The Student Learning Branch manages all activities related to curriculum design and development, large-scale assessment design, delivery, marking and results-reporting, policies for providing feedback on student progress to parents and students, French education, and engagement with the OECD. Annual assessments include the Foundation Skills Assessment for grades 4 and 7, and Literacy and Numeracy Graduation Assessments.

The Education Programs and Policy Branch is responsible for policy, programs, and standards related to inclusive education, graduation, career development, and student transitions to the post-secondary system and employment. The branch is also responsible for the ministry's scholarships program.

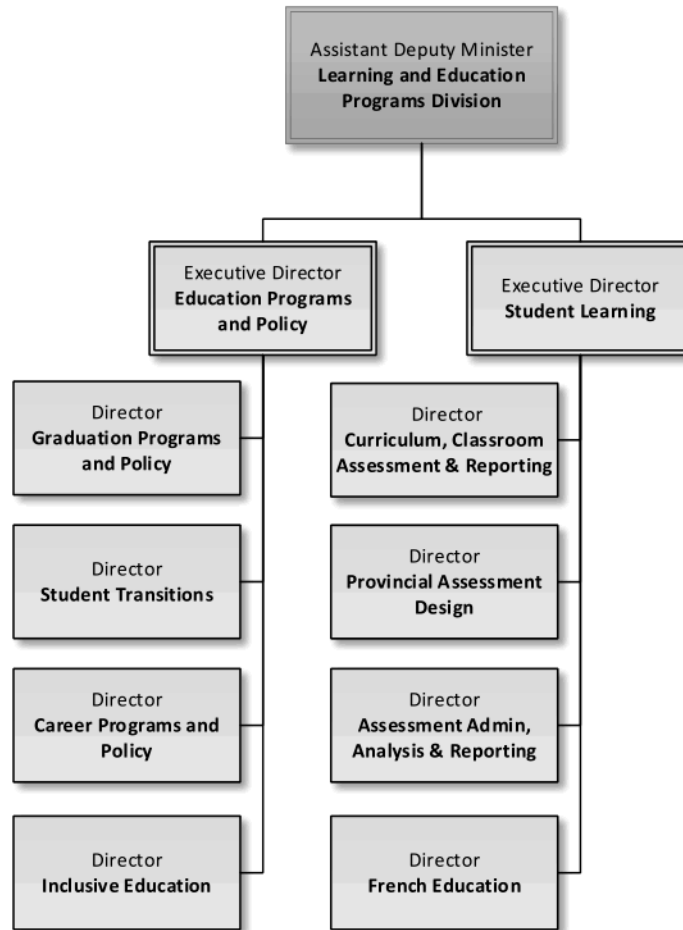
**Budget:** \$89.32M; In addition, LEPD manages \$28.40M in French federal funding

**Full Time Equivalent (FTEs):** 62

**Related Legislation:** *School Act, First Nations Education Act, Independent School Act, Teacher's Act*

### **Organizational Chart:**

See next page.



**LEARNING AND EDUCATION PROGRAMS DIVISION  
INFORMATION NOTES**

**Curriculum Overview**

**Holocaust Education**

**CPR Education**

**Dual Credit Policies and Projects**

**Students with Disabilities and Diverse Abilities**

**Provincial Resource Programs**

**Children and Youth in Care**

**2023/24 Foundation Skills Assessment (FSA) Results**

**Graduation Assessments**

## INFORMATION NOTE

### CONFIDENTIAL INFORMATION NOTE

Ministry of Education and Child Care

Date: September 4, 2024

Program Area: Curriculum, Classroom Assessment,  
and Reporting

# Curriculum Overview

### Key Messages:

- BC's current K to 12 curriculum was fully redesigned for all subjects and grade levels and implemented in classrooms between 2016 and 2019.
- The redesign modernized BC's approach to learning by increasing emphasis on important thinking, communication, and personal and social skills. It has also provided more flexibility for teachers to meet the individual needs of students.
- Implementation of the new curriculum was impacted by the pandemic and full implementation has yet to be realized in all classrooms.
- Education partners, including the BC Teachers' Federation, have identified that teachers would benefit from additional approved learning resources that would reduce workload associated with lesson planning and better support them to teach literacy and numeracy.

### Background:

- Under the *School Act*, the Minister is responsible for setting the K-12 curriculum and requirements for report cards and graduation.
- BC's current curriculum is built on a "Know-Do-Understand" model. The three elements of Content (Know), Curricular Competencies (Do), and Big Ideas (Understand) work together to support deeper learning.
- The current curriculum is less prescriptive about content than older versions with the aim of allowing for more locally relevant content and personalized learning. The current curriculum was co-developed with experienced teachers who had the skill set to leverage the flexibility of the curriculum to provide rich and diverse learning experiences for students.
- However, the ministry has received feedback that the current curriculum is more challenging for newer teachers or teachers who are teaching outside their area of expertise. Teachers have suggested that they would benefit from more detail on the skills students are expected to have and from having access to approved learning resources to support lesson planning.
- Teachers have also indicated that the lack of approved resources that are aligned with the curriculum has significantly increased their workload. They appreciate the flexibility that the curriculum affords but would like to have the option of using more off-the-shelf resources.
- There has not yet been any comprehensive review of the new curriculum or its implementation, and there is no timeline or plan for when such review will occur.
- The process to develop the current curriculum involved extensive consultation and collaboration with education partners. Expectations for participation in future processes will be even higher in the context of the 2019 *Declaration on the Rights of Indigenous Peoples Act*.
- In the 2023/24 school year, the Province committed to making both Holocaust and CPR learning mandatory topics in the provincial curriculum; staff are at various stages of developing recommendations for the Minister on these topics.

### Learning Resources:

- Learning resources play a major role in how topics are taught in classrooms. In previous iterations of the curriculum, the ministry had a larger role in the production, review and approval of learning resources; now it only produces limited provincial resources, with school districts having oversight for the local review, approval, and acquisition of resources.
- Advice/Recommendations

# INFORMATION NOTE

## Advice/Recommendations

- Indigenous rightsholders and education partners have stated that they would support reviews of both the curriculum and the learning resources policy.  
Advice/Recommendations
- Additional budget and staffing would be required for any substantive review of learning resources and/or curriculum.

### Teacher Autonomy:

- The curriculum outlines what teachers must teach but does not prescribe specific teaching approaches and does not tell teachers what they cannot teach about. Teachers are required to meet the professional standards set by the BC Teachers Council, but concerns have recently been raised about how some teachers are approaching the topic of the current conflict in Gaza. Unlike the UK, BC does not have a political impartiality policy for schools.

### Key Facts:

- BC's curriculum has been recognized nationally and internationally for its flexible design and for the inclusion of Indigenous knowledge and perspectives and the First Peoples Principles of Learning.
- The British Columbia curriculum is also used by Yukon and Northwest Territories.
- 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 curricula were mandated for use in schools on July 1, 2019.
- Over 300 BC and Yukon educators and subject experts were involved in developing the new curriculum.

### Key Outcomes:

- BC has 443 courses in English and French developed across K-12: 136 in K-9, 105 in Grade 10, and 202 in Grades 11-12.

### Funding:

- Annual budget for curriculum development and implementation is \$64,000.

### Delivery Partners:

- Yukon Territory
- Northwest Territories

### Contact:

Nick Poeschek, Director, Curriculum and Classroom Assessment, [Nick.Poeschek@gov.bc.ca](mailto:Nick.Poeschek@gov.bc.ca), 250-886-1718

Angie Calleberg, Executive Director, Student Learning Branch, [Angie.Calleberg@gov.bc.ca](mailto:Angie.Calleberg@gov.bc.ca), 250-886-2892

## INFORMATION NOTE

**CONFIDENTIAL  
INFORMATION NOTE**

**Ministry of Education and Child Care**

**Date: August 28, 2024**

**Program Area: Curriculum and Classroom**

**Assessment**

# Holocaust Education

### Key Messages:

- On October 30, 2023, the Province announced that the Holocaust would become a mandatory topic of learning for high school students in the Social Studies 10 curriculum beginning in the 2025-26 school year.
- A commitment was made to explore the addition of other topics to the Grade 10 Social Studies curriculum related to other discriminatory policies and injustices in Canada and the world.
- Between April and June 2024, ministry staff engaged with a variety of community organizations, education partners and Holocaust experts for feedback on proposed curricula. Ministry staff are developing policy options and plan to seek direction from the Minister in late fall 2024.

### Background:

- Ministry staff have consulted with Indigenous rightsholders and engaged with community groups representing Jewish organizations and other diverse community organizations.
- The engagement included the Vancouver Holocaust Education Centre, Black History Awareness Society, National Association of Japanese Canadians, BC School Superintendents Association, and the BC Teachers Federation.
- Advice/Recommendations

### Key Facts:

- Engagement sessions were held with more than 30 education partner organizations and community groups between April and June 2024.

### Key Outcomes:

- All Grade 10 Social Studies courses learn about the Holocaust starting in the 2025/26 school year.

### Contact:

Nick Poeschek, Director, Curriculum and Classroom Assessment, [Nick.Poeschek@gov.bc.ca](mailto:Nick.Poeschek@gov.bc.ca), (250) 886-1718

Angie Calleberg, Executive Director, Student Learning Branch, [Angie.Calleberg@gov.bc.ca](mailto:Angie.Calleberg@gov.bc.ca), (250) 886-2892

Mary Shaw, Assistant Deputy Minister, Learning and Education Programs, [Mary.Shaw@gov.bc.ca](mailto:Mary.Shaw@gov.bc.ca), 250-217-8199

## INFORMATION NOTE

### CONFIDENTIAL INFORMATION NOTE

Ministry of Education and Child Care

Date: August 28, 2024

Program Area: Curriculum and Classroom

Assessment

# CPR Education

### Key Messages:

- In May 2024, Government publicly committed to ensuring that all students receive mandatory Cardiopulmonary Resuscitation (CPR) learning before graduation, and to considering mandatory learning about Automated External Defibrillator (AED) usage and naloxone administration.
- Adding this required learning for students will require engagement with education partners, including school leaders and first aid experts. Engagement is planned for Nov/Dec 2024.
- In early 2025, ministry staff plan to seek Minister's direction on the specific requirements and timeline for implementation.

### Background:

- In May 2024, the Province announced that it intends to pursue adding CPR training as a mandatory lesson in secondary schools.
- Subsequent statements released to the media also added that consultation with rightsholders and education partners would consider the addition of instruction about AED usage and naloxone.
- CPR or other specific first aid techniques are not currently required topics in the Province's K-12 curriculum.
- While CPR is not currently a mandatory part of the curriculum, many school districts are providing some type of CPR training to students.
  - The Advanced Coronary Treatment (ACT) Foundation is a national charitable organization that provides free CPR and AED programs in Canadian high schools.
  - According to the ACT Foundation they have reached 90% of BC public secondary schools without a mandatory curriculum requirement and state that 46,000 BC secondary school students are trained in CPR and how to use an AED each year.

### Key Facts:

- While initial feedback from education partners about this announcement has been mostly positive, some questions have been raised about the details that will impact how this requirement is implemented.
- Key questions for discussion and decision include:
  - Whether the requirement will be for basic instruction about CPR or for certification;
  - Whether the requirement will be for CPR only or also include AED usage and naloxone administration;
  - Options for providing this learning to a student with disabilities or diverse abilities and English Language Learners;
  - How this requirement will be implemented for students attending an online program;
  - The grade/course in which CPR learning will be required; and
  - How this learning will be made mandatory, e.g., by adding to the Physical and Health Education curriculum or by making it a stand-alone graduation requirement.
- Decisions on these questions will impact implementation timelines.

### Key Outcomes:

- Engagement with education partners will begin in late 2024.



## INFORMATION NOTE

### **Statistics:**

- ACT Foundation reports reaching 90% of BC public secondary schools with 46,000 BC secondary school students trained in CPR and AED use annually.

### **Delivery Partners:**

- ACT Foundation
- Health Authorities

### **Contact:**

Nick Poeschek, Director, Curriculum and Classroom Assessment, [Nick.Poeschek@gov.bc.ca](mailto:Nick.Poeschek@gov.bc.ca), 250-886-1718

Angie Calleberg, Executive Director, Student Learning Branch, [Angie.Calleberg@gov.bc.ca](mailto:Angie.Calleberg@gov.bc.ca), 250-886-2892

## INFORMATION NOTE

**CONFIDENTIAL  
INFORMATION NOTE**

**Ministry of Education and Child Care**

**Date: September 18, 2024**

**Program Area: Student Transitions**

# Dual Credit Policies and Projects

### Key Messages:

- Dual credit improves high school graduation and post-secondary transition rates, thereby increasing the number of graduates who have the skills to fill in-demand occupations.
- Since 2021, the Province has committed nearly \$13 million dollars in funding to expand dual credit programs connected to early childhood education, health careers and other in-demand occupations.

### Background:

- The *Earning Credit through Equivalency, Challenge, External Credentials, Post-Secondary Credit and Independent Directed Studies* policy enables grades 11 and 12 students to take post-secondary courses and receive credit toward both their high school and post-secondary graduation credentials.
- The *Recognition of Post-Secondary Transition Programs for Funding Purposes* policy enables schools to claim those dual credit courses for regular per-course funding.
- With limited exceptions, students cannot start dual credit programs after June 30 of their Grade 12 year.

### Key Facts:

- Dual credit allows a student to pursue one post-secondary credential, choosing from the opportunities offered by their school.
  - This can reduce the overall time the student will need to spend at a post-secondary institution to earn the credential.
  - It can also result in an initial post-secondary qualification (e.g., a student can concurrently complete Level 1 trades training and their high school graduation requirements).
- Unlike other North American jurisdictions, BC requires high school students to declare a future career to participate in dual credit.
  - As a result of this policy, school districts typically offer only dual credit opportunities with a straightforward link to an occupation (e.g., trades training).
  - This may also explain why BC has lower dual credit participation than other jurisdictions (e.g., Alberta).
  - Advice/Recommendations
- BC is also encouraging expansion of dual credit opportunities and greater participation through three grant projects: the Early Childhood Education Dual Credit Project, the Health Careers Dual Credit Project, and the Dual Credit Program Expansion Project.

### Key Outcomes:

- Dual credit students are 7% more likely to graduate on time, and that effect is greater for Indigenous students (8%) and students with disabilities and diverse abilities (9%).
- Dual credit students are also 16% more likely to enroll in post-secondary study (based on immediate transition to BC's 25 public post-secondary institutions).

## INFORMATION NOTE

### Statistics:

- Approximately 3,225 BC public school students (3.2% of students in grades 11 and 12) complete about 11,920 dual credit courses each year (based on 2020/21 to 2022/23 data).
- BC's participation rate is lower than neighbouring jurisdictions, such as Alberta (approx. 9%).
- 75% of job openings in the next decade will require post-secondary education.
- Students who don't graduate or transition to post-secondary are three times more likely to be unemployed and earn 47% less compared to their peers.

### Funding:

- The ministry provides the same per-course rate (\$1,078 in 2023/24) for all courses.
- Dual credit course claims now total approximately \$14.3 million a year.
- BC has also committed \$12.9 million in grant funding since 2021 to three dual credit projects.

### Delivery Partners:

- Ministry of Health (Health Careers Dual Credit Project)
- Ministry of Post-Secondary and Future Skills
- SkilledTradesBC (Train in Trades dual credit programming)

### Contact:

Rob Hicks, Director of Student Transitions, [rob.hicks@gov.bc.ca](mailto:rob.hicks@gov.bc.ca), 250-213-5314

## INFORMATION NOTE

**CONFIDENTIAL  
INFORMATION NOTE**

**Ministry of Education and Child Care**

**Date: September 5, 2024**

**Program Area: Inclusive Education**

# Students with Disabilities or Diverse Abilities

### Key Messages:

- The ministry's policy framework concerning students with disabilities or diverse abilities supports inclusive education, with the goal of providing equitable access to educational programming.
  - The current framework utilizes a system of designating students in one of twelve Inclusive Education funding categories largely based on a student's medical diagnosis.
- The ministry provides a base funding amount to boards of education for each student enrolled in their school district, and supplementary funding for students designated in select Inclusive Education funding categories.
  - Base funding includes funds to support general special education services such as learning assistance, special health services, and assessments.
- Teachers' collective agreements contain limits pertaining to both class size and "composition", which refers to the number of students with disabilities in a class and is based on students' designations in one of the twelve Inclusive Education funding categories.
  - In addition to composition language in the provincial collective agreement with teachers, there are also unique provisions related to composition in 40 of the 60 local collective agreements with school districts.
- Annual growth in the number of BC students with an identified disability or diverse ability is significantly outpacing overall student enrolment growth.
  - Many school districts report that they can't recruit enough support staff, and that most teachers do not have the necessary knowledge and skills to address the ever-increasing support needs in their classrooms.
  - Provincial advocacy organizations, including BCEdAccess, Inclusion BC, and Down Syndrome BC, continue to raise concerns publicly about the number of students with disabilities who are "excluded" from educational experiences in BC schools (e.g., being asked to stay home, have shortened days at school, miss a field trip), often due to a lack of available support staff.
  - BCEdAccess has been running an online school "exclusion" tracker since 2018 and releases associated reports annually.
- Many K-12 partner organizations and stakeholders continue to express concerns that the ministry's policy framework and funding model for students with disabilities or diverse abilities are outdated and not responsive to the actual needs of students and families.

### Background:

- In 2012, the Supreme Court of Canada's decision in the Moore vs BC case established that students with disabilities are entitled to receive the accommodation measures they need to access and benefit from the service of public education.
- In 2016, the Supreme Court of Canada decided to restore class size and composition language in BC teachers' collective agreements that had been removed by legislation in 2002.
- In 2018, an Independent Review Panel presented a final report to government with 22 recommendations to improve funding for public education, including Recommendation #6: create a single Inclusive Education supplement.
  - Government has not implemented Recommendation #6 to date.
- In 2021, the Representative for Children and Youth released Excluded: Increasing Understanding, Support and Inclusion for Children with Fetal Alcohol Spectrum Disorder, which included a recommendation for the Ministry of Education to update its Inclusive Education policy and support

# INFORMATION NOTE

documents.

## Key Facts:

- The 12 Inclusive Education supplemental funding categories include eight (8) low incidence categories which are grouped into three (3) supplementary funding levels, and four (4) high incidence categories. The four high incidence categories are captured in the per-pupil basic funding model (i.e., they do not generate supplemental funding).
  - **Level 1:** Physically Dependent (A), and Deafblind (B)
  - **Level 2:** Moderate to Profound Intellectual Disability (C), Physical Disability or Chronic Health Impairment (D), Visual Impairments (E), Deaf or Hard of Hearing (F), and Autism Spectrum Disorder (G)
  - **Level 3:** Intensive Behaviour Supports or Serious Mental Illness (H)
  - **High incidence:** Mild Intellectual Disability (K), Gifted (P), Learning Disability (Q), and Moderate Behaviour Support/Mental Illness (R)
- Base and supplemental funding are not targeted to specific students – school districts use this funding to deliver educational programs to all students in the district.
- Public and independent schools undergo inclusive education financial audits to ensure compliance with Inclusive Education Policy and funding.

## Key Outcomes:

- The 2022/2023 Six Year Completion rates for students (Public and Independent) designated in an Inclusive Education category is 77.6%, up from 63.3% in 2012/13.
- On July 1, 2024, all of ECC's ministerial orders were updated to remove outdated terminology (e.g., "special education") to reflect current terminology for inclusive education.

## Statistics:

- In 2023/24, 91,445 students (13% of BC's student population) were designated in an Inclusive Education funding category.
- While total student enrolment in K-12 public and independent schools increased by 2.4% between 2022/23 and 2023/24, the number of students designated in an Inclusive Education funding category increased by 6%.
- Categories with the largest increases in designated students were:
  - Autism Spectrum Disorder (G): 24,389 students (Public and Independent) in 2023/2024, up from 21,438 students in 2022/2023 (13.8%);
  - Learning Disability (Q): 26,210 students (Public and Independent) in 2023/2024, up from 24,993 students in 2022/2023 (4.9%);
  - Moderate Behaviour Support/ Mental Illness (R): 9,089 students (Public and Independent) in 2023/2024, up from 8,669 students in 2022/2023 (4.8%);
  - Intensive Behaviour Interventions or Serious Mental Illness (H): 9,858 students (Public and Independent) in 2023/24, up from 9,419 students in 2022/23 (4.7%); and
- In 2023/2024 30,545 classrooms had an educational assistant in them for additional support.

## Funding:

- In 2023/24, the ministry provided \$873 million in supplementary funding for students designated in one of the ministry's 12 Inclusive Education funding categories.
- For the 2023/24 school year, the following supplementary funding rates were used:
  - **Level 1:** \$49,070
  - **Level 2:** \$23,280
  - **Level 3:** \$11,760

## Delivery Partners:

- Boards of education/school districts

## INFORMATION NOTE

- Provincial Resource Programs (PRPs)
- Provincial School Outreach (PSO)
- BC Council of Administrators for Inclusive Supports in Education (BC CAISE)
- Ministry of Children and Family Development (MCFD)
- Ministry of Health (HLTH)

**Contact:**

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## INFORMATION NOTE

### CONFIDENTIAL INFORMATION NOTE

Ministry of Education and Child Care

Date: September 19, 2024

Program Area: Inclusive Education

# Provincial Resource Programs

### Key Messages:

- The ministry funds 34 Provincial Resource Programs (PRPs) – highly specialized educational programs that provide supports for students and educators in public, independent and non-Independent First Nation schools across the province.
- PRPs are grouped into two types of programs:
  - Provincial Outreach Programs (POPs) provide services and capacity building to support educators and families in relation to specific disabilities (e.g., autism, fetal alcohol spectrum disorder) or focus areas (e.g., early years); and
  - Provincial Inter-Ministerial Programs (PIPs) provide an educational program for school age children and youth while attending a hospital/mental health/substance use/custody program or a full-time provincial education program such as the BC School for the Deaf (BCSD) and the Transition Program for Gifted Students.
- Increased student enrolment and program delivery costs have resulted in annual program budget requests that exceed the ministry's base PRP budget, which has not increased in over a decade.

### Background:

- PRPs have been formally operating since 1989 and are established through the *Provincial Resource Programs - Ministerial Order M189/08*.
- In 2017, a quality review process was implemented with the goal of ensuring that each PRP is reviewed every 5 years.
  - Quality reviews are completed by an external review team to: (a) ensure PRPs are addressing the current and emerging needs of students; (b) ensure that resources are being effectively managed by the host school districts, and (c) assist the ministry in identifying province-wide needs and issues that can impact future planning and resourcing.
- As of June 30, 2024, quality reviews have been completed for 31 of the 34 PRPs.
- At the beginning of the 2023/24 school year, the ministry was funding 36 PRPs. However, two PIPs were shut down in March 2024 as part of larger facility closures.
  - The Ministry of Children & Family Development (MCFD) closed the Prince George Youth Custody Centre, which housed the Two Wolves Centre School Program.
  - Vancouver Coastal Health Authority closed the Carlile Youth Concurrent Disorders Centre at Lions Gate Hospital in North Vancouver, which housed the Carlile Youth Concurrent Disorders Inpatient Unit School Program.

### Key Facts:

- The ministry distributes funding annually to 16 host school districts to provide administrative oversight for the 34 PRPs, which include 9 POPs and 25 PIPs.
- Budget 2024 included a significant investment of \$30 million over three years to increase literacy supports and better meet the needs of students with dyslexia and other learning disabilities.
  - Part of the funding is being used to expand services of select POPs to provide school districts and independent schools with access to evidence-based, early literacy screening and intervention resources, and training for staff.

### Key Outcomes:

- PRP quality reviews have informed the following changes:
  - enhancing data collection to inform program oversight and improvement;

## INFORMATION NOTE

- supporting teachers to align practice with the provincial curriculum;
- improving online presence for outreach programs;
- consolidating budget submissions for programs operating in the same facility;
- supporting efficiency by clarifying roles and responsibilities between the program, host school district, and the Ministry; and
- supporting programs to coordinate processes to improve service delivery.

### Statistics:

- Approximately 20,000 educators and administrators, and 4,300 students, receive direct support from POPs annually.
- PIPs support approximately 3,200 students annually.

### Funding:

- The ministry funds PRPs through a special purpose grant.
- Approved funding for fiscal year 2024/25 is \$35.1 million
  - Base funding for PRPs has remained static at \$27.8 million since 2007
  - Block funding for wages increases annually based on school district negotiated local collective agreements
    - For FY 2024/25, the total block funding is \$7.3 million
- An additional \$1.52 million was allocated from the ministry budget to address the 24/25 funding shortfall

### Delivery Partners:

- Ministry of Children & Family Development (MCFD)
- Ministry of Health (BC Health Authorities)
- Ministry of Public Safety & Solicitor General (PSSG)
- School Districts (there are 15 host school districts for the 34 PRPs)

### Agreements:

- The *Inter-Ministerial Protocols for the Provision of Support Services to Schools* guide the coordination and delivery of services across the province including educational programs for students in Youth Custody Centres and Court-Ordered Residential Attendance Programs, and educational programs for students while in hospital, outpatient or residential treatment programs.
- These protocols commit the ministry to meet certain obligations with the PRPs such as 10:1 student-teacher ratios.

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## INFORMATION NOTE

### CONFIDENTIAL INFORMATION NOTE

Ministry of Education and Child Care

Date: September 12, 2024

Program Area: Inclusive Education

# Children and Youth in Care

### Key Messages:

- Children and Youth in Care (CYIC) are recognized as priority learners in *The Framework for Enhancing Student Learning* (FESL), which commits the ministry, Indigenous peoples, rightsholders and education partners to work together to continuously improve student learning and address long-standing differences in educational outcomes.
- The ministry is working with the Ministries of Children and Family Development (MCFD) and Post-Secondary Education and Future Skills (PSFS), the First Nations Leadership Council (FNLC), and the First Nations Education Steering Committee (FNESC) to achieve the objectives of the First Nations Children and Youth in Care Protocol.
- The ministry also has a signed partnership agreement with MCFD to work jointly on improving outcomes for children and youth in care.
  - This work has included the development of the *Joint Educational Planning for Children and Youth in Care: Cross-Ministry Guidelines*, which are designed to improve information sharing, collaboration and communication between teachers, school-based teams, child welfare workers, and families.
- However, information on students' child-in-care status is currently not shared between MCFD (social workers) and school districts in a consistent way that would allow schools to reliably identify and implement targeted supports for CYIC.
  - Advice/Recommendations
  -

### Background:

- In May 2020, the Ministry, along with MCFD, PSFS, FNLC, and FNESC, signed the *First Nations Children and Youth in Care Protocol*, committing the Province and First Nations to work together to improve educational outcomes for First Nations CYIC and former youth in care.
- 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 between ECC, MCFD and PSFS allows for CYIC data to be shared between ministries to support program planning, evaluation and decisions related to funding and services.

### Key Facts:

- CYIC face unique challenges that can significantly impact their learning, and often experience poorer educational outcomes than non-CYIC students.

## INFORMATION NOTE

### Key Outcomes:

- In March 2021, the ministry published online resources for teachers, school administrators and caregivers to support students in care in educational settings
- In November 2023, leadership from the *First Nations Children and Youth in Care Protocol* signatories approved a co-developed workplan for the protocol.
  - Workplan actions include ensuring robust data collection, monitoring, and public reporting and enhancing existing supports and services for CYIC.

### Statistics:

- In 2022/23, 6,046 students were identified as CYIC, or approximately 1% of BC K-12 students.
- Of these 6,046 students, approximately:
  - 50% (3,034) are designated in one of 12 Inclusive Education categories;
  - 65% (4,373) self-identify as Indigenous (Indigenous Ever Backdated); and
  - 49% (2,057) are designated in an Inclusive Education category and self-identify as Indigenous, compared to 21% of non-CYIC students.
- Six-year completion rates (resident only):
  - Increased from 53.4% in 2017/18 to 58.5% in 2022/23 for all CYIC;
  - Increased from 50.3% in 2017/18 to 54.5% in 2022/23 for Indigenous CYIC; and
  - Increased from 56.6% in 2017/18 to 64.0% in 2022/23 for non-Indigenous CYIC.

### Funding:

- The ministry provides Equity of Opportunity Supplement (EOS) funding to boards of education to provide programs and services for CYIC, children and youth receiving non-clinical mental health supports, and low-income families. (\$26.5 million for 2023/24; est. \$27.5 for 2024/25)
- The ministry provides CommunityLINK (Learning Includes Nutrition and Knowledge) funding to boards of education to support social functioning and academic achievement through funding to school districts for programs and services focused on vulnerable students, including CYIC (\$59 million for 2023/24; est. \$60.4 million for 2024/25)

### Delivery Partners:

- Ministry of Children and Family Development (MCFD)
- Ministry of Post Secondary Education and Future Skills (PSFS)
- First Nations Leadership Council (FNLC)
- First Nations Education Steering Committee (FNESC)

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## INFORMATION NOTE

### CONFIDENTIAL INFORMATION NOTE

Ministry of Education and Child Care

Date: September 20, 2024

Program Area: Assessment

# Foundation Skills Assessment (FSA)

### Key Messages:

- The Grade 4 and 7 FSAs are provincial assessments of students' literacy and numeracy skills. FSAs provide individual student data that parents, caregivers, teachers, schools and school districts can use to support student learning as well as valuable data on system level performance.
- The British Columbia Teachers' Federation (BCTF) has actively campaigned to eliminate FSAs since 2008 and encourages parents and caregivers to withdraw their children from participation. The use of FSAs to rank schools (and by extension teachers, from the BCTF perspective) is a key reason for the BCTF's opposition to FSAs.
- The ministry does not support the use of assessment data to rank schools because much of the disparity in scores can be explained by demographics. Unsurprisingly, schools in higher socio-economic status neighbourhoods with a high proportion of university-educated parents have better FSA scores.
- The First Nations Education Steering Committee (FNESC) strongly supports the FSA. FNESC views FSAs as a critical tool to track progress toward closing achievement gaps between Indigenous and non-Indigenous students.
- FSA participation rates have been rising in recent years with 79% participation province-wide in 2023/24, but the BCTF campaign has had a significant impact with participation rates in some districts as low as 33% for Grade 4 and 26% for Grade 7.

### Background:

- FSAs were first introduced in 1999, as standardized census assessments of all students in the province. The FSAs replaced previous measures which only sampled select students and could not provide data at the individual student level.
- FSAs are built by experienced practicing teachers from across the province and the Yukon. They are designed to be inclusive, with adaptations so all learners can demonstrate their best literacy and numeracy proficiency.
- The Advisory Group on Provincial Assessment (AGPA 1), consisting of key rightsholders and partner organizations, provided recommendations for aligning FSA with the redesigned curriculum. This led to an updated assessment that was first administered in 2017.
- To address ongoing concerns around FSA and the misuse of data, AGPA 3 began meeting again in May 2022, to explore data protection. However, FSA data is masked to ensure that student information remains confidential, and FOIPPA requires its release.
- FSA results provide parents and caregivers, teachers, schools, districts and the ministry with information about how to better support learning for students.
  - For parents, caregivers and teachers this can include information on literacy and numeracy learning.
  - For teachers, schools, and districts the FSA provides information to support classroom learning, including where students are succeeding and struggling.
  - For schools, districts and the ministry, the FSA results can support decision-making on efforts to improve the system, including the identification of achievement gaps between Indigenous and non-Indigenous learners.
  - For the ministry, the FSA also helps maintain high standards for learning and provides an evidence-base for policy and program accountability and decision making.

## INFORMATION NOTE

- Public awareness on how students are doing is key to ensuring system accountability and reporting FSA results is a requirement for school districts under the Enhancing Student Learning Reporting Order.

### Statistics:

#### 2023/24 FSA Participation:

- The overall provincial participation rate for public and independent schools (Grades 4 and 7 combined) was 79%, up by 5 percentage points compared to 2022/23.
- 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 2022/23.
- Higher numbers of students with disabilities or diverse abilities (excluding Gifted) wrote the FSA: the overall participation rate is 55%, up by 3 ppt from last year (52%).
- This school year, all schools who have not been participating in the FSA have been contacted by program area staff to support them with FSA administration.
- Only students with profound cognitive disabilities should be exempt from writing the FSA.

#### 2023/24 FSA Results:

- FSA results are categorized under three levels of proficiency – emerging, on-track and extending. The goal is for all students is to reach On Track in their literacy and numeracy proficiency.
- The percentage of students who achieve On Track or Extending on numeracy assessments is significantly lower than for literacy
- For Literacy, 75% of Grade 4 and 74% of Grade 7 students are On Track or Extending.
- For Numeracy, 67% of Grade 4 and 60% of Grade 7 students are On Track or Extending.
- The proportion of Grade 7 females who are On Track and Extending in Numeracy is at its lowest since 2018/2019 – at 56%.
- Results for Indigenous students for both Grade 4 and 7 Numeracy are significantly lower than the provincial average, with 46% of Grade 4 students achieving On Track or Extending and 36% for Grade 7.
- There is also significant variation across districts, and between different populations within a district. For example, in School District 49 (Central Coast), 100% of non-Indigenous students are On Track or Extending in Grade 4 Numeracy, whereas this is true for only 43% of Indigenous students.

### Delivery Partners:

- School districts
- Independent School Authorities
- e-Assessment service provider
- Yukon Territory
- Northwest Territories

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Markus Baer, Director, Assessment Design and Development, [Markus.Baer@gov.bc.ca](mailto:Markus.Baer@gov.bc.ca), 250-589-0277

## INFORMATION NOTE

### CONFIDENTIAL INFORMATION NOTE

Ministry of Education and Child Care

Date: September 18, 2024

Program Area: Assessment

# Graduation Assessments

### Key Messages:

- The BC Graduation Program requires all students to complete three Provincial Assessments to graduate: the Grade 10 Numeracy Assessment, the Grade 10 Literacy Assessment and the Grade 12 Literacy Assessment, with additional literacy assessments for those seeking dual Francophone or French Immersion diplomas.
- The main purpose of the assessment is to have a student level check on whether they are meeting the expected level of proficiency in literacy and numeracy before they graduate. Students are required to write the assessments to graduate, but they are not required to achieve proficiency.
- The assessment results from the 2023/24 school year will be available later this fall. Assessment results from the 2022/23 school year are as follows:
  - Numeracy 10 = 47.4% of students achieved proficient or better;
  - Literacy 10 = 75.2% of students achieved proficient or better;
  - Literacy 12 = 78.6% of students achieved proficient or better; and
  - Indigenous student results by comparison: Numeracy 10 = 24%, Literacy 10 = 54%, Literacy 12 = 60%.
- Provincial Graduation Assessments replaced previous course-based provincial exams, which were phased out between 2016-2019.

### Background:

- Provincial Graduation Assessments were first introduced with Numeracy 10 in 2018, Literacy 10 in 2019, and Literacy 12 in 2021.
- The Advisory Group on Provincial Assessment (AGPA II), consisting of key rightsholder and partner organizations, provided recommendations informing the design of these assessments, which are built by practicing educators from across the province.
- All Provincial Assessments are cross-curricular and no longer tied to any specific course. They measure understanding, application of knowledge and deeper learning in the foundational areas of literacy and numeracy.
- The Provincial Assessments align with the redesigned curriculum and reflect international trends for large-scale assessments where there is a focus on the competencies required for students to be successful in the modern world.
- Students write the assessments on an electronic platform, with the exception of numeracy problem solving, and can write up to three times with results reported on a four-point proficiency scale (i.e., Emerging, Developing, Proficient, Extending).
- There are four assessment windows annually (November, January, April, June) where students may write an assessment and if a student re-writes an assessment, only their highest proficiency level achieved appears on their transcript.
  - Since the introduction of the Provincial Graduation Assessments, students have consistently performed better on literacy than on numeracy. There is a significant difference in performance between Indigenous and non-Indigenous learners which the First Nations Education Steering Committee has called on the province to address.
- Advice/Recommendations
-

## INFORMATION NOTE

- Further instructional and intervention supports for literacy and numeracy are being explored to support these concerns.

### Statistics:

- The number of students writing each of the Provincial Graduation Assessments in the 2022/23 school year is as follows:
  - Numeracy 10 – 42,728
  - Literacy 10 – 45,020
  - Literacy 12 – 42,391

### Delivery Partners:

- School districts
- Independent School Authorities
- e-Assessment service provider
- Yukon Territory
- Northwest Territories

### Contact:

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Markus Baer, Director, Assessment Design and Development, 250-589-0277

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# RESOURCE MANAGEMENT DIVISION

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## RESOURCE MANAGEMENT DIVISION

**ADM Responsible:** Chris Brown

### **Overview of Core Business / Program Area:**

The Resource Management Division is responsible for the oversight and management of approximately \$8.4 billion in operating funding to the K-12 sector; the K-12 funding formula; and establishes and administers the Ministry of Education and Child Care's Capital Program, estimated at \$930 million annually. In addition, the division is responsible for the Ministry's overall \$9.6 billion operating budget and financial oversight and a wide range of corporate services: financial services; strategic human resources; risk management; and planning/reporting. There are four branches within this division:

- **Capital Management Branch (CMB)** – enables school districts to provide safe and effective learning environments for students and teachers by prioritizing projects and allocating capital funding to build, upgrade, renovate, and maintain schools. This includes capital planning, capital project approvals, capital project funding, project implementation oversight and condition assessment.
- **Funding and Financial Accountability Branch (FFAB)** – has oversight for the allocation and management of approximately \$8.0 billion of operating and special purpose funding to B.C.'s 60 Boards of Education and more than 300 independent school authorities. This includes K-12 operating funding, implementation of elements of the BC Tripartite Education Agreement (BCTEA), funding compliance and oversight, school district financial oversight and collective bargaining and negotiations support.
- **Management Services Branch (MSB)** – provides corporate services to Ministry staff through financial, procurement, and facilities management support. This includes financial planning and budget development and management, strategic financial planning, management of facilities and workspaces, business continuity, procurement and contracts, and risk management.
- **People and Workplace Solutions (PWS)** – supports learning and development for employees, including implementing ministry-specific Leadership Development Programs. Supports included developing and implementing strategies to address diversity and inclusion, reconciliation, employee wellness, new employee onboarding, succession management, mentoring and employee performance. Also included is the provision of advisory services to staff, managers, and executive.

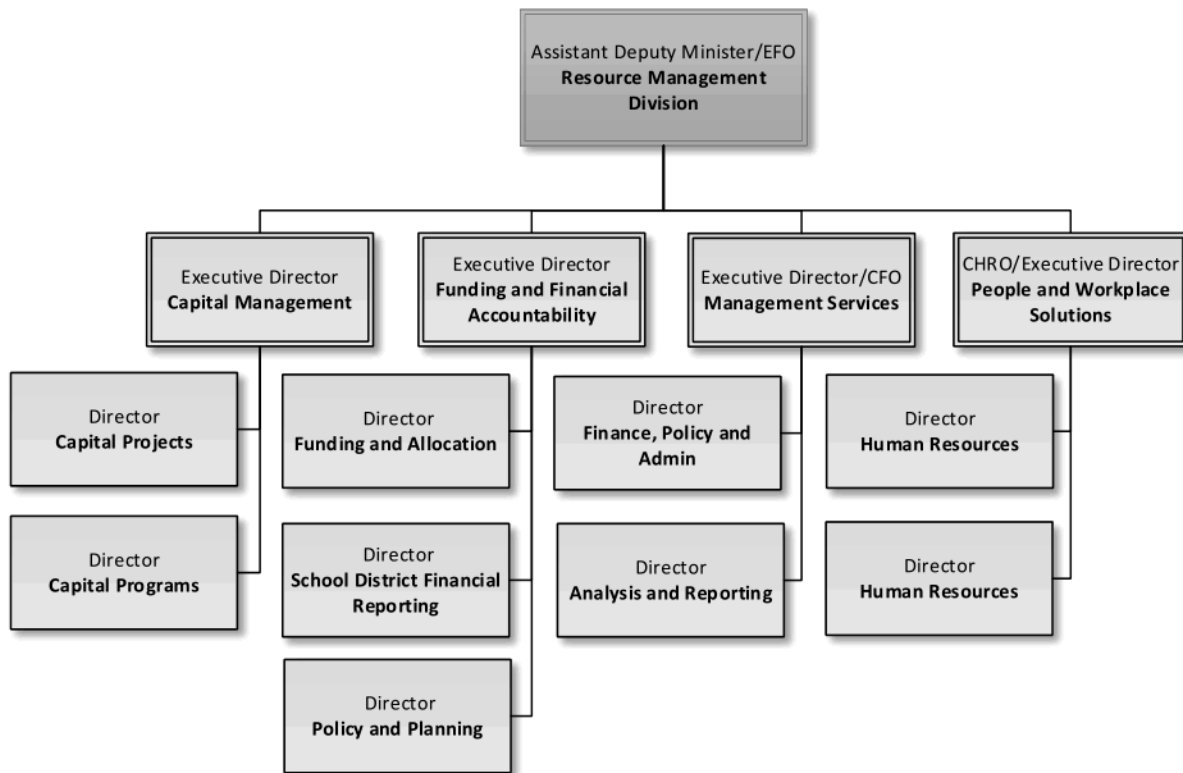
**Budget:** \$8.4 billion (*Divisional Operating Budget*) and \$930 million (*Capital Budget*)

**Full Time Equivalents (FTEs):** 81

**Related Legislation:** *School Act; Independent School Act; Teacher's Act Special Account*



**Organizational Chart:**



**RESOURCE MANAGEMENT DIVISION  
INFORMATION NOTES**

**Prefabricated Additions**

**School Capital - General**

**School District Budget Process**

**Classroom Enhancement Fund**

**SD93 - CSF** Legal Information

**School District Cost Pressures**

## INFORMATION NOTE

<b>CONFIDENTIAL INFORMATION NOTE</b>	<h1>Prefabricated Additions</h1>
<b>Ministry of Education and Child Care</b>	
<b>Date: August 26, 2024</b>	
<b>Program Area: Capital Management Branch</b>	

### Key Messages:

- Over the past three years, a record number of people have chosen to make BC their home, which means we're seeing more enrollment growth in schools.
- Since fall 2023, the Province has provided over \$475 million for prefabricated school addition projects in 17 school districts.
- These projects will rapidly create 317 new classrooms, with the equivalent of 7,865 new seats, in high enrolment growth communities.

### Background:

- Over the past three years, there has been record population growth into the province with approximately 450,000 new people moving to BC. As a result of this influx, schools in BC have faced student enrollment pressures.
- As an example, in the Surrey school district, district enrolment stats for 2021 counted 75,933 students and this grew by 5,842 to 81,775 students for the 2023/2024 school year. Enrolment forecasts for the 2024/2025 school year suggest that the district will grow by another 4,154 students. This has resulted in enrollment growth of almost 10,000 students in the past three years.
- To meet this challenge, the Province is working with high-growth school districts to develop solutions that address fast-paced enrollment growth specifically.
- To date, the the ministry has invested over \$475 million to create 317 new classrooms, which is equivalent to 7,865 new seats. These investments have been delivered through four rounds of investment:
  - **Round 1:** \$156 million to add 104 new classrooms to eight school districts, which is equivalent to 2,580 new seats.
  - **Round 2:** \$121.5 million to add 81 new classrooms to nine school districts, which is equivalent to 2,025 new seats.
  - **Round 3:** \$64.5 million to add 43 new classrooms to three school districts, which is equivalent to 1,075 new seats.
  - **Round 4:** \$133.5 million to add 89 new classrooms to 10 school districts, which is equivalent to 2,185 new seats.
- Communities receiving the new additions include Burnaby, Colwood, Coquitlam, Dawson Creek, Kelowna, Langford, Langley, Peace River (North and South), Richmond, Comox Valley, Maple Ridge, Nanaimo, Terrace, Ladner, North Vancouver, and Surrey.
- Since September 2017, more than \$5 billion has been invested for over 200 new and improved school capital projects as well as land purchases for future schools throughout the province.
- This has resulted in:
  - Approximately 37,000 new student spaces;
  - Over 38,000 seismically safe seats across BC;
  - Almost \$1.9 billion for 69 seismic projects; and
  - \$373 million for 27 property purchases for future schools.

## INFORMATION NOTE

- Budget 2024 includes \$3.75 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 Conseil scolaire francophone (CSF) that are dedicated to accelerating the backlog of needed school capital projects in those districts.

### Key Facts:

- 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.
- Prefabricated additions are designed with the health and wellbeing of students in mind, with natural light, and HVAC systems that provide heating and partial cooling.
- The ministry 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.
  - Financially supporting project offices in growing school districts to help deliver school projects.
- It also includes prefabricated additions to meet the demands of high student enrollment more quickly.
- To plan for future growth, the ministry has supported school districts with investing 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; and
  - Surrey.

### Key Outcomes:

- Since fall 2023, the Province has provided over \$475 million for prefabricated school addition projects in 17 school districts.
- These projects will rapidly create 317 new classrooms, with the equivalent of 7,865 new seats, in high enrolment growth communities.

### Statistics:

- In fall 2023, the Province provided \$156 million for prefabricated school addition projects in eight school districts (Round 1).
- These projects will rapidly create 104 new classrooms, with the equivalent of 2,580 new seats, in high enrolment growth communities.
- These projects are scheduled for occupancy in 2024 and 2025.
- More prefabricated school addition projects (Rounds 2, 3 and 4) will be completed in the coming years bringing the total investment to over \$475 million to create 317 new classrooms, which is equivalent to 7,865 new seats.

### Delivery Partners:

- School Districts

## INFORMATION NOTE

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## INFORMATION NOTE

**CONFIDENTIAL  
INFORMATION NOTE**

**Ministry of Education and Child Care**

**Date: August 26, 2024**

**Program Area: Capital Management Branch**

# School Capital – General

### Key Messages:

- Over the past three years, a record number of people have chosen to make BC their home. This means we're seeing more enrolment growth in schools.
- Since September 2017, over \$5 billion in funding has been announced for more than 200 projects. This includes new schools, expansions, seismic upgrades, and property purchases for future schools.
- To plan for future growth, the ministry has supported over 25 school sites to make sure land is available to build new schools when they're needed.

### Background:

- Since September 2017, the ministry has announced over \$5.0 billion for over 200 school capital projects. This includes:
  - Approximately 37,000 new student spaces;
  - Over 38,000 seismically safe seats;
  - Almost \$1.9 billion for 69 seismic projects (since 2017);
  - Over \$475 million to construct and deliver prefabricated classrooms in fast-growing school regions like Surrey, Burnaby and Langley, directly creating 317 new classrooms, which is equivalent to 7,865 new seats; and
  - \$373 million for 27 property purchases for future schools in Langford, Colwood, Langley, Maple Ridge, Fernie and Surrey.
- The ministry also supports project offices in Vancouver, Surrey, Richmond, and for the Conseil scolaire francophone (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, \$40 million has been invested to build 282 new playgrounds throughout BC - benefiting more than 70,000 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.

### Issues

- Issues informing ongoing capital spending include:
  - Enrolment 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; and

## INFORMATION NOTE

- o District capital asks are high despite significant investment made since 2017.

### Key Facts:

- Since September 2017, over \$5 billion in funding has been announced for more than 200 projects.
- To relieve the fundraising burden on parents and support the health and well-being of our students, the Playground Equipment Program was created in 2018. Since its inception, more than \$40 million has been invested into the program.
- Under this program, 282 new playgrounds have been built at schools across the province, benefiting more than 70,000 children, including those living in surrounding neighbourhoods.

### Key Outcomes/Funding:

- Since September 2017, the ministry has announced over \$5.0 billion for over 200 school capital projects. This includes:
  - o Approximately 37,000 new student spaces;
  - o Over 38,000 seismically safe seats;
  - o Almost \$1.9 billion for 69 seismic projects (since 2017);
  - o Over \$475 million to construct and deliver prefabricated classrooms in fast-growing school regions like Surrey, Burnaby and Langley, directly creating 317 new classrooms, which is equivalent to 7,865 new seats; and
  - o \$373 million for 27 property purchases for future schools in Langford, Colwood, Langley, Maple Ridge, Fernie and Surrey.

### Delivery Partners

- School districts

### Contact:

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Damien Crowell, Executive Director, CMB, [Damien.Crowell@gov.bc.ca](mailto:Damien.Crowell@gov.bc.ca), 250-893-6477

## INFORMATION NOTE

<b>CONFIDENTIAL INFORMATION NOTE</b>	<h1>School District Budget Process</h1>
<b>Ministry of Education and Child Care</b>	
<b>Date: August 26, 2024</b>	
<b>Program Area: Funding and Financial Accountability Branch</b>	

### Key Messages:

- School district budgets have historically been prepared in a fiscally conservative manner to ensure that they are balanced.
- These budgets are based on funding arising from conservative enrolment estimates by school districts.
- Boards have to manage public expectations vs. financial risk when approving their budgets. Public engagement as part of the budget process can be a means of advocating for more operating funding.
- Financial results at the end of the school financial year are usually more positive than the initial budgets indicate.
- No school district is in an accumulated operating deficit position despite public declarations that they may be.
- School districts are permitted to have an annual deficit (balanced by use of surplus); they are not permitted to incur an accumulated deficit without minister approval.
- The balance of Operating Fund surpluses for all school districts totaled more than \$308 million as at June 30, 2023.

### Background:

- Under the *School Act*, the ministry must provide school districts with operating grant estimates in mid-March so they can budget and plan for the upcoming school year.
- For the 2024/25 school year, the estimated operating grants are \$7.079 billion. In addition, nearly \$923 million is provided in special purpose grants such as the Classroom Enhancement Fund and CommunityLINK.
- Boards engage stakeholders, including staff and parents, prior to preparing their annual preliminary budget to better determine local priorities.
- Boards of Education prepare the preliminary budget between February and May for the next school year based on estimated enrolment and preliminary funding.
- A budget must be formally approved and includes a budget debate which provides a forum for public interaction and ensures a degree of accountability. Boards must submit an approved budget to the ministry by June 30 for the next school year.
- School district funding is updated in December of the school year following the September 1701 enrolment count.
- Budgets are amended the following February. Boards were asked to submit the 2023/24 school year Amended Annual Budget (aka Final Budget) to the ministry by February 29, 2024.
- Section 113(2) of the *School Act* states, if an operating grant is amended, the minister may order the board to send a certified copy of the amended annual budget to ECC within 60 days.
- The ministry has received all 60-school district 2023/24 amended annual budget submissions. Districts have budgeted a \$105 million appropriation of accumulated surplus.
- A review indicates that all budget submissions comply with section 111(3) of the *School Act*,



## INFORMATION NOTE

which requires boards to submit a balanced budget.

- School district overall budgeting process is compliant with Generally Accepted Accounting Principles (GAAP), such as:
  - comparison of planned and actual results; and,
  - planned results are presented on a basis consistent with actual results.

### Key Facts:

- Section 111(3) of the School Act requires boards to prepare a balanced budget where board revenues plus any appropriated surpluses fully fund the following:
  - annual operating expenses;
  - annual special purpose fund (SPF) expenses;
  - annual capital fund expenses;
  - tangible capital asset acquisitions (from Operating, SPF's and Local Capital); and
  - any planned reduction of prior years' deficits.
- Pursuant to Ministerial Order 033/09, an annual deficit may be incurred in the operating fund Statement of Operations as a result of using a surplus balance in a fund balance, the amount of such a deficit being not greater than the available surplus balance. This type of deficit does not require prior approval from the minister.
- School districts' use of accumulated surpluses from prior years is permitted by the *School Act*. School districts, for example, have used accumulated surpluses to absorb one-time costs, unforeseen events or reduced revenue due to unexpected enrolment declines.
- School district reporting indicates collective appropriations of \$105 million of accumulated surplus from prior school years to balance the 2023/24 school year (down from \$160 million in their 2022/23 amended budgets).
- System wide, the balance of Operating Fund surpluses and deficits for all school districts totaled more than \$308 million at the end of the 2022/23 school year.

### Key Outcomes:

- As at July 1, 2023, there are no school districts in an accumulated deficit position or with unfunded Employee Future Benefits liabilities.
- The balance of Operating Fund surpluses for all school districts totaled more than \$308 million as at June 30, 2023.
- The ministry is monitoring several districts that, due to structural deficit issues where the district has not adjusted its spending to reflect funding levels, may be experiencing financial issues. These districts include: SD27 (Cariboo-Chilcotin), SD47 (Powell River), SD52 (Prince Rupert), SD57 (Prince George), SD61 (Greater Victoria), SD82 (Coast Mountains), SD83 (North Okanagan-Shuswap), SD91 (Nechako Lakes), SD92 (Nisga'a) and SD93 (Conseil Scolaire Francophone).

### Statistics:

- Operating Fund surpluses are one component of overall school district cash balances. Current cash balances are approximately \$1.95 billion system wide; there are other components as well, such as short-term and long-term accounts payable, school-generated funds, etc.
- School district reporting at this time is consistent with previous years, but it is unlikely that a significant amount of accumulated operating surplus will be required to balance budgets by the end of the school year. In 2022/23, the Accumulated Operating Surplus decreased by \$35 million to \$308 million despite a budgeted appropriation of \$160 million in the Amended Annual Budgets (Attachment 1), a \$126 million swing.
- Attachment 1 (Comparison of Budgets to Actual) shows the changes between Annual

## INFORMATION NOTE

Budget (Preliminary), Amended Budget and Final results.

- Since 2012/13, the cumulative Operating Fund surplus has increased by \$108.0 million.
  - 41 districts increased their amount of surplus – \$169.5 million.
  - The remaining 19 districts decreased their cumulative surplus – \$61.5 million.

The Accumulated Operating Surplus represents 4.4% of the 2022/23 operating funding and special grants (excluding COVID-19 related funding).

### **Attachments:**

- Attachment 1: Comparison of Budgets to Actual
- Attachment 2: Overview of School District Budgeting

### **Contact:**

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# INFORMATION NOTE

## Attachment 1: Comparison of Budgets to Actual

Comparison of Annual Budget to Amended Budget to Actual Financial Results													
	2020-21			2021-22			2022-23			2023-24			
	Annual Budget	Amended Budget	Actual	Annual Budget	Amended Budget	Actual	Annual Budget	Amended Budget	Actual	Annual Budget	Amended Budget	Actual	
Accumulated Operating Surplus, start of year	A	\$ 389.76 M	\$ 389.76 M	\$ 394.52 M	\$ 416.05 M	\$ 416.05 M	\$ 416.49 M	\$ 343.11 M	\$ 343.11 M	\$ 348.94 M	\$ 308.47 M	\$ 308.47 M	\$ 308.47 M
Annual Operating Surplus / (Deficit)	B	\$ (41.77) M	\$ (91.14) M	\$ 118.26 M	\$ (73.76) M	\$ (115.49) M	\$ 11.92 M	\$ (48.20) M	\$ (75.46) M	\$ 64.17 M	\$ 0.64 M	\$ (11.93) M	n/a
# of Districts indicating Annual Deficit		34	41	8	44	48	20	37	42	16	32	38	n/a
Transfers out of Operating funds to Other Funds													
- for Capital Assets	C	\$ (30.63) M	\$ (39.83) M	\$ (46.81) M	\$ (24.39) M	\$ (36.38) M	\$ (39.84) M	\$ (26.76) M	\$ (35.91) M	\$ (44.52) M	\$ (33.24) M	\$ (38.93) M	n/a
- for Local Capital	D	\$ (21.80) M	\$ (37.01) M	\$ (49.92) M	\$ (11.83) M	\$ (41.26) M	\$ (45.46) M	\$ (21.23) M	\$ (48.90) M	\$ (60.13) M	\$ (32.73) M	\$ (52.75) M	n/a
Reduction of Unfunded Employee Future Benefits	E	-	-	n/a	-	-	n/a	-	-	n/a	-	-	n/a
Budgeted Retirement of Deficit	F	-	-	n/a	-	-	n/a	-	-	n/a	-	-	n/a
Budgeted Surplus for the year	G	\$ 2.11 M	\$ 1.23 M	n/a	\$ 1.15 M	\$ 0.37 M	n/a	\$ 0.10 M	\$ 0.27 M	n/a	\$ 0.65 M	\$ 1.28 M	n/a
Surplus Appropriation to Balance Budget [B + C + D + E + F - G = H]	H	\$ (96.31) M	\$ (169.21) M	n/a	\$ (111.13) M	\$ (193.51) M	n/a	\$ (96.30) M	\$ (160.54) M	n/a	\$ (65.98) M	\$ (104.89) M	n/a
June 30 Accumulated Operating Fund Surplus - for Budget [A + H = I] - for Actual [A + B + C + D = I]	I	\$ 293.45 M	\$ 220.55 M	\$ 416.05 M	\$ 304.92 M	\$ 222.54 M	\$ 343.11 M	\$ 246.81 M	\$ 182.58 M	\$ 308.47 M	\$ 242.49 M	\$ 203.58 M	n/a
Note: In 2022-23, SD05 (Southeast Kootenay) made a Prior Period Adjustment which increased their Accumulated Operating Surplus by \$2.1M. Adjustment was due to recognizing an Employee Benefit Plan surplus.													
Note: In 2022-23, SD43 (Coquitlam) made a Prior Period Adjustment which increased their Accumulated Operating Surplus by \$3.7M. Adjustment was due to recognizing an Asset Retirement Obligation resulting in no longer requiring the Environmental Remediation Liability.													
Note: In 2021-22, SD48 (Sea To Sky) made a Prior Period Adjustment which increased their Accumulated Operating Surplus by \$0.4M. Adjustment was due to previously recognizing costs related to the construction of Pemberton House as an expense. These amounts should have been classified as inventory for resale.													
Note: In 2020-21, SD68 (Nanaimo-Ladysmith) made a Prior Period Adjustment which increased their Accumulated Operating Surplus by \$4.76M. Adjustment was due to recognizing a Benefit Premium Balance which increased Operating Surplus.													

# INFORMATION NOTE

## Attachment 2: Overview of School District Budgeting

All successful high-performing organizations undertake some form of strategic or long-term financial planning. For School Districts in British Columbia an annual budget is prepared and adopted in May and subsequently amended the following February after enrolment and funding is known. Provincial funding estimates are received in mid-March for the upcoming school year and final funding figures for the fiscal year are released in late December of the school year.

Staff and parents participate in working groups and report on budget development objectives. The school communities, public budget meetings, surveys on the school district website, and budget advisory committee provide feedback on the working group findings and additional information to the Board.

### Sample Budget Development Guiding Principles

The Board of Education (Board) will keep support for students at the forefront of its decisions. The Board will be guided in making difficult budget decisions by its values of Compassion, Honesty, Fairness, Respect and Responsibility and its beliefs that:

- Public education is fundamental to society and schools must prepare young people as citizens.
- Public education is the responsibility of the whole community.
- Healthy relationships are the foundation of a successful public education system.
- In establishing the 2024/25 annual budget the Board will, to the greatest extent possible, maintain or enhance programs and services for the students of the School District.
- The Board reaffirms its commitment to the comprehensive student service support model and the goals of the enhancement agreement.
- In reviewing programs and services as part of budget deliberations, the Board will endeavor to support programs in the most effective, cost efficient and culturally appropriate manner.
- The Board is committed to administrative and operational efficiency, and appropriate management of risk including the provision of safe and healthy learning environments and sustainable environmental practices.
- The Board will consider options related to the number, locations and use of facilities and the school calendar.
- The Board recognizes that committed reserves are an important element of sound budget management and will not consider them for offsetting budget challenges.
- As a sound financial practice, the Board recognizes that a contingency reserve is prudent to address unforeseen budget pressures.
- The Board is committed to responsible long-term financial planning.
- The Board will continue to review opportunities to enter into additional revenue generating activities.
- The Board is committed to continued advocacy for stable, adequate funding and a fair allocation system.

### Reasons for Budgets

#### School Boards

1. Planning tool for school districts:
  - enables Boards to review objectives;
  - enables Boards and management to focus on financial problems;
  - provides a framework to determine resources required and allows for systematic approach of allocating resources within the school district given the constraints of limited funding; and,
  - allows for “what if” analysis – different scenarios.
2. Approval of a formal budget fulfills a school district’s requirement of obtaining spending authority from those who are politically accountable.
  - Budget debate provides a forum for trustee debate and public interaction.

## INFORMATION NOTE

- Communicates Board's plans and goals to organization, stakeholders and public.
- 3. Management tool and measurement standard that allows districts to evaluate actual financial performance against an approved standard on a monthly, quarterly, and annual basis.
- 4. Enables compliance with Generally Accepted Accounting Principles (GAAP)
  - Comparison of planned and actual results.
  - Planned results presented on a basis consistent with basis used for actual.
- 5. Basis for calendarization and determining spending patterns and calculating school district's cash flow requirements.

### Ministry

1. Provides a standard reporting tool from all school districts to analyze and report on school districts on a consistent and comparable basis.
2. Financial accountability and reporting purposes.
3. Information to the Office of the Comptroller General.
4. Future information for consolidation into the Province's annual estimates.
5. Compliance with legislation requiring balanced budget.
6. Deficit retirement monitoring.
7. Information for funding purposes and funding review.
8. Information for planning purposes by other Ministry branches.
9. Information on comparable school districts is available to districts and school districts and Ministry consultants to assist with improving educational and financial operations.
10. Used in Estimates.

# INFORMATION NOTE

## Annual (Preliminary) Budget

The Preliminary Budget is prepared in February to May for the next school year based on estimated enrolment and funding. The due date to submit the approved budget is June 30.

1. Used primarily by school district as a planning tool to determine staffing and supplies and services required for the next school year, as well as determining school configurations, staff hiring and terminations in May and June prior to the new school year. Collective Agreement language will stipulate milestone dates for termination notices.
2. Allows Board and management to focus on current financial status and problems encountered, i.e., deficit retirement next year and “belt-tightening”.
3. Helps districts develop cash flow requirements and when to order supplies and commit to contracts.
4. Communicates Board’s plans and goals to stakeholders and public.

## Amended Annual (Final) Budget

The Amended Annual Budget is prepared December to February for the current school year based on actual enrolment and funding. The due date to submit approved budget is February 28.

1. Allows boards and management to focus on current financial issues and find and implement solutions, i.e. avoid or reduce deficit.
2. Allows boards and management the means to fine-tune budget, reduce expenditures and adjust spending patterns.
3. Finalize budget figures as per actual enrolment requirements:
  - Allows for matching of resource requirements with actual enrolment – more accurate information for comparability in financial statement reporting.
  - Used in historical analysis.
4. Used as a basis for preliminary budget planning purposes for the following school year by district management.

## INFORMATION NOTE

**CONFIDENTIAL  
INFORMATION NOTE**

**Ministry of Education and Child Care**

**Date: August 26, 2024**

**Program Area: Funding and Financial  
Accountability Branch**

# Classroom Enhancement Fund

### Key Messages:

- The Classroom Enhancement Fund (CEF) was introduced in the 2017/18 school year to fund the implementation of the Memorandum of Agreement (MOA) with the BC Teachers' Federation (BCTF) to restore class size and composition language from before 2002 to BCTF collective agreements.
- School districts have hired over 5,300 additional teacher full time equivalents (FTEs) through CEF, including enrolling and non-enrolling (specialist) teachers.
- The total CEF allocation provided to school districts to implement the restored language for the 2023/24 school year is over \$697.2 million).

### Background:

- On March 3, 2017, the BC Public School Employers' Association (BCPSEA), the Public Sector Employers' Council (PSEC), Ministry of Education and Child Care (ECC), and the BCTF signed a MOA that fully and finally resolves all matters related to the implementation of the Supreme Court of Canada's decision regarding restoration of class size and composition language in effect before 2002.
- The MOA implements the restoration of over 1,600 clauses to collective agreements across the province, together with process around the interpretation of the restored clauses.
- To be compliant with the MOA and the Supreme Court decision, the Province's 60 school districts must meet class size and composition requirements as specified in the MOA and their respective local teacher collective agreements. Government has committed to fully funding the staffing and overhead/administration required for full compliance with the MOA through the CEF.
- This MOA was updated and replaced with a Letter of Understanding in the 2019 to 2022 round of collective bargaining.

### Key Facts:

- CEF has three components:
  1. Staffing (for classroom and specialist teachers);
  2. Overhead (for the ancillary costs of employing these teachers, including support staff dictated by collective agreement language); and
  3. Remedies (where school districts are unable to implement the restored language despite best efforts).
- Funding is based on actual hiring and costs as reported to the ministry in the fall, based on actual hiring as of September 29 of the school year, and actual remedy costs for October.
- Treasury Board has frozen overhead funding at \$41 million).
- However, school districts have reported increased overhead costs resulting from recent wage increases for Teachers Teaching on Call and Educational Assistants; CPP, EI and WorkSafeBC rate increases; and changes to annual illness and injury leave benefits under the *Employment Standards Act*.
- To help address these cost pressures, the ministry has allocated \$3.9 million) in labour settlement funding to CEF overhead for the 2023/24 school year.
- All school districts have received what they requested in their fall 2023 submissions, including additional funding for unfilled non-enrolling (specialist) positions.

## INFORMATION NOTE

- Funding for the 2023/24 school year will be adjusted based upon school districts' end-of-year reporting of actual spending, which should align with their audited financial statements. Underspend on staffing, overhead and remedies will be recovered; overspend in remedies only will be funded.

### Key Outcomes:

- Funding for an additional 5,316 teacher FTEs in British Columbia's classrooms.

### Statistics:

- For the 2023/24 school year the CEF allocation totals \$697.2 million, supporting:
  - 5,316 teacher FTEs at a cost of \$618.3 million:
    - 3,224 enrolling teacher FTEs; and,
    - 2,092 non-enrolling (specialist) teacher FTEs.
  - \$44.9 million of overhead costs.
  - An estimated \$34.0 million for remedies based on actual remedy costs incurred in October 2023.

### Funding:

- ECC has recovered \$0.6 million in funding from 2022/23, which has been reallocated to minimize 2023/24 costs.
- Total funding provided to school districts to implement the restored language has increased from \$522.4 million in 2021/22 to an estimated \$697.2 million in 2023/24.

	CEF (\$ millions)		
	2021/22	2022/23	2023/24
Staffing	458.3	519.6	618.3
Overhead	41.0	42.5	44.9
Remedies	23.2	33.3	34.0
<b>Total</b>	<b>522.4</b>	<b>595.4</b>	<b>697.2</b>

### Delivery Partners:

- BCPSEA advised ECC on the interpretation of the restored collective agreement language in their position as official bargaining agent.
- Boards of education are responsible for meeting the terms and conditions of their collective agreements, including the MOA.

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**INFORMATION NOTE**

**CONFIDENTIAL  
INFORMATION NOTE**

**Ministry of Education and Child Care**  
**Date: August 26, 2024**  
**Program Area: Capital Management Branch**

**SD93– Conseil  
scolaire francophone  
(CSF)** Legal Information

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## INFORMATION NOTE

**CONFIDENTIAL  
INFORMATION NOTE**

**Ministry of Education and Child Care**

**Date: August 26, 2024**

**Program Area: Funding and Financial  
Accountability Branch**

# School District Cost Pressures

### Key Messages:

- Boards of education have indicated that they continued to face cost pressures for the 2023/24 school year.
- In 2022, inflation in BC, as measured by the Consumer Price Index (CPI), was 6.9%, the highest rate since 1982. School district costs related to services and supplies are directly impacted by inflation.
- Although inflation slowed in 2023 (3.9%), prices for goods and services remain elevated.
- Districts are also experiencing labour cost pressures related to changes to Canadian Pension Plan (CPP) and Employment Income (EI) maximums, annual illness and injury leave benefits under the *Employment Standards Act* (ESA), and WorkSafeBC premiums.
- The cost of negotiated agreements for teachers and support staff, which account for approximately 90% of school district costs, continues to be funded through the operating grants.

### Background:

- Boards that experience increasing enrolment generally do not add costs at the same rate. An additional 100 students in a district may generate (on average) an additional \$1 million in funding for the board, but does not necessarily require the hiring of an additional eight teachers or add significantly to services, supplies or transportation costs. However, in some districts, there are increased costs for portable classrooms due to space pressures.
- The existing Funding Allocation System (FAS) also supports those districts with declining enrolment through Funding Protection (FP). FP ensures that total September operating grants do not drop more than 1.5% i.e., the board is guaranteed at least 98.5% of the previous year's September operating grants.
- This is to allow the board to manage the impact of declining enrolment as if a district loses 100 students (potentially \$1 million less in funding) and they may not be able to reduce their staffing by eight teachers and/or associated educational assistants, and still have the same overhead costs to run the school district. The level of FP has varied over the past 20 years, and at times, 100% of the previous year's September funding has been guaranteed.
- Where a district has relatively flat enrolment (or with a small increase or decrease), they do not see the benefit of either of these mechanisms, and so must bear increased costs, without the benefit of increasing funding, or the FP safety net.

### Key Facts:

- The CPI measures price changes by comparing the cost of a fixed basket of goods and services over time; changes in the "all-items" CPI represent the overall rate of inflation.
- In 2022, BC experienced the highest rate of inflation in 40 years. Compared to 2021, the CPI increased across all product groups with the largest increases for gasoline (+27.4%) and energy (including gasoline, +20.1%). These costs significantly impact the price of all goods.
- In 2023, inflation in BC slowed to 3.9% but remains above historical averages.
- Most of a school district's costs are labour related and not directly affected by inflation. However, districts are experiencing labour cost pressures related to changes in CPP and EI maximums, sick leave provisions and WorkSafeBC premiums.
- Based on the 2022/23 Audited Financial Statements (AFS), 89% of school district operating

## INFORMATION NOTE

expenditures are salaries (71%) and benefits (18%) for teachers, management, and support staff. Specifically:

- o teachers represent about 59% of total salary costs and excluded staff (i.e., principals/vice-principals and other professionals) account for 12%; and,
  - o a 1% increase in salaries for excluded staff equates to an additional \$5.7 million in operating costs based on the 2022/23 AFS.
- The remaining 11% are for services and supplies, which include expenditures on professional/technical services, data processing services, contracted transportation, utilities, and supplies and materials of a consumable and/or non-capital nature. These are directly affected by inflation.

### Key Outcomes:

- School district 2022/23 amended budgets indicate the collective appropriation of \$160 million) of accumulated surplus from prior school years to balance the 2022/23 school year (down from \$194 million) in their 2021/22 amended budgets).
- School districts ended the 2022/23 school year with \$308.5 million) of Accumulated Operating Surplus.
- The decrease in appropriated surplus to balance the 2022/23 Annual Budget, coupled with the conservative budgeting approach taken by school districts, indicates that districts can absorb the inflationary cost pressures, or that they have reached the limit of accumulated operating surplus that can be appropriated without significant impact on school district operations.

### Statistics:

- The estimated 2023/24 school district labour cost pressure is \$83 million:
  - o Increases to CPP and EI maximums – \$20.4 million;
  - o ESA changes – \$25 million; and
  - o Increases to WorkSafeBC premiums – \$37.6 million.
- A comparison of the 2023/24 Annual Budget and 2022/23 AFS shows the following school district cost pressures related to services and supplies:
  - o Utilities – increase of \$1.5 million (1.3%); and
  - o Student Transportation – increase of \$2.5 million (5.4%).

### Funding:

- School district funding is based primarily on a per student full time equivalent (FTE) funding allocation, which has risen from \$7,158 to \$8,625 per FTE (+20.5%) since student enrolment started increasing in the 2015/16 school year.
- Prior to that, the basic allocation increased each year as a fixed funding block and was allocated among a decreasing number of students.
- Since 2015/16, the basic allocation has only increased when labour settlement funding has been added to the operating grant funding rates, i.e., to fund the costs of negotiated wage and benefit increases for teachers and support staff.
- Apart from labour settlement funding, the only ongoing additional funding that has been added to the operating block has been the:
  - o Rural Education Enhancement Fund (REEF) (\$1.8 million in 2016/17 rising to \$4.3 million in 2019/20);
  - o Funding for the introduction of the Employer Health Tax (EHT) (\$13.5 million in 2018/19 rising to \$44.6 million in 2019/20) and
  - o Carbon Tax reimbursement (\$5.1 million in 2019/20).
- EHT and REEF funding were merged into the operating grant funding rates (primarily in the geographic factors) in the 2020/21 school year, together with a reimbursement for the Carbon Tax (\$5.1 million in 2019/20) paid by boards of education.
- Ongoing special grants include the Student Transportation Fund (\$14.8 million in 2016/17, rising to \$15.4 million in 2018/19) and Feeding Futures Fund (\$71.5 million in 2023/24).

## INFORMATION NOTE

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# SERVICES & TECHNOLOGY DIVISION

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## SERVICES AND TECHNOLOGY DIVISION

**ADM Responsible:** Jennifer Wray

### Overview of Core Business / Program Area:

The Services & Technology Division (S&T) provides digital services to the Ministry including Child Care, the Education Sector, and cross-government partners by working in collaboration with school districts, Independent School Authorities, post-secondary institutions and other Education Sector organizations and jurisdiction such as the Yukon and First Nations Schools. The Division is also responsible for data collection, security, and privacy, and includes the Chief Information Officer function. There are three branches within the division.

The Student Information, Data and Educational Network Services branch provides four services directly to the sector.

- **MyEducation BC** is the province's student information system, offering secure access to one educational record for all BC students. It's used by teachers, students, and parents to enhance collaboration and tailor learning experiences. The team also maintains the course registry, the province's official database for all K-12 courses, past and present.
- The **Data Management** unit administers the Personal Education Number and various data collections for the ministry. It is also responsible for the Data Management Framework that tracks and formalizes the ministry's data collection streams in accordance with standards set by the Office of the Chief Information Officer (OCIO).
- **Student Certification** administers BC Grade 12 graduation and related student achievement programs, including those in other jurisdictions, such as Yukon and First Nations Schools. It issues student graduation certificates and transcripts and oversees the BC Training and Education Savings Program.
- The **K-12 Next Generation Network (NGN)** offers reliable data connectivity and firewall security services to over 1600 BC public schools. It provides equitable access to the internet, and safeguards against cyberattacks, filters content, and governs all telecommunication services for districts.

The **Online Learning & Educational Resources** branch is focused on the modernization and delivery of online learning in both public and independent schools. It also develops and delivers learning resources to teachers through Open School BC.

- **Open School BC (OSBC)** develops and delivers e-learning services, digital and print content, and multimedia for the broader public sector. OSBC hosts stand-alone training websites and supports two learning platforms: LearnSpace for hosting training, professional learning, and Brightspace for K-12 educational associations. OSBC creates courses and other instructional resources for public organizations and provides services to ministries, agencies, school districts, boards, and Crown corporations.
- **Online Learning** focuses on enhancing the K-12 online learning provincial ecosystem inclusive of the Online Learning Policy, online schools, Provincial Learning Management System, and Accountability and Quality Assurance.

The **Digital Strategies and Services** branch drives business transformation through technology. From



conceptualization to execution, they're the architects behind innovative business applications, the guardians of seamless and secure operations, and the strategists of infrastructure planning and portfolio management. It has three key areas of service:

- The **Technology, Information Privacy & Security Unit** provides internal stakeholders a single point of contact to the full lifecycle of IT service delivery from managing incidents and service requests, to resolving service issues and strategizing service upgrades. The Privacy and security teams are dedicated to safeguarding the organization's physical and digital assets and ensuring compliance with privacy and security standards to protect sensitive data and mitigate cybersecurity risks.
- The **Digital Delivery Unit** oversees critical aspects of the Ministry's technological landscape, ensuring seamless operations and driving innovation. Their expertise helps create cutting-edge solutions and transformative digital advancements.
- The **Business Alignment Unit** translates vision into action by overseeing the execution of projects with agility while enhancing usability across our digital products. They are responsible for delivering value and together with their partners, they navigate complex landscapes towards digital excellence.

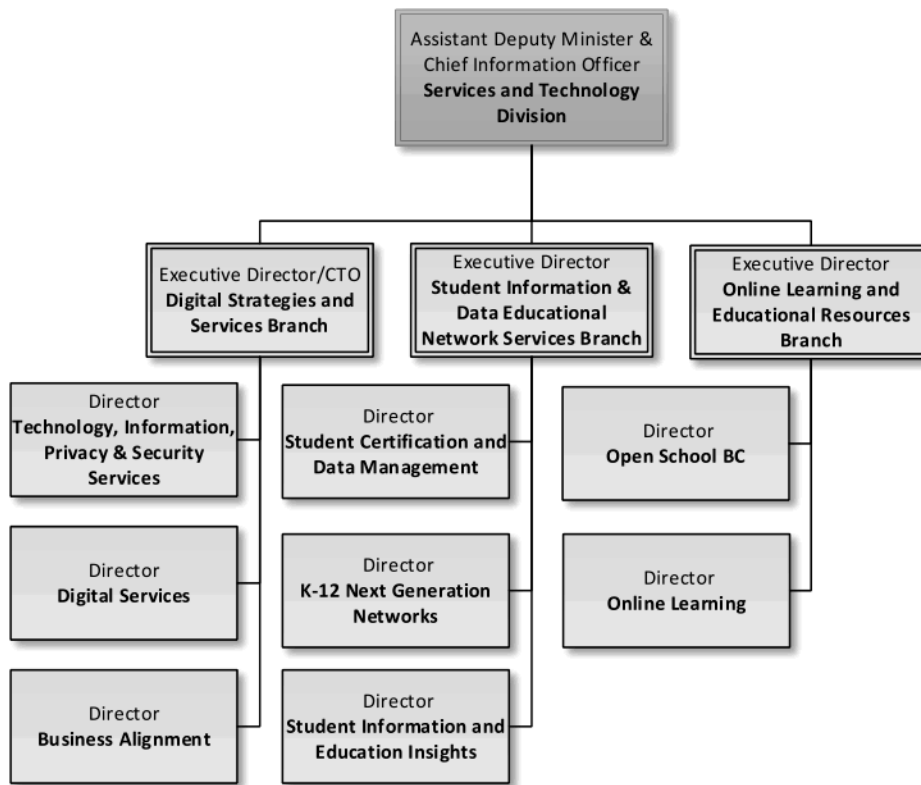
**Budget:** \$40.893M

**Full Time Equivalents (FTEs):** 110

**Related Legislation:** *School Act; Freedom of Information and Protection of Privacy Act (FOIPPA)*

**Organizational Chart:**

See next page.



**SERVICES AND TECHNOLOGY DIVISION  
INFORMATION NOTES**

**Education and Child Care IM/IT Capital Projects**

**Online Learning**

**K-12 Telecommunications and Cyber Security Services**

## INFORMATION NOTE

**CONFIDENTIAL  
INFORMATION NOTE**

**Ministry of Education and Child Care**

**Date: August 26, 2024**

**Program Area: Digital Strategies and  
Services Branch**

# Education and Child Care IM/IT Capital Projects

### Key Messages:

- The ministry is investing in modernizing Information Management and Information Technology (IM/IT) systems to address technical debt and enable capacity to deliver education and child care programs.
- Many ministry business critical systems are end of life, difficult, expensive to maintain and unable to meet the growing demand for enhanced program services or policy implementation.
- For fiscal year 2024/25, the ministry is projecting a pressure in IM/IT capital funds which may impact the planned completion of these IM/IT initiatives.
- The ministry is implementing a mitigation strategy to manage IM/IT capital pressures, however additional IM/IT capital investment is needed to address the increase in legacy technical debt and need for new digital services to support policy and program delivery.

### Background:

- The ministry has made progress towards modernizing IM/IT systems over the past five years.
- Projects to support K-12 digital modernization were granted capital funding in 2018/19 and are on track to be completed on schedule.
- In November 2023, the Digital Investment Board approved the IM/IT capital business case for MyChildCareBC to create a digital service to enable increased access to child care programs and to streamline access to services for child care providers and Early Childhood Educators.
- The cost of current technical debt across child care and K-12 IM/IT systems is currently estimated to be \$12 million annually.
- Pressure in child care IM/IT digital systems is creating risk for provincial and federal child care programs, including the ability to issue child care funding to providers, creating delays in certifying educators and delaying the development of new licensed child care spaces.
- Retiring legacy systems and moving to modern digital services will enable ministry adoption of the Sex and Gender Data Standard and Indigenous Technology Standard, whereby students can identify their gender as X or U and cultural names can be accommodated in all ministry systems.
- Legal Information

### Key Facts:

The ministry has made considerable progress towards modernizing IM/IT systems over the past five years. The portfolio of modernization projects include:

- **Education Modernization**
  - The Education Modernization portfolio includes the following projects that began in FY2019/20:
    - **Completed:**
      - Personal Education Number Registry (PEN)
      - Capital Asset Planning System (CAPS)

## INFORMATION NOTE

- Independent Schools Funding System (ISFS)
- Education Data Warehouse (EDW)
- **Underway:**
  - Graduation Records and Achievement Data (GRAD)
  - Education Data Exchange (EDX)
- **Child Care Modernization**
  - The Child Care Modernization portfolio includes the following projects that began in FY2023-24:
  - **Completed:**
    - Child Care Data Warehouse (CCDW)
    - Capital Asset Planning System (CAPS) Child Care Expansion
  - **Underway:**
    - MyChildCareBC Services (MyCCBC)
    - Child Care Operating Fund/Child Care Fee Reduction Initiative (CCOF/CCFRI)
    - Operating Funding Model (OFM)
    - Early Childhood Educator Registry (ECER)

### Key Outcomes:

- As modernized systems come online, the result will be scalable, efficient and agile digital services that will be more cost effective, meet the demand for enhanced services, and enable the implementation of ministry policies and programs and corporate data standards.

### Funding:

- FY24/25 Capital allocation across six approved projects is \$6.500 million

### Delivery Partners:

- Office of the Chief Information Officer (OCIO) for infrastructure support and services (OpenShift and Dynamics)
- EY Design Studios, CGI, and Quartech for architecture, design, development and implementation services

### Agreements:

- Funding Memo from OCIO on behalf of the Deputy Minister's Council for Digital and Data
- Development contracts with EY Design Studios, CGI, and Quartech

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## INFORMATION NOTE

**CONFIDENTIAL  
INFORMATION NOTE**

**Ministry of Education and Child Care**

**Date: August 22, 2024**

**Program Area: Online Learning and**

**Educational Resources Branch**

# Online Learning

### Key Messages:

- On July 1, 2023, the new Online Learning Policy came into effect, creating a new Online Learning (OL) model in BC.
- Under the new model, BC students can take all or part of their educational program at a District Online Learning School (DOLS) or a Provincial Online Learning School (POLS).
- The new OL model includes improved quality standards through an Accountability and Quality Assurance process, and a Provincial Learning Management System (Brightspace) so all students and teachers have access to standardized tools and resources.
- The Ministry continues to be actively engaged with the public and independent school sectors and with First Nations Education Steering Committee to ensure the new OL model for BC meets its objectives

### Background:

- In 2020, Bill 8 was introduced amending the *School Act* and the *Independent School Act*.
- Bill 8 requires a Board or Independent School Authority to have an Agreement with the Minister to deliver all or part of an education program through OL to students from outside their district boundary, enrolled in another board/authority or homeschoolers enrolled in another board/authority.
- Bill 8 also restricts districts without an Agreement to only enroll students within their district boundaries for Online Learning.
- The new OL Policy came into effect on July 1, 2023, making online learning services available for both public and independent school students through the DOLS and POLS. The new OL model provides equitable and flexible access to high-quality education for all students in BC.

### Students with Disabilities or Diverse Abilities and Indigenous Students

- Online Learning provides an option for parents and families of students with disabilities or diverse abilities, as online schools may offer specialized and/or individualized learning programs to meet the unique needs of learners.
- *Schedule A* in the POLS Ministerial Agreements establishes guidelines whereby all POLS are required to develop a Three-Year Plan for supporting Indigenous students and for improving outcomes.
- POLS are also required to submit Annual Reports outlining their progress relating to their Three-Year Plan. The Ministry collaborates with the First Nations Education Steering Committee on the evaluation of the Annual Reports.

### Key Facts:

- 18 Districts and 16 Independent School Authorities operate Provincial Online Learning Schools (POLS-Public or POLS-Independent) effective July 1, 2023. See Table 1 below.
- Students can cross enroll in OL programs for various reasons, for example, to complete needed graduation credits, or to complete courses for post-secondary entry requirements,
- The option to cross enroll at the Grades 8-12 levels in OL expands access to more learning pathways for all students in BC. In the 2023/24 school year, 12,615 (18% of OL) students were cross enrolled in OL schools.
- The ministry offers a Provincial Learning Management System called Brightspace, which delivers a consistent, high-quality digital experience for students across the province and ensures equitable

## INFORMATION NOTE

access across the K-12 education system. 56 Boards and Independent School Authorities are currently using Brightspace to offer OL programs and courses to students across BC.

### Key Outcomes:

- The new OL model is intended to expand access to OL and provide equitable access and more options to high quality K-12 Online Learning educational programs for all students in the province.

### Statistics:

- 2023/2024 Online Learning Headcount
  - OL (School Age): 70,196
  - POLS Public + Independent (School Age): 55,428
  - DOLS (School Age): 14,768
  - Public OL (School Age): 55,087 (includes POLS-Public and DOLS)
  - Independent OL (School Age): 15,109
  - Public Students with Diverse Abilities and Disabilities: 2,073
  - Independent Students with Diverse Abilities and Disabilities: 3,586
  - Public Indigenous Students: 6,177
  - Independent Indigenous Students: 1,334
  - Public (K-12+Adults): 61,660 (includes POLS-Public, DOLS, plus Graduated Adults)

### Funding:

- Basic allocation per FTE OL student (school age) is \$6,960; the basic allocation for in-person learners is \$8,625 per FTE (2022/23 SY). This is increasing to \$7,200 per FTE for OL students and \$8,915 per FTE for in-person learners.
- Adults are funded at \$688 per 4-credit course (2023/24 SY), increasing to \$711 in 2024/25.
- All independent OL schools are Group 1 (funded at 50% of the public OL school rate).
- Public Online Learning Funding: In 2023/24, public OL funding totaled \$126,678,066 (including \$23,432,630 in special education funds).
- Independent OL Funding: In 2023/24 SY, independent OL school funding totaled almost \$111 million (which included over \$69 million in special education funding).

### Delivery Partners:

- The Provincial Learning Management System, Brightspace, is provided via Master Service Agreement with 3<sup>rd</sup> party vendor, D2L and Memorandum of Understanding with district/authority.

### Contact:

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## INFORMATION NOTE

**Table 1: List of Provincial Online Learning Schools (Public and Independent)**

<b>Provincial Online Learning Schools (PUBLIC)</b>			
	<b>School District Name</b>	<b>SD #</b>	<b>Name of POLS</b>
1	Kootenay Lake	8	Elev8 D.E.S.K. & Elev8 Homelinks
2	Abbotsford	34	Abbotsford Virtual School
3	Langley	35	Langley Online & DL
4	Surrey	36	Surrey Academy of Innovative Learning
5	Delta	37	Home Quest
6	Vancouver	39	Vancouver Learning Network & SD39 DL Elementary
7	New Westminister	40	New West Online Learning & Home Learners' Program
8	Burnaby	41	Burnaby Online Program
9	Coquitlam	43	Apex & Coquitlam Open Learning
10	North Vancouver	44	North Vancouver Online Learning
11	Powell River	47	Partners in Education (PIE)
12	Nicola-Similkameen	58	South Central Interior Distance Education School
13	Peace River North	60	Key Learning Centre (KLC)
14	Saanich	63	South Island Distance Education School
15	Comox Valley	71	NIDES
16	Kamloops-Thompson	73	Kamloops Open Online Learning
17	Nechako Lakes	91	EBUS Academy
18	Conseil scolaire francophone	93	Ecole Virtuelle
<b>Provincial Online Learning Schools (INDEPENDENT)</b>			
	<b>Independent School Authority Name</b>	<b>Auth #</b>	<b>Name of POLS</b>
1	Seventh-day Adventist Church - British Columbia Conference	109	West Coast Adventist DL School
2	Catholic Independent Schools of Kamloops Diocese	114	ASCEND Online
3	Bulkley Valley Christian School Society	123	Bulkley Valley Christian Online School
4	Valley Christian School Society	200	Valley Christian Online School
5	SelfDesign Learning Foundation	226	SelfDesign Learning Community
6	Regent Christian Academy Society	235	Regent Christian Online Academy (RCOA)
7	Kelowna Christian Center Society	238	Heritage Christian Online School
8	Traditional Learning Society of BC	349	Traditional Learning Academy Online
9	Bioregional Education Association	488	Oak & Orca School
10	Nelson Christian School Society	502	CHEK-ABC
11	Anchor Academy Society	507	Anchor Academy
12	Christian Home e-School Society	508	Christian Homelearners eStreams
13	Independent Magnet Schools Society	577	Kleos Open Learning
14	iLearn Secondary School Society	589	iLearn Secondary School
15	Diversity by Design Society	597	Pathways Academy
16	Group ABA Children's Society	598	Fawkes Academy DL



## INFORMATION NOTE

**CONFIDENTIAL  
INFORMATION NOTE**

**Ministry of Education and Child Care**

**Date: September 13, 2024**

**Program Area: Student Information,  
Data and Network Services Branch**

# **K-12 Telecommunications and Cyber Security Services**

### **Key Messages:**

- The ministry delivers equitable, reliable and secure internet connectivity and cyber security services to public schools and school district offices, thus enabling access to appropriate digital resources to support student learning.
- The services are governed in partnership with school districts to ensure access to internet, mobile, voice services and firewall hardware and licensing are provided to all public schools in BC.
- School boards have accountability for implementation and monitoring of cybersecurity policies and must manage security appropriately ensuring best practices are in place.

### **Background:**

- In 2011, the Telecom Services Master Agreement (TSMA) was awarded to Telus by the Ministry of Citizens Services.
- Since then, districts have participated in the TSMA as 23% of the buyer's group under this agreement.
- Under this agreement, districts benefit from public sector best pricing for internet, mobile devices and voice services.
- In 2014 the ministry leveraged this agreement to modernize the Next Generation Network (NGN) across all districts in partnership with school boards.
- The TSMA has reached the end of term, and a new Next Gen Telecomm Agreement (NGTA) has been negotiated bringing significant savings to the sector. Ministry teams are supporting districts through the transition to the new contract model.
- The need for more high-speed internet connections has grown consistently over the years and has become a mission critical tool to support the BC curriculum and student success. The NGTA will meet this increasing demand.
- There are no provisions under the TSMA or NGTA for security services.
- In 2018 the ministry entered into the Enhanced Cyber Security (ECS) Services contract to modernize the cyber security model for the sector.
- This contract was extended in 2022 and again in September 2024 to ensure operations continue while procurement and implementation of a new, cloud-based security model takes place before the end of term in June 2027.

### **Key Facts:**

- The ministry delivers connectivity, mobile, voice and firewall services to 60 districts, connecting over 1600 sites.
- Each school district manages network and cyber security at the local level to meet unique district requirements.
- Under the NGTA and ECS contract models, the ministry acts in an advisory role to school districts to ensure they can protect their networks and data to keep students and district staff safe.
- Risk of cybersecurity threats to the K-12 sector continues to increase globally. In 2023, the education sector was the number one target of ransomware attacks compared to all other sectors.
- In recent months, two districts have been the target of ransomware attacks, disrupting the business of education, putting students/district data at risk, and triggering significant recovery cost to the districts.

## INFORMATION NOTE

- The ministry is collaborating with districts, IM/IT vendors and Focused EducationBC to develop a new incident response process which will better support districts in the event of future cyber attacks.

### Key Outcomes:

- Students and teachers are provided with reliable and secure network connections to safely access online resources to fulfill the BC curriculum and support student success.
- Through the share contract model, school districts are provided with the equipment and licensing to apply a layer of protection against cyber attacks.
- Districts have the resources in place to ensure security best practices for school districts, leveraging all security features made available through the ECS and NGTA agreements.
- A share contract model for NGTA and ECS maximizes the buying power for the K-12 sector and provides the best value for money for districts.

### Statistics:

- Under the NGTA, over 1600 BC public school facilities are connect to a shared network.
- Approximately 400 Gigabits of network and internet access are provided to districts under the current TSMA. The NGTA will significantly increase bandwidth to address the growing demand (average 10-15%/year).
- The ECS contract supplies over 1500 Firewall appliances, and licenses deployed to provide cyber security services intrusion detection and prevention.

### Funding:

- 2023/24 \$23.58M million
  - School District Entitlement for NGN: \$22.7 million
  - Digital Service Recovery *Expense* (NGN): \$13.5 million
  - Digital Service *Recovery* (NGN): -\$13.5 million

### Services to Ministry:

- Deetken consulting – Provide contract transition support to the ministry for the implementation of the NGTA for school boards
- Fujitsu Inc. – Provide helpdesk functions to school districts
- Ministry of Citizen Services – Provide government telecom contracts support to provide core telecom services to districts

### Delivery Partners:

- TSMA: TELUS (Internet, WAN and Security Services)
- NGTA: TELUS/ROGERS
- ECS: IBM/ Kyndryl/Palo Alto Networks (Firewall Security Services)
- Other Internet Providers: NWTEL, CityWest, DistribuTel, Starlink, LISIMS

### Agreements:

- Telecommunications Services Master Agreement (TSMA) – (TELUS)
- Next Generation Telecom Agreement (NGTA)
- Enhanced Cybersecurity Service Agreement (ECS) (Kyndryl-IBM)
- Transfer Under Agreements (Self-Provisioned School Districts)

### Contact:

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Jennifer Wray, ADM/CIO, Services & Technology Division, [jennifer.wray@gov.bc.ca](mailto:jennifer.wray@gov.bc.ca), 250-217-3470

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# SYSTEM LIAISON & SUPPORTS DIVISION

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## SYSTEM LIAISON AND SUPPORTS DIVISION

**ADM Responsible:** Jennifer McCrea

### **Overview of Core Business / Program Area:**

The System Liaison and Supports Division (SLSD) provides leadership and support to school districts and independent schools in the areas of Early Learning, Indigenous Education, Mental Health and Substance Use, School Food Programs, Strategic Priorities, and Student Safety and Wellness. The division is responsible for promoting safe, caring, and inclusive school environments with a focus on equity.

Our core business areas include:

- Anti-Racism Action Plan
- Early Learning (incl. Child Care on School Ground)
- Intergovernmental relations and corporate service
- Mental Health and Substance Use
- Reconciliation and Indigenous Education
- School Food Programs
- Student Safety and Wellness (incl. communicable disease response and emergency management)
- System Engagement and Support

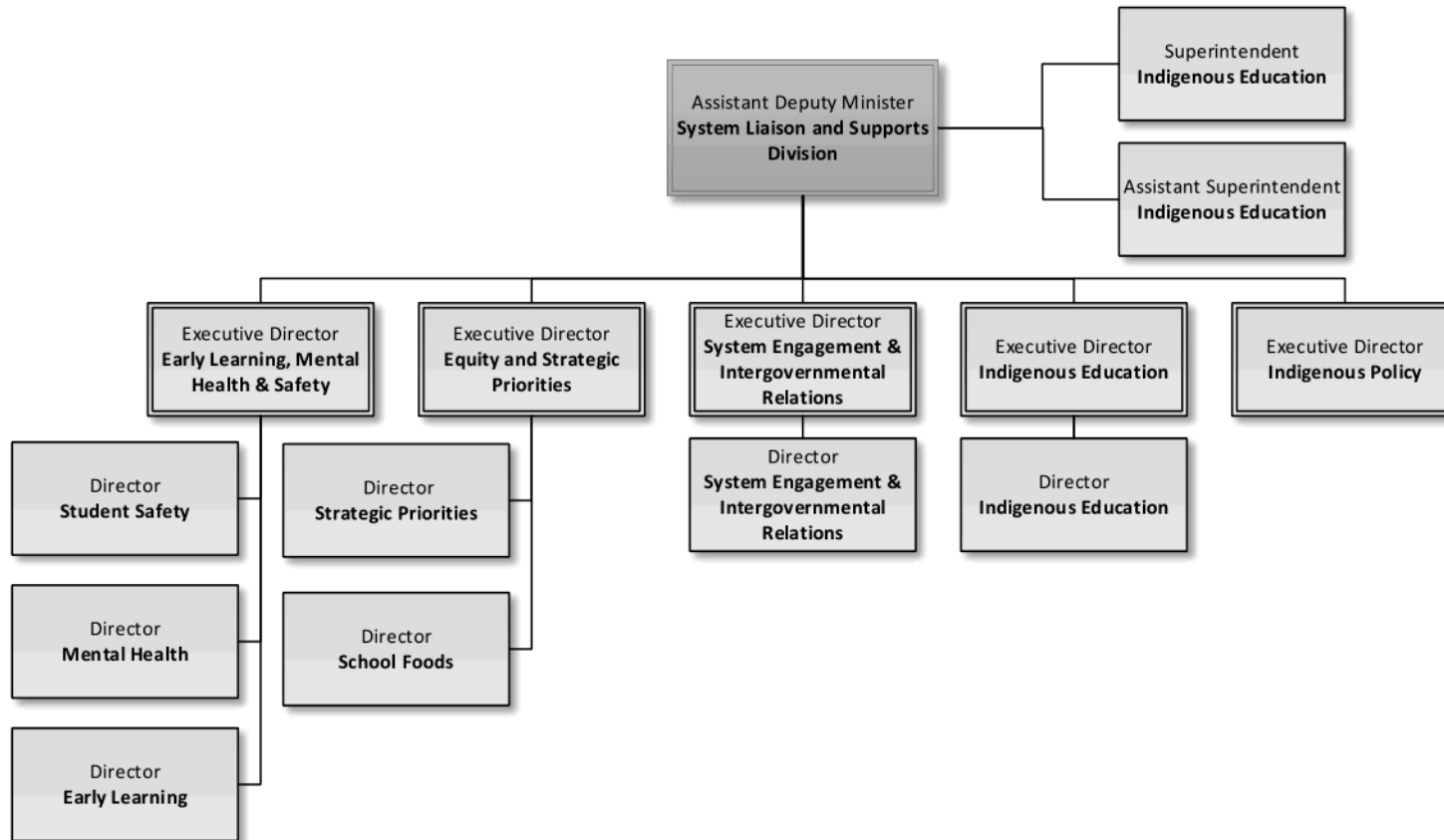
**Budget:** \$110,738,472

**Full Time Equivalents (FTEs):** 49

**Related Legislation:** *School Act; Independent School Act; Teachers Act; Bill 40 School Amendment Act*

### **Organizational Chart:**

See next page.



**SYSTEM LIAISON AND SUPPORTS DIVISION  
INFORMATION NOTES**

**B.C. Declaration on the Rights of Indigenous Peoples Act Action Plan**

**Bill 40**

**Indigenous Education**

**Mental Health and Well-Being**

**Student Substance Use**

**Feeding Futures**

**K-12 Anti-Racism Action Plan**

**Personal Digital Device Restrictions in Schools**

**Safe, Caring and Inclusive Schools**

**Emergency Management and Lockdowns**

**Safety Violence in Schools**

**Critical Incident Response Processes**

**Indigenous Specific Racism Review**

## INFORMATION NOTE

### CONFIDENTIAL INFORMATION NOTE

Ministry of Education and Child Care

Date: August 30, 2024

Program Area: Indigenous Education

# BC Declaration on the Rights of Indigenous Peoples Act Action Plan

### Key Messages:

- The *Declaration on the Rights of Indigenous Peoples Act* is a British Columbia law that creates a path forward toward respecting the human rights of Indigenous Peoples while introducing better transparency and predictability in the work Indigenous Peoples and government do together.
- On March 30, 2022, the Province 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 (BC).

### Background:

- The Ministry of Education and Child Care (ECC) remains committed to implementing the 13 education and childcare-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.

### Key Facts:

- 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. The UN Declaration was introduced into the BC legislature as Bill 41 and passed into law in November of 2019. BC 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 (FNESC) and Métis Nation British Columbia (MNBC) to develop 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 (MIRR), the Ministry of Post-Secondary Education and Future Skills (PSFS) and the Ministry of Children and Family Development (MCFD).
- In 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* to guide involvement of Indigenous Peoples in policy and legislative development.
- In 2023, MIRR released the Distinctions-Based Approach Primer (the primer) to assist the provincial government in understanding the legal basis for, and core elements of, a distinctions-based approach in all the Province's relations with First Nations, Métis, and Inuit in BC. The ministry is required to take a distinctions-based approach.
- BC is currently in the Year 3 B1 reporting stage for the Action Plan.

### Key Outcomes:

- The development of the ECC-FNESC Legislation and Policy Table to jointly progress work on BCTEA and Action Plan commitments.

## INFORMATION NOTE

- The Indigenous-focused graduation requirement (**Action 3.4**) came into effect July 1, 2023, so all students working towards the BC Certificate of Graduation are required to complete the new graduation requirement.
- The *School Amendment Act* (Bill 40) was passed, progressing ECC's implementation of:
  - **Action 1.6:** co-develop a Model Local Education Agreement (LEA) with FNEESC 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
  - **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
- ECC, PSFS, FNEESC 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 BC'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**).

### Delivery Partners:

- First Nations Education Steering Committee (FNEESC)
- Métis Nation British Columbia (MNBC)
- Alliance of BC Modern Treaty Nations (The Alliance)
- 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)
- Métis Nation BC does not have an agreement in place with ECC but does have a Letter of Intent with MIRR.

### Contact:

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Cabinet Confidences

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## INFORMATION NOTE

**CONFIDENTIAL  
INFORMATION NOTE**

**Ministry of Education and Child Care**

**Date: August 22, 2024**

**Program Area: Indigenous Education**

# Bill 40

### Key Messages:

- Consistent with the BC Tripartite Education Agreement and the *Declaration on the Right of Indigenous Peoples Act*, the First Nation Education Steering Committee (FNESC) and the Ministry of Education and Child (ECC) Care are working in partnership on legislative, policy, and practice reforms to improve educational outcomes for First Nation students.
- Bill 40 represents a systemic shift to improve public education for the benefit of First Nations and Indigenous learners, families, and communities.
- These changes support a more relevant and responsive public education system that recognizes First Nations inherent rights, title, and authority in British Columbia.

### Background:

- On October 25, 2023, ECC introduced amendments to the *School Act* intended to bring changes to better support First Nations and Indigenous students' K-12 learning outcomes to be implemented for the 2024/25 school year.
- The policy and legislation were co-developed between ECC and FNESC (at the direction of the First Nations Leadership Council) beginning in 2022.
- ECC consulted directly with BC First Nations and Modern Treaty Nations on the legislation and policy.
- ECC also engaged with Métis Nation BC (MNBC) on the legislation and subsequent policy relating to IECs.

### Model Local Education Agreements (LEA)

- The *School Act* amendments ensure a First Nation (or Treaty First Nation) can apply the Model Local Education Agreement (LEA) where there is no existing LEA in place.
- The purpose of the Model LEA is to serve as an option that a First Nation may apply to the First Nation and a board. If a First Nation requires the Model LEA to apply, the Model LEA is deemed to be a contract between the First Nation and board.
- First Nations may choose to negotiate an LEA with a board of education, and boards of education are strongly encouraged to negotiate LEAs if a First Nation so desires. First Nations may also choose to not establish an LEA with a board of education.
- The Model LEA serves as an available precedent for a First Nation and board negotiating an LEA.
- The Model LEA is set out in a Minister's Regulation, effective April 30, 2024.

### First Nation Schools of Choice

- The Bill 40 amendment to the *School Act* sets a process for a First Nation to designate a school as their "school of choice" for those First Nation students who live on-reserve, self-governing First Nation lands or Treaty lands.
- These provisions ensure that a First Nation can designate an elementary, middle school (where applicable) and secondary school for their students.
- First Nations will determine which schools through their own internal processes with parents.
- The First Nation will not have to negotiate this with the board of education, the board must accommodate First Nation students.
- Designating a school of choice is optional for First Nations. This option does not affect other arrangements between a board of education and First Nations or parents/guardians of First Nation students respecting school choice.

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### Indigenous Education Councils (IECs)

- ECC and FNEC co-developed legislative amendments to the *School Act*, a ministerial order, an IEC Policy, and a template Terms of Reference to support effective implementation of IECs across the 60 school districts.
- IECs are required in all school districts.
- An IEC's purpose includes:
  - Advocating for all Indigenous students through advice on programs, services, and achievement.
  - Advising on integration of Indigenous worldviews and perspectives, particularly local First Nations.
  - Local First Nations members advising on their distinct languages, cultures, customs, traditions, practices or histories.
  - Advising on grants provided in relation to Indigenous students.
- IECs approve school district plans for spending Indigenous Education Targeted Funding as well as additional targeted funding supporting IEC administration.
- Membership of an IEC is made up of representatives of First Nations on whose territory the board of education is operating; representatives of First Nations who have boarded students in the school district; and representatives who bring perspectives relevant to the Indigenous student population in the school district.
- Local First Nations members should not be outnumbered on an IEC, if possible.
- Board trustees and school district employees may not be voting members on an IEC.

### Key Facts:

- Prior to Bill 40, IECs, or something like one, existed in most but not all school districts. They varied in their mandate and composition, often including district staff and Indigenous service delivery organizations. IECs varied in effectiveness with limited decision-making authority and existed at the discretion of the board.

### Funding:

- ECC is allocating \$5.67 million in operating grants for the 24/25 school year to help implement Bill 40 specifically targeted to IECs. The new funds are targeted and must be spent according to the direction of the minister and as approved by the IEC.
- Boards will be required to report back to ECC on how they spent the grants by September 2025.

### Delivery Partners:

- ECC has been working closely with the Ministry of Indigenous Relations and Reconciliation (MIRR), the Declaration Act Secretariat, and the Indigenous Law Group at Ministry of the Attorney General (MAG) to implement the legislation in a way that respects the Distinctions Based Approach as well as responds to concerns raised by MNBC.
- ECC has also been collaborating with FNEC on developing and implementing the policy and has engaged numerous times with MNBC over the past 8 months to understand their perspective.
- Those discussions continue as we go into the new school year and school districts build their IECs. ECC and FNEC are setting up regional sessions across the province this fall to engage with school districts, First Nations and MNBC to ensure the implementation is successful and aligns with policy direction.

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## INFORMATION NOTE

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INFORMATION NOTE**

**Ministry of Education and Child Care**

**Date: August 22, 2024**

**Program Area: Indigenous Education**

# Indigenous Education

### Key Messages:

- 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. This has been reaffirmed through the release of the Distinctions-Based Primer.
- The Ministry of Education and Child Care (the ministry) is committed to improving the results of 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 is committed to implementing the 13 education and childcare-specific actions in the Declaration on the Rights of Indigenous Peoples Act Action Plan.

### Background:

- Indigenous student outcomes are a priority. While there has been a significant increase in completion rates over the last fifteen years, the ministry recognizes there is still work to be done.

### Key Facts:

- 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.
- 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.
- The latest data from 2022/2023 on 6-year resident completion rate for public schools indicates:
  - A 74.3% Indigenous completion rate. This is a 31.8% increase compared to 2001/02.
- A 94.5% non-Indigenous completion rate. This is a 14.4% increase compared to 2001/02. Seven First Nations have self-governing jurisdiction over education which enables First Nations to have full law-making control over school certification, curriculum, graduation requirements and teacher certification on their land.

### Key Outcomes:

- Implemented new Indigenous-focused graduation requirement as of 2023/24. The passing of Bill 40, the *School Amendment Act* (2023), represents a systemic shift to improve public education for the benefit of First Nations and Indigenous learners, families, and communities. Changes to the School Act introduced a provincial standard for Indigenous Education Councils (IECs); Model Local Education Agreements (LEAs); and First Nations School of Choice. Posted the new Indigenous Education Council (IEC) Policy and Terms of Reference (2024) on the Indigenous Education web page and shared it with education colleagues at the BC School Superintendents Association (BCSSA) Summer Leadership Gathering.
- Established a Legislation and Policy table with FNESC to assist in the Declaration Act s.3 consultation and cooperation obligations.
- Established ongoing staff level table with Metis Nation British Columbia to assist in development of ministry policies and Declaration Act Action Plan items.

### Statistics:

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- In 2023/24, 70,068 (11.9%) students identified as “Indigenous ever” in BC 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 2023/24, 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 and 4,379 (6.2%) with learning disabilities, compared to 13,036 (2.5%) and 18,827 (3.6%) non-Indigenous students, respectively.

### Funding:

- In 2023/24, BC invested approximately 110.5M million in targeted funds for Indigenous education at \$1,710 per student who self-identified as being of Indigenous ancestry. This is an increase of \$515, or 43%, over the rate in place for the 2016/17 school year.
- In 2024/25 the ministry provided Indigenous Education Council (IEC) Capacity Funding (\$5.7 million) to school districts to cover costs associated with establishing and maintaining IECs.
- Intergovernmental Communications
- 

### Delivery Partners:

- First Nations Education Steering Committee
- First Nations Schools Association
- Métis Nation British Columbia
- Indigenous Services Canada
- First Nations Education Authority
- Participating First Nations

### 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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## INFORMATION NOTE

**CONFIDENTIAL  
INFORMATION NOTE**

**Ministry of Education and Child Care**

**Date: August 21, 2024**

**Program Area: Mental Health and Substance Use**

# Mental Health and Well-being

### Key Messages:

- Every student in British Columbia deserves a safe, caring and inclusive learning environment that fosters their mental health and well-being so they can learn, grow and thrive.
- In British Columbia, K-12 students learn about mental health and well-being through age appropriate and evidence-based lessons focused on promotion.
- The Mental Health in School Strategy provides a coherent system-wide approach to mental health promotion in schools and builds upon the foundation of social emotional learning in British Columbia.

### Background:

- In September 2020, the ministry released the Mental Health in Schools Strategy to provide a vision and pathway to embed mental health promotion into all aspects of the K-12 education system. The strategy focuses on three main elements: (1) Compassionate Systems Leadership (CSL) - professional learning to cultivate system-wide well-being and resiliency practices; (2) Capacity Building – tools and infrastructure to improve service delivery; and (3) Mental Health in the Classroom – resources to embed mental health and well-being into learning environments.
- Mental health is a topic covered in the mandatory PHE curriculum from Kindergarten to Grade 10. The primary years (Kindergarten-Grade 3) focus on strategies for mental well-being and managing and expressing emotions. Later grades build on this foundation by adding topics like recognizing and managing stress, managing the social and emotional changes associated with puberty, and the connections between making healthy choices (e.g., getting enough sleep, making balanced nutritional choices and participating in physical activity) and overall mental well-being

### Key Facts:

- The ministry, in partnership with the Ministries of Mental Health and Addictions, Health, and Children and Family Development, is implementing Integrated Child and Youth teams in 20 school district communities. These teams offer wrap-around, multidisciplinary mental health and substance use support to children, youth, and their families.
- The ministry supported the University of British Columbia (UBC) Human Early Learning Partnership (HELP) and the Center for Systems Awareness at the Massachusetts Institute of Technology to offer Compassionate Systems Leadership training for school districts across the province. This training aims to inspire transformation and instructional best practices that are anchored in self-awareness, social awareness, responsible decision-making, self-management and relationship skills, and lead to student success.
- The ministry is working with Open Parachute to develop a guide for educators aimed at supporting student mental health during school transitions (e.g., elementary to secondary school).
- The ministry, in partnership with the BC Children’s Hospital, is developing a mental health and substance use language guide for families to support a common understanding of common mental health and substance use terms and concepts. This will be a companion guide to the educators’ language guide.
- The ministry facilitates the Provincial Mental Health Leadership Network with representatives from all 60 school districts and the Federation of Independent Schools Associations British Columbia (FISA BC.) This network meets throughout the school year to share information and collaborate on mental health and substance use initiatives.
- The ministry is planning the next Mental Health in Schools Conference on May 6-7, 2025, in Vancouver, BC. The conference will bring together education representatives, health authorities,

## INFORMATION NOTE

cross-ministry partners, Indigenous organizations and subject-matter experts to learn and share information about emerging mental health initiatives.

### Key Outcomes:

- In July 2024, the ministry supported Compassionate Systems Training for the education system through an Introductory CSL workshop facilitated by the Center for Systems Awareness.
- In May 2024, in partnership with the BC Children's Hospital, the ministry released Language Matters! An Introductory Guide for Understanding Mental Health and Substance Use: A Resource for Educators and School Communities, a mental health and substance use language guide that aims to further build capacity in the system to understand common mental health and substance use terms and concepts.
- 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.

### Statistics:

- The 2023 Adolescent Health Survey (AHS) found that fewer youth rated their mental health as positive (51% in 2023 vs 60% in 2018) with younger grades reporting better mental health than higher grades (61% in Grade 7 vs 45% in Grade 12).
- The 2023 AHS survey also showed fewer students are having positive school experiences, as indicated by the declining number of students who feel connected to their schools (61% in 2023 vs 66% in 2018) or can identify a teacher at school who cares for them (61% in 2023 vs 66% in 2018).
- The 2023/24 Student Learning Survey shows an upward trajectory from previous school years with more students (55%) reporting positive mental health than in the last two years

### Funding:

- In 2024/25, the ministry had a combined total of \$5 million in funding, of which \$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, and \$2 million allocated to support mental health and well-being initiatives in schools.

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### CONFIDENTIAL INFORMATION NOTE

Ministry of Education and Child Care

Date: August 21, 2024

Program Area: Mental Health and Substance Use

# Student Substance Use

### Key Messages:

- Education is key to ensuring students know the risks of using substances, including nicotine, alcohol, cannabis and illicit drugs.
- In British Columbia, students learn about substance use through age appropriate and evidence-based lessons focused on prevention.
- School districts follow mandatory Physical and Health Education (PHE) K to 10 curriculum covering information on the risks of substance use and ways to support their mental health and well-being.

### Background:

- In August 2023, the BC Coroners Services announced that unregulated drug toxicity was the leading cause of death of youth aged 10 to 18 in British Columbia.
- Substance use is a topic covered in the mandatory PHE curriculum from Kindergarten to Grade 10. Grade 11 and 12 students may learn about substance use in non-mandatory PHE curriculum. The primary years (Kindergarten-Grade 3) focus is 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.
- Boards of education are responsible for setting policies with respect to the use of learning resources. Substance use learning resources must align with local policies and the BC curriculum, be age-appropriate, and selected for use to support the delivery of a specific lesson, activity or topic.

### Key Facts:

- The ministry's *Mental Health in Schools Strategy* provides a vision and pathway for mental health promotion in the BC 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.
- Every school year, the ministry shares the [Naloxone Risk Assessment Tool](#) with the K-12 sector. The assessment tool helps schools and school districts determine whether to stock naloxone by providing guidance on how to order kits and accessing training on administering naloxone.
- The ministry, in partnership with the Ministries of Mental Health and Addictions, Health, and Children and Family Development, is implementing Integrated Child and Youth teams in 20 school district communities. These teams offer wrap-around, multidisciplinary mental health and substance use support to children, youth, and families.
- The ministry will be partnering with Dr. Hayley Watson, an adolescent clinical psychologist and founder of Open Parachute, to offer free virtual training sessions in early 2025 focused on helping parents navigate substance use prevention through understanding the causes of substance use and acquire practical tools for discussing substance use with their children.
- The ministry, in partnership with the BC Children's Hospital, is developing a mental health and substance use language guide for families to support a common understanding of common mental health and substance use terms and concepts. It will be a companion guide to the educators' language guide.
- The ministry is supporting the Canadian Institute for Substance Use Research (CISUR) to refresh their *iMinds* resource. This is a series of lesson ideas for grades K-12 to support educators in teaching students to develop substance use literacy and promote well-being.

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- The ministry will begin discussions with school districts and education partners starting this fall to determine how best to provide CPR learning to all students prior to graduation. As part of those discussions, the potential addition of learning about naloxone and AED usage will also be discussed.

### Key Outcomes:

- 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.
- In May 2024, the ministry released in partnership with the BC Children's Hospital *Language Matters! An Introductory Guide for Understanding Mental Health and Substance Use: A Resource for Educators and School Communities*, a mental health and substance use language guide that aims to further build capacity in the system to understand common mental health and substance use terms and concepts.

### Statistics:

- The 2023 Adolescent Health Survey found that there are fewer youth using substances (alcohol, vaping/smoking, cannabis), but the youth who are using are starting younger. In the survey, 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%).
- The 2023/24 Student Learning Survey shows that, of all Grade 7-12 respondents, 72% never drank alcohol and 87% have never used tobacco or nicotine in any form (smoking, chewing, vaping).

### Funding:

- For the 2024/25 school year, the ministry provides \$3 million in Mental Health in School grants for all school districts and the Federation of Independent School Associations BC to support mental health and substance use initiatives in school communities.

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# INFORMATION NOTE

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**Ministry of Education and Child Care**

**Date: August 26, 2024**

**Program Area: School Food Programs**

# Feeding Futures

## Key Messages:

- In Budget 2023, Government invested \$214 million over three years for Feeding Futures.
- Feeding Futures offers dedicated funding that school districts across BC can rely on to create or expand local food programs to feed students in need. This is the largest investment in school food programs in the province's history.
- The Ministry of Education and Child Care (ECC) works closely with the Ministry of Agriculture and Food (AF) to integrate Feed BC into school food programs so districts can include locally grown food.
- On April 1, 2024, the federal government announced \$1 billion over five years for a National School Food Program (NSFP). ECC is currently in discussions with the federal government regarding implementation of the NSFP in BC.

## Background:

- In September 2022, government endorsed the Feeding Futures Framework, which outlined an approach to addressing the biggest barriers to school food program delivery as identified by schools and districts.
- Budget 2023 announced three years of funding for Feeding Futures for school districts and independent schools.
- Funding is expected to reach approximately 20% of students in each district who need it most.
- School districts received funding for the 2024/24 school year in September 2024 for the second year of Feeding Futures.
- Independent school funding allocations for the 2024/25 school year are being finalized in fall 2024.
- Under the BC Tripartite Education Agreement, Indigenous Services Canada (ISC) matches funding that is provided to BC public schools for First Nation schools.

## Complementary School Food Investments:

- In Budget 2023, government introduced the Food Infrastructure Program, which allocates \$5 million annually over five years to school districts to support minor capital enhancements needed for school food program delivery.
- BC is expected to receive up to \$71.4 million over five years through the NSFP. BC's funding allocations for the first three years will be as follows:
  - 2024/25: \$7.385 million
  - 2025/26: \$15.996 million
  - 2026/27: \$15.996 million
- Advice/Recommendations; Cabinet Confidences
- The School Fruit and Vegetable Nutritional Program (SFVNP) is delivered by BC Agriculture in the Classroom (BCAIRC) and was created to increase fruit and vegetable consumption amongst K-12 students while supporting BC agriculture producers. The program was funded by ECC with \$3.6 million for the 2023/24 school year.
- For the 2024/25 school year, ECC and AF provided \$1 million to BCAIRC to support a transition to a district-funded business model for the SFVNP.

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## Key Facts:

- A school food survey conducted in February 2024 indicated that staffing and infrastructure are the two biggest barriers to delivering school food programs.
- Feeding Futures funding can be used for food purchases and staffing for up to one school food coordinator in each school district. Within reason, districts may use a portion of funding to offset staffing costs for staff directly involved in the delivery of school food programs.
- All 60 school districts now have a school food coordinator.

## Key Outcomes:

- Led a one-year external Feeding Futures Advisory Committee over school year 2023/24 to inform the ministry's approach to supporting schools and districts to develop sustainable and equitable school food programs.
- Cabinet Confidences
- Developed supports for school districts, including (school year 2023/24): Feeding Futures Fall and Spring Gatherings; Feeding Futures Communities of Practice; Guiding Principles for Feeding Futures implementation; nutrition resources (developed by Ministry of Health); and local food resources (developed by Ministry of Agriculture and Food)

## Statistics:

- In the 2023/24 school year:
  - Approximately 87% of schools offered a school food program; and
  - Approximately 130,000 students accessed a program (breakfast, lunch, and/or snack).
- In 2023, the Statistics Canada Canadian Income Survey found that:
  - 29% of children in BC lived in food insecure households (vs. 22% in 2022); and
  - 40% of Indigenous peoples living off-reserve in BC lived in food insecure households.

## Funding:

- Feeding Futures Funding – School Districts: \$50.5 million (FY 2023/24)
- Feeding Futures Funding – Independent Schools: \$3.182 million (FY 2023/24)
- Minor Capital Funding to School Districts – Food Infrastructure Funding: \$5 million (FY 2023/24)
- Grants (FY 2023/24): First Nations Education Steering Committee: \$50,000; Métis Nation BC: \$25,000; and BCAITC: \$3.6 million.
- Contracts (FY 2023/24): Approximately \$105,000 in service fees to support School Foods programs.
- Year End Funds – Funding for BCAITC: \$700,000 (FY 2023/24)

## Services to Ministry:

- BCAITC delivered the SFVNP over the 2023/24 school year.
- SHIFT Collaborative developed and facilitated Communities of Practice for district school food coordinators (Winter 2024).
- The Coalition for Healthy School Food (BC Chapter) facilitated youth engagement workshops (Winter 2024).
- A consultant, Alison Bledsoe, completed a critical analysis of the distribution network for BCAITC's SFVNP (Winter 2024).
- A long-time educator and retired Superintendent, Kevin Godden, was contracted to act as the Chair for the Feeding Futures Advisory Committee and to host the Feeding Futures Fall and Spring Gatherings (school year 2023/24).

## Delivery Partners:

- Ministry of Agriculture and Food (local food in school food programs through Feed BC)
- Ministry of Health (nutrition resources)

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- Ministry of Social Development and Poverty Reduction (food insecurity mandate)
- Employment and Social Development Canada (National School Food Program)

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## INFORMATION NOTE

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**Ministry of Education and Child Care**  
**Date: August 26, 2024**  
**Program Area: Strategic Priorities**

# **K-12 Anti-Racism Action Plan**

### **Key Messages:**

- The ministry released the K-12 Anti-Racism Action Plan (Action Plan) in January 2023, a multi-year plan to address racism in education and support equity for all students, staff and families.
- The Action Plan focuses on system-wide anti-racism change in BC schools through program and policy review, curriculum resource updates, workforce development, sector-wide anti-racism tools and training, as well as strengthening school communities to create racism-free environments.

### **Background:**

- The Action Plan was informed by sector leaders, Indigenous partners, community organizations, education partners and students with living and lived experiences of racism.
- The *erase* (Expect Respect and a Safe Education) strategy, developed to address complex issues facing students, was expanded to include racism as an additional pillar.
- The Action Plan supports the following key anti-racism initiatives:
  - Minister's Youth Dialogue Series (2022 – 2023) for racialized youth to discuss issues of racism in their schools;
  - Creation of an Anti-racism Educator Network to provide anti-racism support for educational leaders and identify opportunities for systemic and local anti-racism change;
  - Development of support resources for K-12 sector employees such as an anti-racism training course and Inclusion Calendar Guide;
  - Youth engagement events hosted by the BC Lions since 2022, which will be expanded for the 2024/25 school year to reach more schools and students across the province; and
  - Workforce recruitment and retention strategies to create better working environments for racialized staff and strengthen workforce diversity.
- The ministry also committed to making Holocaust education mandatory for high school students in BC, broadening the scope of the required Grade 10 social studies curriculum, effective for the 2025-26 school year.
- Current priorities for the 2024-25 school year include engaging with the education sector to inform the next phase of the Action Plan, working with districts to embed anti-racism within strategic plans, developing new anti-racism tools for school communities, and supporting policy direction under the new Anti-Racism Act introduced in May 2024.

### **Key Facts:**

- The six key elements of the Action Plan are community voice, removing barriers, raising awareness, collaborative change, capacity building and school support.
- All BC public school districts must have codes of conduct and independent school authorities must have policies to address racism and discrimination that align with the BC Human Rights Code.

### **Key Outcomes:**

- Hosted the 5<sup>th</sup> annual Minister's Community Roundtable on Anti-Racism in Education, bringing together education partners, community organizations, and Indigenous partners to discuss systemic racism and anti-racism efforts in BC's education sector (May 2024).
- Released an *Inclusion Calendar Guide*, a sample calendar outlining significant events of advocacy, celebration, and honour to support schools to develop similar local calendars (September 2023).

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- Partnered with school districts on several Action Plan initiatives including:
  - Burnaby School District (SD 41) to host a provincial Anti-Racism Educator Network Summit (October 2023) as well as to develop *Racism Response Guidelines* designed for sector employees to identify and respond to racism in school communities;
  - Coquitlam (SD 43) and the Kamloops-Thompson (SD 73) school districts to facilitate Indigenous Youth Summits, where students provided key insights and recommendations on anti-racism change in school communities; and
  - Surrey School District (SD 36) to develop an animated video about the importance of inclusive school environments.
- Launched the online *Learning to be Anti-Racist: An Introductory Course* for all BC district and school employees to learn more about what it means to be anti-racist and how to address racism in schools (June 2024).

### Statistics:

- According to the BC Adolescent Health Survey 2023, over a third of youth (35%) experienced discrimination in at least one place in 2023 (McCreary Centre Society, 2023).
  - Among those youth who experienced discrimination, the majority reported that it occurred most frequently at school (26%), followed by online/ social media (13%).

### 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.

### Services to the Ministry:

- SD 36 created a video on safe, caring, and inclusive schools.
- SD 41 developed the Racism Response Guidelines and hosted the K-12 Educator Network Summit.
- SD 43 and SD 73 supported engaging with Indigenous youth about anti-racism system change.
- BC Lions facilitated the Team Up Against Racism program.
- BC Council of Administrators of Inclusive Support in Education supported the development of K-12 Anti-Racism Action Plan resources.

### Delivery Partners:

- School districts

### Agreements:

- Under the *Anti-Racism Data Act* (ARDA) introduced in June 2022 the Province can collect and use information to address systemic racism. Under the ARDA, the Province introduced the new
- In May 2024, Anti-Racism Act was created to support an anti-racism strategy that will identify and address racism in public policies, programs, and services.

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## INFORMATION NOTE

**CONFIDENTIAL  
INFORMATION NOTE**

**Ministry of Education and Child Care**

**Date: August 28, 2024**

**Program Area: Strategic Priorities**

# **Personal Digital Device Restrictions in Schools**

### **Key Messages:**

- The Ministry of Education and Child Care amended the Provincial Standards for Codes of Conduct Order, effective July 1, 2024, to require Boards of Education to amend their codes of conduct to include statements on restricting student use of personal digital devices.
- The goal of this amendment is to reduce distractions in the classroom to support focused learning environments, keeps students safe from online harms and to promote provincially consistent cellphone restrictions across BC.
- All 60 school districts have cell phone restrictions at school in place for the start of the 2024/25 school year.

### **Background:**

- January 26, 2024: Government announced measures to keep kids safe, including the ministry working with school districts to ensure all schools have policies in place by the start of the 2024/25 school year that address students' use of personal digital devices in the classroom.
- April 12, 2024: In its weekly Deputy Minister's Bulletin, the ministry sent Superintendents the amended order, a letter from the Deputy Minister, and the *Personal Digital Device Restrictions Support Guide* to support boards of education in amending their codes of conduct.
- July 1, 2024: The amended Provincial Standards for Codes of Conduct came into effect.
- August 15, 2024: Deadline for all school districts to have submitted their District Codes of Conduct to the ministry.
- August 27, 2024: All school districts now have policies in place restricting the use of cellphones and other digital devices for the start of the 2024/25 school year.

### **Key Facts:**

- All 60 school districts now have statements to restrict student use of personal digital devices in their district codes of conduct.
- Each district's statement about restricting the use of personal digital devices at school was required to address cell phone use for instructional purposes, student's age, accessibility/accommodation needs, medical/health needs and equity to support learning outcomes.
- Alberta, Saskatchewan, Manitoba, Ontario, Quebec, New Brunswick and Prince Edward Island all have cell phone policies in place, or have announced policies, for the 2024/25 school year.
- The ministry offers digital literacy training for students and parents/caregivers to provide the knowledge and tools to keep families safe from online harms.

### **Key Outcomes:**

- All 60 school districts have personal digital device restrictions in place to start the 2024/25 school year
- In 2023/24, twelve digital literacy training sessions for families were offered with over 5000 people participating in these sessions.
- In August 2024, GCPE launched the Cell Phone Restrictions in Schools public information campaign to provide information and resources for students and parents/caregivers about new cell phone



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restrictions in schools and how these can contribute to more positive outcomes as well as promote online safety and digital literacy resources.

### **Statistics:**

- 2023 (McCreary Adolescent Health Survey):
  - 97% of youth have a phone or tablet (grades 7-12);
  - Youth most commonly use their phones for social media scrolling;
  - 74% of youth used their phones for social media scrolling during their last day of school; and
  - 1 in 6 youth (18%) felt or had been told that their social media use had reached a point where they needed help.

### **Delivery Partners:**

- Safer School Together provides digital literacy training for families and educators

### **Agreements:**

- Province of British Columbia Ministerial Order No. M89, effective July 1, 2024

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### CONFIDENTIAL INFORMATION NOTE

Ministry of Education and Child Care

Date: September 4, 2024

Program Area: Strategic Priorities

# Safe, Caring and Inclusive Schools

### Key Messages:

- When students feel a sense of safety, belonging and acceptance, it positively impacts their school attendance, feelings of connectedness, academic achievement and overall health.
- The Province created the *erase* (Expect Respect and A Safe Education) strategy to provide information and resources for students, educators and families to promote safe and caring school communities.
- The *erase* strategy includes several initiatives that foster greater inclusivity in classrooms and schools including the *K-12 Anti-Racism Action Plan*, the *Mental Health in Schools Strategy*, and SOGI-Inclusive education.
- All adults in the K-12 system, including trustees, educators and district staff, have a responsibility under BC's Human Rights Code to ensure schools are safe and inclusive spaces for all students.

### Background:

- The BC Human Rights Code protects BC students from discrimination based on Indigenous identity, race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age.
- On September 7, 2016, the ministry amended the Provincial Standards for Codes of Conduct and Harassment and Bullying Prevention Order to require all boards and independent schools to have SOGI (Sexual Orientation and Gender Identity) inclusive codes of conduct and anti-bullying policies.
- SOGI-Inclusive education is an approach to strengthen district and school policies and procedures, foster inclusive school environments, and develop resources and tools for K-12 schools. SOGI is not curriculum.
- Most school districts in BC use SOGI-Inclusive resources that address topics like diverse identities, family diversity, stereotypes and bullying, to ensure classrooms and schools are welcoming spaces.

### SOGI and the K-12 Curriculum:

- SOGI-Inclusive education is not curriculum whereas the Physical and Health Education curriculum includes learning on topics related to reproduction, sexuality, gender and self-identity.
- Courses throughout the K-12 system cover discrimination and bullying as a learning standard, and teachers can discuss the prohibited areas of discrimination within the BC Human Rights Code throughout various subjects.

### Anti-SOGI Protests:

- Over the 2023/24 school year, the Ministry of Education and Child Care was aware of 29 major disruptions at BC public schools, as well as many other planned anti-SOGI protests.
- The ministry continues to monitor anti-SOGI protests at schools and in the community.

### Key Facts:

- The BC SOGI Educator Network meets at least 3 times a year and includes members from all 60 school districts and 27 Independent Schools Association of BC (ISABC) member schools.
- The K-12 SOGI Collaborative includes representatives from all K-12 education partner groups and convenes four times per year for discussion on how to promote safe, caring and inclusive schools.
- Advice/Recommendations

# INFORMATION NOTE

## Key Outcomes:

- January 2024: released an updated SOGI Non-Truths and Truths document to the K-12 sector with translations in eight languages.
- August 27, 2024: safe access zones were reestablished through regulation at all of BC K-12 public and independent schools, with a few limited exceptions, for the 2024/25 school year.
- September 3, 2024: Minister Rachna Singh and all of BC's provincial education partners for K-12 released the *Joint Statement on Safe, Caring, and Inclusive Schools 2024*.
- September 2024: in partnership with Surrey School District (SD 36) created a Safe, Caring & Inclusive Schools animated video (available in eight languages) and companion video educator resource.
- September 2024: Back to School Package sent to K-12 education partners and included resources and information to support safe, caring, and inclusive school communities for all students and staff.

## Statistics:

(McCreary Adolescent Health Survey, 2023)

- 63% of youth felt safe at school (compared to 73% in 2018)
- Youth who felt like a part of their school were also more likely to rate their mental health as good/excellent (75% vs. 28% who did not feel like part of their school)
- Non-binary youth were generally the least likely to have positive school experiences: for example, they were least likely to feel connected to school or feel safe at school

## Funding:

- Provided to ARC Foundation:
  - FY 2023/24 - \$350,000
  - FY 2024/25 - \$350,000

## Services to Ministry:

- Deliverables as part of Shared Cost Agreement with ARC Foundation:
  - Employing a SOGI Education Provincial Lead;
  - Hosting the BC Educator Network meetings (both regional and provincial);
  - Hosting a virtual SOGI Educator Summit; and
  - Providing support for the Provincial K-12 Collaborative.

## Delivery Partners:

- ARC Foundation

## Agreements:

- BC Human Rights Code
- Provincial Standards for Codes of Conduct and Harassment and Bullying Prevention Order
- Safe Access to Schools Legislation

## Contact:

- Cara Williams, Director of Strategic Priorities, [cara.williams@gov.bc.ca](mailto:cara.williams@gov.bc.ca), 250-883-3043
- Meghan Day, Executive Director of Equity and Strategic Priorities, [meghan.day@gov.bc.ca](mailto:meghan.day@gov.bc.ca), 250-208-1708

## INFORMATION NOTE

### CONFIDENTIAL INFORMATION NOTE

Ministry of Education and Child Care

Date: September 6, 2024

Program Area: Student Safety and Wellness

# Emergency Management and Lockdowns

### Key Messages:

- In collaboration with the Ministry of Emergency Management and Climate Readiness, the ministry provides public, independent and First Nations schools with direct support to assist with emergency management planning, mitigation, response and recovery.
- Every school district and independent school has a Safe School Coordinator responsible for school-wide and district-wide safety initiatives focused on preventing and responding to human-caused threats and emergencies.
- Through a contract with Safer Schools Together, the ministry provides training and support to Safe School Coordinators, schools, and districts responding to school safety-related incidents and emergencies.

### Background:

#### Emergency Management:

- The ministry'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.
- 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.

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

- The ministry's *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.

#### Human Caused Emergencies and Lockdowns:

- The ministry's *Expect Respect and a Safe Education (erase)* strategy offers training, resources and subject matter expertise to safe school coordinators and school safety teams to ensure they have the skills necessary for threat prevention, assessment, response, and recovery.
- Since 2012, over 108,000 students, families, educators and community partners have participated in *erase* training. (*This number has increased [previously 95,000] to reflect 2024 training.*) Updated in 2024, the *Community Threat Assessment Protocol Guide* supports the development of local community threat assessment protocols, which facilitate shared understanding and agreement between boards of education, independent school authorities, First Nations schools and community partners about how to collaboratively respond to threat-making and worrisome behaviour.

### Key Facts:

- 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.
- There are two main emergency responses when a human-caused school threat is identified:
  - A **lockdown** is implemented when there is a high and immediate risk to students and staff at school (e.g., someone with a weapon on school property). 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 with the intention to minimize access and visibility. No one can enter or exit the

## INFORMATION NOTE

building except emergency personnel.

- **A hold and secure** is implemented when there is a significant safety-related threat or event outside the school (e.g., police responding to an incident nearby). Everyone is brought indoors and the exterior doors are locked and monitored. Students and staff can move throughout the building.
- Lockdowns and hold and secures are typically lifted following clearance by local law enforcement.

### Key Outcomes:

- In 2024, the ministry released the *Emergency Management Information and Resource Package*, outlining resources and supports related to emergency management, including financial resources; information about heat events and drought; resources to support mental health and wellbeing; and other related information for districts, child care centres and independent schools.
- In 2024, the ministry developed the *Education and Child Care Emergency Management Support Key Contacts* for districts, child care centres and independent schools. The document outlines current provincial resources and contacts, including ministry leads to assist with specific supports during response and recovery.
- From May to August 2024, the System Liaison and Supports Division connected with each district impacted by wildfires to offer support and provided weekly updates to Ministry Executive on emerging issues.
- In the 2023/24 school year, approximately 1350 K-12 educators and community partners participated in *erase* training focused on student safety.

### Statistics:

#### Natural cause/climate change related:

- A snowstorm in January 2024 saw school closures across the lower mainland and Vancouver Island, with over 23 school districts experiencing school closures between January 17-19, 2024.
- The ministry supported 8 school districts affected by Evacuation Orders and Alerts during the 2024 wildfire season.

#### Human caused events:

- *erase* provides on-demand critical incident support to schools responding to threats or incidents through contracted subject matter expert TC Safer Schools Together Inc.
- The number of critical incidents supported in the past three school years are:
  - 2023/24 school year (September – June): 1265
  - 2022/23 school year (September – June): 932
  - 2021/22 school year (September – June): 1006

### Funding:

- Emergency management and safety training are incorporated as part of the overall *erase* budget in Student Safety and Wellness; fiscal year 2023-24 budget is \$1,106,715.
  - *erase* Refresh Project: \$100,000; and
  - *erase* training, subject matter expertise and critical incident support: \$1.007 million.

### Services to Ministry:

- TC Safer Schools Together Inc.

### Delivery Partners:

- TC Safer Schools Together Inc.
- Emergency Management BC

### Agreements:

## INFORMATION NOTE

- General Service Agreement with TC Safer Schools Together Inc.

**Contact:**

Jennifer McCrea, ADM, SLSD, [Jennifer.McCrea@gov.bc.ca](mailto:Jennifer.McCrea@gov.bc.ca), 250-896-3735

Danielle Carter-Sullivan, ED Early Learning, Mental Health, and Student Safety, [Danielle.Carter-Sullivan@gov.bc.ca](mailto:Danielle.Carter-Sullivan@gov.bc.ca), 250-888-4092

## INFORMATION NOTE

### CONFIDENTIAL INFORMATION NOTE

Ministry of Education and Child Care

Date: September 6, 2024

Program Area: System Liaison and Supports Division

# Safety-Violence in Schools

### Key Messages:

- The well-being and safety of students and staff in the K to 12 education system is our highest priority. Every child deserves to feel safe, accepted and respected at school.
- Every school district and independent school has a Safe School Coordinator responsible for district- or school-wide safety initiatives.
- Through the provincial safety experts, Safer Schools Together provides training, subject matter expertise and critical incident support to schools and districts, as well as training to students and families in partnership with the ministry.

### Background:

- The Expect Respect and A Safe Education (*erase*) strategy focuses on fostering safe, caring and inclusive schools.
- The *erase* website was first established in 2012 and is the ministry's key initiative to support and promote the provincial *erase* strategy. The website provides resources for students, parents/caregivers, school staff and community partners to support them through challenges, report concerns to schools and learn about complex issues facing students.
- From late 2023 – summer 2024, Phase One of the *erase* Refresh Project was completed.
  - The newly refreshed *erase* website provides a mobile first design, new videos, as well as audience-specific information and resources for students, adults, and school staff in the areas of diversity and inclusion, mental health and substance use, and school and online safety.
- Current supports for gang and gun violence prevention are led by the Ministry of Public Safety and Solicitor General (PSSG).
  - In 2023/24, the province invested over \$100 million into specialized enforcement and intelligence initiatives related to guns, gangs, and illicit drug trafficking.
  - In 2023/24, nine priority school districts received a total of \$880,000 in targeted funding to support at least one full-time employee dedicated to building local capacity to detect and intervene early in student gang involvement and/or exploitation.
  - The ministry partners with PSSG and the Ministry of Attorney General to support awareness of the Intimate Images Protection Act among the education sector, students, and families.
- The ministry is a partner in BCs Gender-Based Violence Action Plan to help prevent, address and respond to gender-based violence.

### Key Facts:

- The Safe and Caring School Communities Policy provides guidance and outlines district responsibilities related to school safety. There is a companion policy for independent schools.
- Through contractor Safer Schools Together, the ministry offers training to support safe, caring and inclusive schools.
  - Since 2012, over 108,000 students, families, educators, and community partners have participated in *erase* training.

### Key Outcomes:

- In the 2023/24 school year:
  - More than 1,300 educators and community partners, 31,000 students, and 5,600 families participated in training related to school and online safety.

## INFORMATION NOTE

- Safer Schools Together supported districts and schools with 1265 critical incidents (1182 related to district schools and 83 related to independent schools). The most commonly reported incidents were threat-related behaviour, bullying/cyberbullying, school community concerns, and negative digital climate/culture.
- A total of 1951 reports were received through the Report It tool (in 2022/23, 1081 reports were received)

### Statistics:

- In 2022, youth aged 12-17 accounted for 11.7% of all Canadians accused of homicide - up from 4.5% in 2021 (Statistics Canada, 2023)
- In 2022, 34% of homicide victims in BC were involved in homicides linked or suspected to be linked to organized crime or a street gang incident (Statistics Canada, 2023)
- According to the BC Adolescent Health Survey (2023):
  - There has been a decline in overall sense of safety and in specific school locations (68% of youth surveyed usually or always felt safe in the washrooms vs. 86% in 2018);
  - 35% of youth surveyed had experienced discrimination in the past year (most commonly at school), 7% reported experiencing discrimination regularly, 37% had been socially excluded, 35% had been severely teased, 8% had been physically attacked and 15% had been cyberbullied;
  - 13% of youth surveyed had been sexually abused (vs. 11% in 2018 vs. 9% in 2013), 40% experienced verbal sexual harassment and 25% experienced sexual harassment; and
  - 24% of youth surveyed purposely cut or injured themselves, 18% seriously considered suicide, 13% had a relative or close friend attempt or die by suicide and 5% attempted suicide.

### Funding:

- Safety training, critical incident response and subject matter expertise are part of the overall *erase* budget in Student Safety and Wellness; fiscal year 2023-24 budget was \$1,106,715.00.
  - *erase* Refresh Project: \$100,000
  - *erase* training, subject matter expertise and critical incident support: \$1.007 million
- Annual Safe School Coordinator Meeting: two-day meeting that brings together safety experts and Safe School Coordinators; \$50,000 (estimate)

### Delivery Partners:

TC Safer Schools Together Ltd. (3-year contract; 2024-2026)  
Ministry of Public Safety and Solicitor General  
Ministry of Attorney General

### Agreement:

- C24-9219 TC Safer Schools Together Ltd.

### Contact:

Jennifer McCrea, ADM, SLSD, [Jennifer.McCrea@gov.bc.ca](mailto:Jennifer.McCrea@gov.bc.ca), 250-896-3735  
Danielle Carter-Sullivan, ED, Early Learning, Mental Health, and Student Safety, [Danielle.Carter-Sullivan@gov.bc.ca](mailto:Danielle.Carter-Sullivan@gov.bc.ca), 250-888-4092



## INFORMATION NOTE

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Ministry of Education and Child Care

Date: September 27, 2024

Program Area: Student Safety and Wellness

# Critical Incident Response Processes

### Key Messages:

- Critical incident response processes support public and independent schools and school districts to effectively respond to critical incidents, including through completing threat assessments, working with community partners (including police and subject matter experts) and following established communication protocols.
- Safer Schools Together, the ministry's contracted service delivery partner for student safety, provides 24/7 subject matter expertise to support schools and districts in responding to critical incidents. Following established processes ensures critical incident response efforts are efficient, effective, expedient and trauma-informed, with the safety and well-being of students and school communities as the highest priority.

### Background:

- A critical incident is an event that could impact the health and safety of students and/or the school community and that warrants immediate attention to prevent or respond.
- When a potential critical incident is identified or occurs, the following outlines the typical and expected response processes by each of the key responding parties:
  1. **Schools** take immediate action, including (depending on the type of incident):
    - Responding to the incident to the best of their ability in the moment, (e.g., isolate the potential offender, provide first aid);
    - Determining if other immediate action is needed, like placing the school in lockdown or calling emergency responders (e.g., 9-1-1 or the police);
      - The police may assume responsibility for response efforts in an emergency; and
    - Notifying the district Safe School Coordinator to determine next steps, including if subject matter expertise is needed and to request district resources (e.g., crisis response team).
  2. **School Districts/Safe School Coordinators:**
    - Work with the school to determine next steps, including threat assessment (if relevant);
    - Notify other district staff as needed (e.g., Superintendent);
    - Notify and request support from Safer Schools Together through an online intake form;
    - Notify the Ministry through the System Liaison and Supports Division dedicated safety phone number/e-mail (As noted in the *BC Student Safety Communications Protocol*, Safe School Coordinators are to notify the System Liaison and Supports Division if there is a high-profile incident or media is involved.); and
  3. **Safer Schools Together**
    - Work with the district/school in whatever way requested, including providing expertise on immediate actions to be taken, undertaking open-source social media information searches and working with the police of jurisdiction; and
    - Provide advanced communications support, including determining the timing and content of information released to parents/guardians, the broader school community, and media.

## INFORMATION NOTE

### 4. Ministry System Liaison and Supports Division – Student Safety Team

- o Work with the district and Safer Schools Together to coordinate provincial-level support and enable information sharing (including within and across ministries, if needed);
- o Lead internal communications, including gathering information from the district and Safer Schools Together, and notifying and actioning requests from the Deputy Minister, Minister and/or Premier's Office; and
- o Support GCPE in responding to media requests.

#### Key Facts:

- The Expect Respect and A Safe Education (*erase*) strategy focuses on fostering safe, caring and inclusive schools, including through providing guidance and training to support development of local critical incident processes.
- The Ministry's Safe and Caring School Communities policies establish that all boards of education and independent schools have a Safe School Coordinator who is responsible for district- or school-wide safety initiatives, including ensuring that critical incident response processes are in place and current, and liaising with the Ministry.
- The Ministry holds a contract with Safer Schools Together, who provides 24/7 subject matter expertise and support in responding to a wide range of potential critical incidents, including online and in-person threats, gang violence, and unexpected tragedies.
- During a critical incident, following established response protocols, including communication protocols between the school, district, contractor and ministry, is paramount to an effective response, ensuring efforts remain focused on responding to the incident.
- The System Liaison and Supports Division leads all ministry communication during a critical incident. Following a critical incident, the ministry and Safer Schools Together provide ongoing recovery support to the impacted school/district, including communications advice (e.g., guidance to caregivers on how to speak to their children about the incident), debriefing/reviewing the response to support continuous improvement, and expertise on supporting the community through trauma.

#### Key Outcomes:

- In the 2023/24 school year, Safer Schools Together supported districts and schools with 1265 critical incidents (1182 related to district schools and 83 related to independent schools). The most commonly reported incidents were threat-related behaviour, bullying/cyberbullying, school community concerns, and negative digital climate/culture.
- From January-June 2024, over 2400 hours of support for critical incidents, threat assessment and subject matter expertise were provided to districts, schools, and the ministry by Safer Schools Together.

#### Statistics:

- In 2023/24, the ministry supported over 1,300 educators and community partners, 31,000 students, and 5,500 families to participate in *erase* training related to school and online safety.

#### Funding:

- Critical incident support and safety training are incorporated as part of the overall *erase* budget in Student Safety and Wellness; fiscal year 2023-24 budget is \$1,106,715.
  - o *erase* Refresh Project: \$100,000; and
  - o *erase* training, subject matter expertise and critical incident support: \$1.007 million.

#### Delivery Partners:

- TC Safer Schools Together Inc.
- School and district partners
- Police of jurisdiction

## INFORMATION NOTE

### Agreements and Resources:

- [Community Threat Assessment Protocol Guide](#)
- [Emergency Management Planning Guide for Schools, Districts and Authorities](#)
- [Maintaining School Safety: A Guide for School and Police Personnel in BC](#)
- [BC Student Safety Communications Protocol \(available through secure log in\)](#)
- General Service Agreement with TC Safer Schools Together Inc.

### Contacts:

Jennifer McCrea, ADM, SLSD, [Jennifer.McCrea@gov.bc.ca](mailto:Jennifer.McCrea@gov.bc.ca), 250-896-3735

Danielle Carter-Sullivan, ED, Early Learning, Mental Health, and Student Safety, [Danielle.Carter-Sullivan@gov.bc.ca](mailto:Danielle.Carter-Sullivan@gov.bc.ca), 250-888-4092

## INFORMATION NOTE

### CONFIDENTIAL INFORMATION NOTE

Ministry of Education and Child Care

Date: August 30, 2024

Program Area: Indigenous Education

# Indigenous Specific Racism Review

### Key Messages:

- In 2021, the First Nations Leadership Council (FNLC) and its associated organizations called upon the Province to commission an independent and distinctions-based investigation and report into systemic and Indigenous-specific racism and discrimination in the K-12 and post-secondary provincial public education system, similar to the *In Plain Sight* report into racism in the BC public health system.

### Background:

- The Ministry of Education and Child Care (ECC), with support from the Ministry of Post-Secondary and Future Skills, is responsible for implementing Declaration Act Action Plan Action 3.3: “Conduct an external review of Indigenous-specific racism and discrimination in the provincial public education system, and create a strategy, including resources and supports, to address findings.”
- As a result of a letter from the First Nations Leadership Council (FNLC) in August 2023, work on this action has expanded to include a post-secondary review with the Ministry of Post-Secondary Education and Future Skills (PSFS). Discussions with the First Nations Education Steering Committee (FNESEC), ECC, PSFS, and FNLC are underway.
- Advice/Recommendations; Cabinet Confidences

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### Key Facts:

- It is anticipated that the Review will commence in early 2025.
- ECC and PSFS have committed to collaborate with FNESEC and FNLC on the planning and implementation of an Indigenous-Specific Racism Review in both the K-12 and post-secondary public education sectors.
- Métis Nation British Columbia (MNBC) has been engaged and will continue to be engaged in the work to represent the needs of Métis students in BC.
- Capacity of staffing to support the Review throughout all stages has been identified as a potential risk.
- The technical table will reconvene to continue working through the key documents and continue discussions on recommendations for potential reviewers.

### Key Outcomes:

- In Summer 2023, FNLC shared a draft Terms of Reference and a proposed budget for the initiative.

## INFORMATION NOTE

- In November 2023, staff from ECC and PSFS met with the FNEESC and FNLC leadership and agreed that a working technical table would be established. The technical table has met several times since its establishment in January 2024, but meetings have paused over the summer due to capacity challenges amidst competing priorities.

### **Funding:**

- Cabinet Confidences

### **Delivery Partners:**

- Ministry of Post-Secondary Education and Future Skills (PSFS)
- Métis Nation British Columbia (MNBC)
- First Nations Leadership Council (FNLC)
- First Nations Education Steering Committee (FNEESC)

### **Contact:**

Amber Shilling, Executive Director, Indigenous Education, System Liaison and Supports Division,  
[Amber.Shilling@gov.bc.ca](mailto:Amber.Shilling@gov.bc.ca), 778-679-0951

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# GOVERNMENT COMMUNICATIONS & PUBLIC ENGAGEMENT

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## GOVERNMENT COMMUNICATIONS AND PUBLIC ENGAGEMENT

**Communications Director:** Clay Suddaby

### **Core Business/ Program Area Description/Critical Business Processes:**

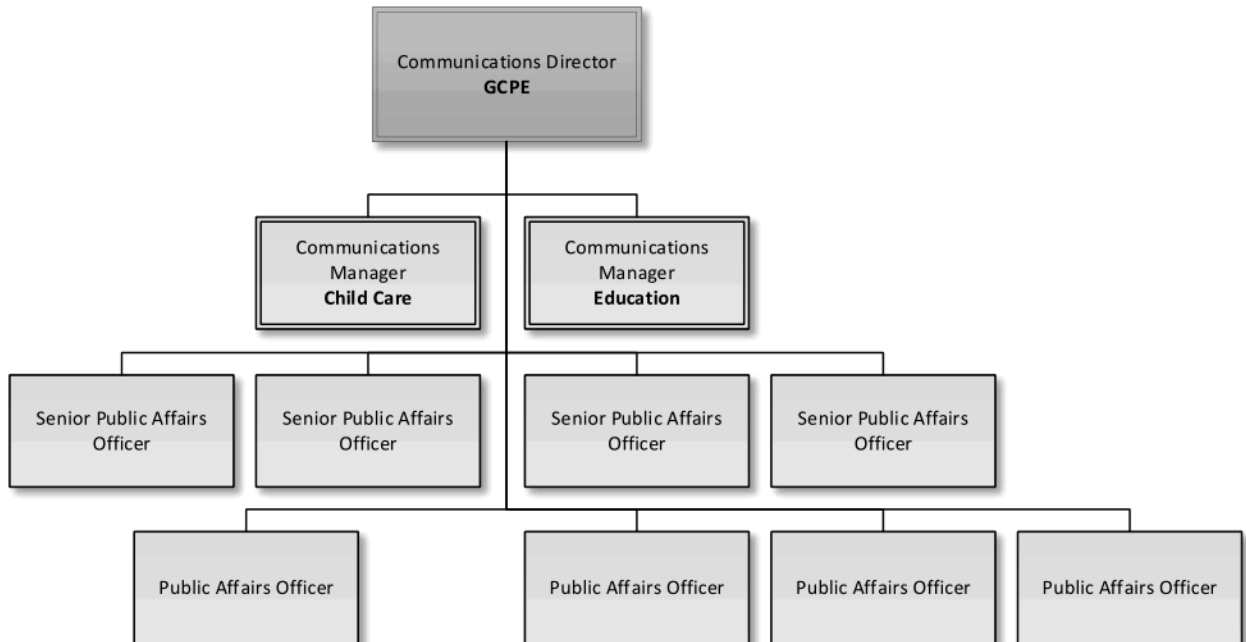
Government Communications and Public Engagement (GCPE) provides support to the Minister's Office and to the Ministry of Education and Child Care. GCPE's role is to inform the public about government programs, services, policies and priorities through traditional communication practices and online services.

### **Services provided:**

- Strategic communications advice and planning
- Issues management
- Media relations
- Events/Announcements: planning, invitations, organization, execution
- Writing services: News releases, Information Bulletins, Fact Sheets, Issues Notes, Key Messages, Op-eds, Minister's statements, speeches, profiles
- Social media, ministry website
- Research

**Full Time Equivalents (FTEs):** 9 current, 2 vacant

### **Organizational Chart:**



# 30 / 60 / 90 REPORT

October 2024

DATE	TOPIC	STRATEGY/COMM MATERIALS	ID/CONT
Fri Oct 25 10:00 AM- 1:00 PM	<b>Colwood - ECC: Colwood child care centre grand opening:</b> FYI ONLY:SD62 (Sooke) partnered with Hulitan Family and Community Services (Hulitan) to create 73 new child care spaces. They received \$5.1M from ChildCareBC's New Spaces Fund. NOTE: This project is fully provincially funded. <i>Significance:</i> Building new child care centres and access to affordable child care spaces where they are needed most is a key commitment of the ChildCareBC strategy. (Results) (Services) (Affordability)		ECC-119341 Clary Cordero  updated 1 week ago



## November 2024

DATE	TOPIC	STRATEGY/COMM MATERIALS	ID/CONT
Nov 4-15 TBC	<b>EDU: Construction of Langley Secondary addition starting:</b> POSSIBLE MINISTRY NR ONLY: Announcing construction starting on this \$29M 300-seat expansion addition at this school. <i>Significance:</i> The new addition, which adds 300 new student seats, will help address high student enrolment growth in the Langley SD. (Capital Project) (Results)	Key Messages, News Release, Q&As	ECC-118683 Elizabeth Roscoe  updated 1 month ago
Nov 4-15 TBC	<b>EDU: Construction starting on new Cloverley Elementary school:</b> POSSIBLE MINISTRY NR ONLY (TENTATIVE DATE): Announcing construction starting on this new \$64M 585 seat elementary school in North Vancouver. <i>Significance:</i> The new elementary school, which will add 585 new student seats, will help address student enrolment growth in the North Vancouver SD. (Capital Project) (Results)	Key Messages, News Release, Q&As	ECC-118686 Elizabeth Roscoe  updated 1 month ago
Nov 12-26 TBC	<b>EDU: Funding for CSF site purchase in Fernie:</b> MINISTRY NR ONLY: CSF to receive \$3.4M to purchase a school site. This is the first step in creating a permanent home for ecole Sophie Morigeau. NOTE: Dependent on TB funding approval (earliest expected was July 2023). <i>Significance:</i> This project will help to create equitable educational opportunities for francophone students. (Results) (Capital Project)	News Release, Q&As	ECC-113973 Rikkeal Bohmann  updated 6 months ago
Nov 14-18	<b>EDU: Education Savings Week (Nov 14-18, 2024):</b> FYI ONLY: Hosted by the Fed Government's Canada Education Savings Program. NOTE: This week coincides with Financial Literacy Month in November 2024, see FIN-XXXXXX. Also marks the 26th anniversary of Canada Education Savings Program. <i>Significance:</i> Providing students/families with opportunity to save for future post sec education opportunities. (Awareness Week)		ECC-116373 Christian Budra  updated 9 months ago
Nov 18-29 TBC	<b>EDU: Funding for a new CSF school (Beausoleil) in Victoria:</b> MINISTRY NR ONLY: The CSF to receive \$66M in funding for a new Beausoleil school in Victora. NOTE: Dependent on TB funding approval. <i>Significance:</i> This project will help to create equitable educational opportunities for francophone students. (Results) (Capital Project)	News Release	ECC-110904 Rikkeal Bohmann  updated 2 months ago
Nov 18-29 TBC	<b>EDU: Funding for CSF site purchase in Duncan:</b> MINISTRY NR ONLY: The Conseil scolaire francophone de la Colombie-Britannique to receive \$2M in funding to purchase a school site to create a permanent home for des Cascades school. NOTE: Purchased Sonemos Elementary. TB approved. Approval letters sent. Translations: French. <i>Significance:</i> This project will help to create equitable educational opportunities for francophone students. (Results) (Capital Project)	News Release, Q&As	ECC-113967 Rikkeal Bohmann  updated 2 months ago
Nov 20-27 TBC	<b>EDU: Funding for an addition at CSF School Collines-D'Or in Kamloops:</b> MINISTRY NR ONLY: CSF to receive \$46M to add 225 seats to the Collines-D'Or school. NOTE: Dependent on TB funding approval. <i>Significance:</i> This project will help to create equitable educational opportunities for francophone students. (Results) (Capital Project)	News Release, Q&As	ECC-113971 Rikkeal Bohmann  updated 6 months ago
Nov 21-23	<b>Vancouver - 2024 BCSTA Trustee Academy (Nov 21-23):</b> FYI ONLY - BC School Trustees Academy (Nov 21-23) School board, trustees and ministry staff will gather for the annual three-day Academy. Themes of the conference include AI, equity and anti-racism and Indigenous education and inclusion. Trustees, superintendents, secretary-treasurers and guests from partner associations also attending. NOTE: Opportunity for new Minister to speak		ECC-119422 Laura Casselman  updated 2 minutes ago
Nov 27- Dec 13 TBC	<b>ECC: North Cowichan child care centre new location **ON HOLD**:</b> POSSIBLE THIRD PARTY NR (FYI ONLY): A new 158-space child care facility will soon be constructed at 1584 Donnay Drive in North Cowichan, funded through \$18M New Spaces Fund. This project includes federal funding. NOTE: This project was announced June 30, 2023. This release is just to notify there has been a change of location for the project. <i>Significance:</i> Building new child care centres and access to affordable child care spaces where they are needed most is a key commitment of the ChildCareBC strategy. (Affordability) (Results) (Services)	News Release	ECC-118329 Esme Mills  updated 1 month ago

DATE	TOPIC	STRATEGY/COMM MATERIALS	ID/CONT
Sat Nov 30	<p><b>ECC: National Day of Action for Child Care:</b> FYI ONLY (Issue): On this day, child care advocates and allies call for immediate and meaningful government action to address the shortage of qualified early childhood educators, which is a major block to making licensed programs more available.</p> <p><i>Significance:</i> ECE recruitment, retention and recognition is part of the ChildCareBC plan. (Awareness Day)</p>		<p>ECC-116362 Christian Budra</p> <p>updated 9 months ago</p>

## December 2024

DATE	TOPIC	STRATEGY/COMM MATERIALS	ID/CONT
Dec 12-14	<p><b>Annual First Nations Education Steering Committee Education Conference (Dec 12-14):</b> FYI ONLY: Annual First Nations Education Steering Committee Education Conference (Dec 12-14) with 800 teachers, administrators and support staff in attendance from First Nations, public and independent schools. NOTE: Opportunity for new Minister to speak</p>		<p>ECC-119423                      Laura Casselman                      updated 3 minutes ago</p>
Dec 15-30 TBC	<p><b>Smithers - EDU: Completion of new École La Grande-Ourse:</b> MINISTRY NR ONLY: SD 93 (CSF) has completed a \$5M project to build a prefabricated, five-unit school featuring additional 70 seats and a gymnasium facility on a newly acquired property at the southeastern corner of Vancouver St and Third Ave in Smithers.  <i>Significance:</i> Construction completion to address the issue of high student enrolment growth in SD93. The prefabricated school will provide the amenities needed to facilitate a safe, functional and positive learning environment for students. The new school will replace the leased facility they have been operating in since 2019. (Capital Project) (Results)</p>	<p>KMs, QAs and social media also planned.                       Key Messages, News Release, Q&amp;As</p>	<p>ECC-118666                      Yetunde Bada                      updated 2 months ago</p>

**GOVERNMENT COMMUNICATIONS AND PUBLIC ENGAGEMENT  
TOP ISSUES NOTES**

**\$10 A Day ChildCareBC Spaces**

**Child Care Affordability**

**Child Care Space Creation**

**Child Care Fee Reductions**

<p><b>CONFIDENTIAL</b></p> <p><b>ISSUES NOTE</b></p> <p>Ministry of Education and Child Care  Date: Jan. 17, 2023 Updated: June 13, 2024  Minister Responsible: Mitzi Dean</p>	<p><b>\$10 a Day</b>  <b>ChildCareBC spaces</b></p>
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**I. ADVICE AND RECOMMENDED RESPONSE:**

**KEY MESSAGES:**

- There are over 15,000 \$10 a Day spaces in B.C., and we are on track to reach our next goal of 20,000 \$10 a Day spaces by spring 2026 [June 2024].
- Families save about \$920 a month, on average, per child with a \$10 a Day space, reducing the average cost of child care from \$1,120 a month (for full-time, centre-based care) to \$200 a month.
- The \$10 a Day program isn't the only way we're lowering child care fees. Our fee reductions and income-tested supports are lowering the cost of child care for thousands more families to as low as \$10 a day or less.
- We will continue to work with child care providers to lower fees as we build a future where access to affordable, quality, inclusive child care is a core service that families can rely on.

*If asked why don't all families have access to \$10-a-day?*

- The \$10 a Day program isn't the only way we're bringing down the cost of child care for families.
- We're also reducing child care costs for the families of over 130, 000 children through the fee reduction program:
  - The Child Care Fee Reduction Initiative, which supports families with children in kindergarten and younger accessing care at a participating licensed child care program – over 81,900 spaces – save up to \$900 per month, per child.
  - Families of school-aged children and children attending half-day preschool at licensed facilities – almost 48,400 spaces – save up to \$145 per month, per child because we know child care costs don't stop when kids start school;
- The Affordable Child Care Benefit, which supports an average of 28,200 families (representing 35,700 children) with up to \$1,250 per month, per child in further fee reductions; and
- The Aboriginal Head Start Program, which provides culturally-based early learning and child care for over 1,700 children at no cost to their families, in partnership with the First Nations Health Authority and the Aboriginal Head Start Association of BC.

- We know there's more to do, which is why we'll be delivering another 5,000 new \$10 a Day spaces by spring 2026.

*If asked what is next for the \$10 a Day program in 2024:*

- We are continuing to partner with the federal government to make an average of \$10-a-day child care available to all families through this program as well as our fee reductions and income-tested support.
- We anticipate converting more spaces to the \$10 a Day program, with the goal of expanding the number of number of participating \$10 a Day ChildCareBC spaces to 20,000 by spring 2026.
- We are testing a new funding model, which will support the future of child care funding in the province.
- We will be getting feedback, refining the model and plan to begin expanding implementation in 2025.

## **II. BACKGROUND:**

### ISSUE SUMMARY:

- Spaces in the \$10 a Day ChildCareBC program are “life changing” for families, but many say it's like finding a “unicorn” or like “winning the lottery.” There are not enough \$10 a Day spaces for all families and critics say it's not helping those who need it most.

### MINISTRY UPDATE:

- Since 2018, the Province and Government of Canada have made the following investments in the \$10 a Day Child CareBC program:
  - The bilateral Early Learning and Child Care (ELCC) Agreement with the Government of Canada supports approximately 2,500 \$10 a Day spaces at 50 licensed child care facilities throughout B.C. As of December 2023, B.C. has invested \$168 million in federal funding in this initiative.
  - Budget 2021 included \$42.63 million in provincial funding to convert more than 4,000 additional spaces into \$10 a Day ChildCareBC spaces, bringing the number of \$10 a Day child care spaces to more than 6,500.
  - In 2024-25, \$160.9 million of funding for \$10 a Day spaces is committed through B.C.'s [Canada-wide Early Learning and Child Care Agreement \(CW-ELCC\)](#) with the Government of Canada. This supports over 6,100 additional child care spaces through the 2022 intake, and the number of \$10 a Day ChildCareBC Centres is being expanded through a targeted expression of interest process. Through the 2023 intake, approximately 50 more centres with 1,650 spaces were added in communities throughout B.C., which resulted in an approximate total of 15,311 spaces at over 315 centres, the last of which were announced on March 28, 2024.

- Newly added centres to the program are located where they are most needed, such as in communities that do not yet have access to the \$10 a Day program or have a low number of \$10 a Day spaces compared to their region’s population density.
- All regions of the province and all types of licensed child care operators that the ministry funds are represented in the \$10 a Day ChildCareBC program, including rural and urban areas, family and group facilities (both not-for-profit and private), as well as Indigenous-led child care facilities. Licensed programs such as occasional care, recreational care, and child minding are not eligible.
- As of June 1, 2024, over 81,900 0-5 spaces and almost 48,400 licensed preschool and school-aged spaces are participating in the Child Care Fee Reduction Initiative.
- More opportunities to join the program are anticipated in the future and more information will be available as opportunities arise.

**MEDIA SCAN:**

- \$10 a Day program came under discussion in June, 2024, after B.C. United party pitched its plan to give money directly to families who don’t have access to those spaces. Child care advocate Sharon Gregson has opposed this on [CBC](#), saying this “doesn’t magically mean there’s going to be more child care out there”.
- The latest government \$10 a Day announcement (Mar. 28, 2024) also included federal pre-Budget highlights, which took up a lot of the coverage, but many included mention of the \$10 a Day program, including [CTV](#), [Global](#), [CBC](#) and others. Positive statements include: “less stress,” “a big help,” “a plan to make sure child care never again costs another rent- or mortgage-sized payment.”
- Announcement was also an opportunity for child care advocates, including Sharon Gregson, Opposition and parents to comment on the lack of child care spaces and to further expand the \$10 a Day program: “three-year nightmare wait-list,” “families [...] need child care now,” “surprised government is not increasing provincial investments to more quickly expand the success of \$10-a-day child care.”
- Black Press and others reported positively on the specific spaces coming to various regions.

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Program Area:	Kal Parmar, ED, Operating Funding Model Implementation Branch	250 213-7079
	Teresa Butler, A/ED, Child Care Policy	778 698-9796
	Patricia Boyle, Asst. Deputy Minister	778 974-5047

<p>CONFIDENTIAL</p> <p><b>ISSUES NOTE</b></p> <p>Ministry of Education and Child Care  Date: Jan. 13, 2023 Updated: June. 13, 2024  Minister Responsible: Mitzi Dean</p>	<p>Child care  Affordability</p>
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**I. ADVICE AND RECOMMENDED RESPONSE:**

**KEY MESSAGES:**

- Affordable child care is life changing for families, and good for our communities and our economy.
- Through our child care affordability programs, we’re bringing costs down and helping lift families up.
- Our affordability programs have reduced average child care fees for families with children 12 years and under from \$45 per day without fee reductions to approximately \$18.
- Families of over 143,900 children are benefiting from reduced child care fees – 88,000 more than in 2018-19:
  - Families with children in kindergarten and younger accessing care at a participating licensed child care program – over 81,900 spaces – save up to \$900 per month [June 2024].
  - Families of school-aged children and children attending half-day preschool at licensed facilities – almost 48,400 spaces – save up to \$145 per month because we know child care costs don’t stop when kids start school [June 2024].
  - There are also over 15,000 \$10 a Day ChildCareBC spaces throughout B.C. offering child care for no more than \$10 a Day, and we're on track to reach 20,000 spaces by spring 2026 [June. '24].
  - The families of an average of 35,700 children per month are receiving further support through the Affordable Child Care Benefit.
  - In partnership with the First Nations Health Authority and the Aboriginal Head Start Association of BC, over 1,700 children are accessing culturally-relevant care at no cost, with more to come.
- We’ve also eliminated waitlist fees at government-funded child care centres.

**II. BACKGROUND:**

**ISSUE SUMMARY:**

- The cost of child care can significantly impact families’ lives, and affordable child care provides families with the ability to work, train or pursue other opportunities.



## MINISTRY UPDATE:

### **Child Care Fee Reduction Initiative (CCFRI):**

- Since April 2018, families with children kindergarten-aged and younger have been saving up to \$350 a month, per child, through the CCFRI. Effective Dec. 1, 2022, families are saving up to an additional \$550 more, for a total of up to \$900 a month, per child.
- Savings for children in half-day preschool and school-aged child care were introduced on Sept. 1, 2023, with those families saving up to \$145 per child per month.
- Child care providers representing 96% of eligible child care spaces are enrolled in CCFRI.
- Fee reduction amounts depend on the type of child care facility, the age of the child, and whether their care is full- or part-time. The out-of-pocket costs to families pay depends on their provider's starting fee.
- Effective December 2022, providers participating in the CCFRI are able to increase their fees by up to 3% of the typical (median) fee in their region, with limited exceptions. This approach ensures predictability and affordability of child care costs for families, while allowing providers the ability to increase parent fees annually.

### **\$10 a Day ChildCareBC Centres:**

- With federal support, the Province introduced \$10 a Day centres in 2018, starting with 2,500 spaces throughout B.C., as part of the ChildCareBC plan.
- Through provincial funding, another approximately 4,000 spaces were added to the program through the 2021-22 intake.
- Additional federal funding through B.C.'s [Canada-wide Early Learning and Child Care Agreement \(CW-ELCC\)](#) supported the conversion of an additional 6,100 \$10 a Day spaces in the 2022-23 intake.
- The 2023-24 intake added another ~1,650 spaces.
- The current total number of \$10 a Day spaces throughout B.C. is over 15,000.
- These spaces offer full-time care for no more than \$10 a day per child but the \$10 a Day program isn't the only way government is achieving \$10-a-day child care.
- As of Mar. 31, 2024, approximately 25,700 spaces were paying \$10 a day or less:
  - 14,900 spaces in the \$10 a Day ChildCareBC program
  - 7,300 spaces in the Child Care Fee Reduction Initiative
  - 1,800 spaces receiving the Affordable Child Care Benefit
  - 1,700 Aboriginal Head Start spaces
  - NOTE: These are point in time estimates and these numbers are expected to decrease in future years.

### **Aboriginal Head Start (AHS) Child Care**

- AHS is an evidence-based early learning and child care program for Indigenous children aged 0 to 6 years and their families. AHS uses a culturally relevant curriculum and provides wraparound family support and inclusion services at no cost to Indigenous families.
- Since 2018, through provincial and federal funding, the number of AHS

spaces has grown to over 1,700, including over 950 spaces located in First Nations communities and over 800 spaces in urban Indigenous communities.

- The number of AHS spaces is expected to grow in future years to over 2,300 spaces through 2023-24 investments, further increasing access to no cost child care to Indigenous children and families.

**Affordable Child Care Benefit (ACCB):**

- Introduced in September 2018, the ACCB supports families earning up to \$111,000 a year (pre-tax), up to a maximum of \$1,250 a month, per child.
- ACCB can be combined with other government affordability programs, meaning some families will pay little or nothing at all for their child care.
- On average, over 35,700 children receive support through the ACCB each month so far in 2023-24.
- Through the income-tested ACCB, parents earning less than \$45,000 may receive the maximum of \$1,250 per month to help cover their child care. Parents earning between \$45,000 and up to \$111,000 may receive pro-rated benefits to cover child care costs.
- Family size, the reason for needing child care, and type of care also factor into the support that families receive.
- Families must renew their application every year, or when their circumstances change, and payments are delivered directly to the child care provider upon receipt of their monthly claims statement. When child care is provided in the child’s own home, payments are made directly to the parent or guardian.

**Waitlist fees:**

- As of April 1, 2024, providers receiving government operating funding will no longer to be able to charge waitlist fees.
- The median waitlist fee was \$55, with no guarantee of receiving a space.

**Budget:**

- Budget 2024 confirms almost \$2.6 billion in operating funds for the ministry for Child Care over three years:

Fiscal year	Operating funding	CCBC plan year
2024-25	\$865 million	Year 7
2025-26	\$866 million	Year 8
2026-27	\$866 million	Year 9

- Including funding for ECE education spaces through the Ministry of Post-Secondary Education and Future Skills, through the Ministry of Health for Licensing, and through the Ministry of Children and Family Development for Supported Child Development and Aboriginal Supported Child Development the total three-year budget for ChildCareBC is \$2.89 billion (\$963 million annually for years 7-9).
- Additional federal contributions of \$1.8 billion over the next two years include:
  - \$1.7 billion through the Canada-wide Early Learning and Child Care Agreement:

- \$767 million (2024-25)
  - \$911 million (2025-26)
- \$75 million annually over the next two years through the Canada-B.C. Early Learning and Child Care Agreement.
- Federal funding will support our shared priorities for children five and under:
  - Expanding access to \$10 a Day child care
  - Reducing fees at licensed child care facilities
  - Supporting the creation of more child care spaces
  - Improving access to inclusive child care
  - Supporting Indigenous-led child care.

**MEDIA SCAN:**

- \$10 a Day program came under discussion in June, 2024, after B.C. United party pitched its plan to give money directly to families who don't have access to those spaces. Child care advocate Sharon Gregson has opposed this on [CBC](#), saying this "doesn't magically mean there's going to be more child care out there".
- The cost of child care and lack of available child care spaces are recurring issues in media throughout the province. The additional fee reduction announcement on Sept. 23, 2022, and monthly \$10 a Day program updates were well received by media, families, advocates and most providers – but media, advocates such as Sharon Gregson, and families are asking for \$10 a Day to be rolled out quicker.
- Positive sentiments include "life changing," "like winning the lottery," "relief."

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## ADVICE TO MINISTER

<p style="text-align: center;"><b>CONFIDENTIAL ISSUES NOTE</b></p> <p>Ministry of Education and Child Care Date: May 24, 2023 Updated June 21, 2024 Minister Responsible: Mitzi Dean</p>	<h1 style="text-align: center;">Child Care Space Creation</h1>
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### ADVICE AND RECOMMENDED RESPONSE:

- We understand the challenges some families face in accessing child care in British Columbia.
- For too long, child care was treated as a luxury that shut out many families – and we’re changing that.
- Since we launched the ChildCareBC plan in 2018, the Province has invested \$4.8 billion to build a future where access to child care is a core service that families can rely on.
- Since 2018, the number of licensed spaces in the province has grown from 111,000 to over 148,000.
- The Province has funded the creation of more than 37,000 new licensed child care spaces, with more than 18,000 of these spaces open and providing care for children.
- With more child care spaces, more families are benefiting from affordable, quality, inclusive child care, and we are continuing to build more.
- Funding for new child care spaces is focused on community investments that are long term and run by public and non-profit institutions.

#### *If asked about staffing new child care spaces:*

- As we build new spaces and reduce costs for families, we also focused on recognizing, training, recruiting and retaining early childhood educators.
- We are helping with the cost of education, enhancing wages, providing better access to training and professional development, and streamlining pathways for international ECEs.
- And, we continue working hard to improve compensation and recognize the value and professional work of ECEs.

#### *If asked about a lag time between funding spaces and opening them:*

- Building quality child care takes time.
- Many projects involve significant renovations or new construction, which can take years to complete.

- **Similar to many sectors around the world, there have been construction-related delays in some child care capital builds due to labour shortages.**
- **We're working with our partners to make sure child care projects are completed in a safe and timely way.**
- **More than 18,000 of the new licensed spaces funded since 2018 are open and providing care for children, with the remaining spaces at varying stages of development.**
- **These new spaces we are helping build will be community assets that will serve families for years to come.**

***If asked about changes to space-creation funding eligibility:***

- **Since the launch of ChildCareBC in 2018, we've funded more than 37,000 new licensed child care spaces from both private and public-sector providers.**
- **As we continue to build a future where affordable child care is a core service that families can depend on, we will focus more on creating new public-sector, Indigenous-led and non-profit child care sites.**
- **These are public investments in community assets.**
- **However, private child care providers will continue to be an important part of the B.C. child care system and will continue to receive operational funding, the option to work with the government to reduce fees for families and the ECE wage enhancement.**
- **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 build the system families deserve.**

***If asked about New Spaces Fund criteria not allowing for private providers or if it's an attempt to reduce private child care providers in B.C.?***

- **As we continue to build a future where affordable, inclusive and more sustainable child care is a core service that families can rely on, capital investments in child care facilities will focus on spaces that are built and owned by public and non-profit organizations.**
- **That's because these public facilities will remain in communities to serve families over the long term.**
- **This approach aligns with recommendations from the Provincial Child Care Council, child care advocates, and with direction from our federal partners.**
- **However, private child care providers will continue to be an important part of the child care system in B.C. and will continue to receive operational funding, the option to work with government to reduce fees for families and the ECE wage enhancement.**

## ADVICE TO MINISTER

- **While private child care providers are not eligible for the New Spaces Fund program, child care providers seeking to create a licensed child care facility in their personal residence are eligible for the Start-Up Grant program.**

### ***If asked about the 2024-2025 intake:***

- **The ChildCareBC New Spaces Fund intake opened on May 15, 2024.**
- **Applications will be accepted until August 2, 2024**
- **This year, there are two pathways to apply to the ChildCareBC New Spaces Fund.**
  - **School districts will use the Capital Asset Planning System (CAPS) to request funding for child care projects on school grounds in addition to education capital funding.**
  - **All other eligible public sector applicants will apply through the existing ChildCareBC New Spaces Fund application process.**
- **Applicants will be contacted directly with the outcome of their application.**

### **KEY FACTS:**

Government has invested \$4.8 billion since 2018 to build the foundation of child care based on five key pillars: affordable, accessible, inclusive, Indigenous-led and quality.

Criticism of the ChildCareBC plan often points to families continuing to struggle to access child care. Building quality, inclusive child care takes time and many of the child care projects that have been funded require significant renovations or brand-new builds. The pandemic led to some delays and escalating costs for many child care construction projects. Labour shortages in the construction sector have also caused delays in some instances. Space creation is also dependent on work across the ChildCareBC initiatives that contribute to stable operating funding, increased capacity within the public and not-for-profit sector to enable expansion, and workforce recruitment and retention.

### **SPACE CREATION**

Since the introduction of ChildCareBC in 2018, the Province has invested over \$855 million to support the creation of new licensed child care spaces. Through space creation initiatives, including the ChildCareBC New Spaces Fund, investments in neighbourhood learning centres and the Start-Up Grant Program, the ministry has surpassed this goal and funded more than 37,000 new licensed spaces as of Apr. 30, 2024, with more than 18,000 already operational. As of June 2024, newly operational spaces from the Start-Up Grant program account for 27% of newly operational spaces.

The ministry launched the ChildCareBC Maintenance Fund in June 2018. This program provides support to providers to maintain their licence when they need to carry out emergency repairs at their facilities or relocate their operations altogether due to an emergency. Since the program's launch, the ministry has invested nearly \$6.7 million to support over 1,900 facilities.

The 2023-24 New Spaces Fund was supported by \$235 million in combined federal and provincial investments (federal – \$151 million for 0-5 years spaces; provincial – \$84 million for 0-5 years and school age spaces). Eligible organizations include public sector, Indigenous governments, not-for-profit organizations and First Nations schools, First Nations independent schools and other eligible

independent schools to align with federal direction. Federal funding is focusing on spaces for children aged 0-5 years that are run by public and non-profit institutions. Private, for-profit organizations are not eligible ; however, for-profits are eligible for funding to operate child care, just not eligible for the capital funding to build and own the facilities. As part of this intake, there is a funding stream for new licensed school age care on school grounds available to B.C. school boards, First Nation schools, First Nation independent schools and other eligible independent schools.

**Media Interest:** The lack of child care spaces continues to be a recurring issue in municipal, provincial and federal media.

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Program:	Shannon Renault	250 886-0845
	Sophia Baker-French	778 698-8208
	Clare Cronin	778 974-3491
	Roseanne Sovka	778 698-1696
	Patricia Boyle, Asst. Deputy Minister	778 974-5047

<p><b>CONFIDENTIAL</b></p> <p><b>ISSUES NOTE</b></p> <p>Ministry of Education and Child Care  Date: Feb. 14, 2023 Updated June 13, 2024  Minister Responsible: Mitzi Dean</p>	<p>Child care  Fee reductions</p>
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**I. ADVICE AND RECOMMENDED RESPONSE:**

**KEY MESSAGES:**

- Child care can be one of the biggest bills many families face each month, and people need a break.
- Through our fee reductions, we’re bringing down costs of child care and helping lighten the load for families:
  - Families with children in kindergarten and younger accessing care at a participating licensed child care program – over 81,900 spaces – save up to \$900 per month.
  - Families of school-aged children and children attending half-day preschool at licensed facilities – almost 48,400 spaces – save up to \$145 per month because we know child care costs don’t stop when kids start school.
- 96% of B.C.’s eligible child care spaces are participating in the Child Care Fee Reduction Initiative, which helps families save thousands of dollars in child care costs every year.

***Why not deliver \$10-a-day to all families?***

- Affordable child care is life changing for families, and good for our communities and our economy.
- We’re expanding the \$10 a Day program in a way that’s sustainable – but we know that families need help with the cost of living now, which is why we enhanced and expanded the fee reductions.
- As of June 2024, there are over 15,000 \$10 a Day spaces in B.C.
- We know there’s more to do, which is why we’ll be delivering another 5,000 new \$10 a Day spaces by spring 2026.

**II. BACKGROUND:**

**ISSUE SUMMARY:**

- Child care can be one of the biggest expenses that families face each month, and families and advocates are looking to the province to cut costs of child care to help ensure families can work, train or pursue other opportunities.



## MINISTRY UPDATE:

- The Child Care Fee Reduction Initiative (CCFRI) was introduced in April 2018 as part of ChildCareBC to help lower the cost of child care.
- Eligible, licensed child care facilities must apply annually to participate in the CCFRI and agree to the funding agreement terms and conditions. Parents do not need to apply, as the CCFRI requires child care providers to reduce the cost of care for all families with children enrolled in the eligible care types. Licensed child care facilities eligible for the CCFRI must be enrolled in that program to be eligible for the Early Childhood Educator Wage Enhancement (among other eligibility criteria).
- From the program's launch in April 2018 until December 2023, the Province has provided more than \$783 million in provincial CCFRI funding. Effective Dec. 1, 2022, federal funding for CCFRI is now also supported through provincial and federal investments as part of the \$3.2 billion, five-year investment from the federal government through the Canada-B.C. Canada-wide Early Learning and Child Care Agreement.
- The Sept. 1, 2023, expansion of the CCFRI to include school-aged and half-day preschool programs is funded solely through provincial investments, representing a total three-year provincial investment of \$229.5 million (2024-25 to 2026-27).
- In 2024-25, \$963 million in provincial funding and \$1.04 billion in federal funding will support our shared priorities for children five and under, including reducing parent fees at licensed child care facilities.
- Child care providers approved to participate in the initiative are listed online at: [www.gov.bc.ca/childcare/optin](http://www.gov.bc.ca/childcare/optin)

### ***Timeline of changes to CCFRI program:***

- Changes for the 2024-25 funding year include:
  - Starting April 1, 2024, providers receiving CCOF base funding may no longer charge waitlist fees.
  - Providers may be eligible to receive CCOF base funding if the facility needs to temporarily close due to an evacuation order or natural disaster. Other external circumstances outside the provider's control are at the ministry's discretion.
  - To assist with providers' planning, for the 2024 renewal, CCFRI guidelines were made available in December 2023, a month earlier than usual. This allowed providers an opportunity to review changes to the guidelines.
  - As of April 1, 2024, the regions used to determine fee increase limits and affordability benchmarks are education regions based on school districts. Changing to education-based regions will help the program remain regionally responsive and further child care's integration into the Ministry of Education and Child Care.
- Changes announced as part of Budget 2022, effective Sept. 1, 2023, include:
  - Expanding fee reductions of up to \$145 per month to half-day preschool and child care for school-aged children.

- o Existing CCFRI policies, including the 3% fee increase limit and the requirement to participate to access the Early Childhood Educator Wage Enhancement, apply to facilities offering half-day preschool and school-age child care.
- Changes announced in September 2022, effective Dec. 1, 2022, included:
  - o Increasing savings for parents by up to \$550 more (in addition to the previous \$350) per child per month to help bring down costs;
  - o Limiting annual allowable parent fee increases to 3% to ensure predictability and affordability of child care costs for families, while also recognizing inflationary pressures faced by child care providers;
  - o Increasing supports to child care providers by at least 100% – and as much as 400% for some child care categories – to ensure providers can continue providing quality care for children, to cover costs associated with participating in the program and to support sustainability over the long term; and
  - o Setting a minimum parent fee of \$200 to align with the approach in place at \$10 a Day ChildCareBC centres.
- Changes introduced in January 2022, effective April 1, 2022, included:
  - o Clarifying the types of expenses that can be approved if a facility is requesting a parent fee increase due to exceptional circumstances and establishing upper limits for parent fee increases due to exceptional circumstances;
  - o Clarifying that any increase to existing (or introduction of new) administrative fees will be considered a parent fee increase subject to ministry review.

**MEDIA SCAN:**

- Ongoing media interest in child care affordability, with heightened media interest around renewals. Changes, including advance notice to providers and improved technology seems to have had a positive impact on the 2024 renewals, as there has been almost no media issues/coverage leading up to the application deadline and throughout the process.

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Program:	Teresa Butler, A/ED, Child Care Policy Jennifer Paz, A/ED, Child Care Operations Patricia Boyle, Asst. Deputy Minister	778 698-9796 250 217-3012 778 974-5047

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# GOVERNMENT 101

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# Government 101

Overview of Key Roles, Structures & Processes

October 2024



BRITISH  
COLUMBIA

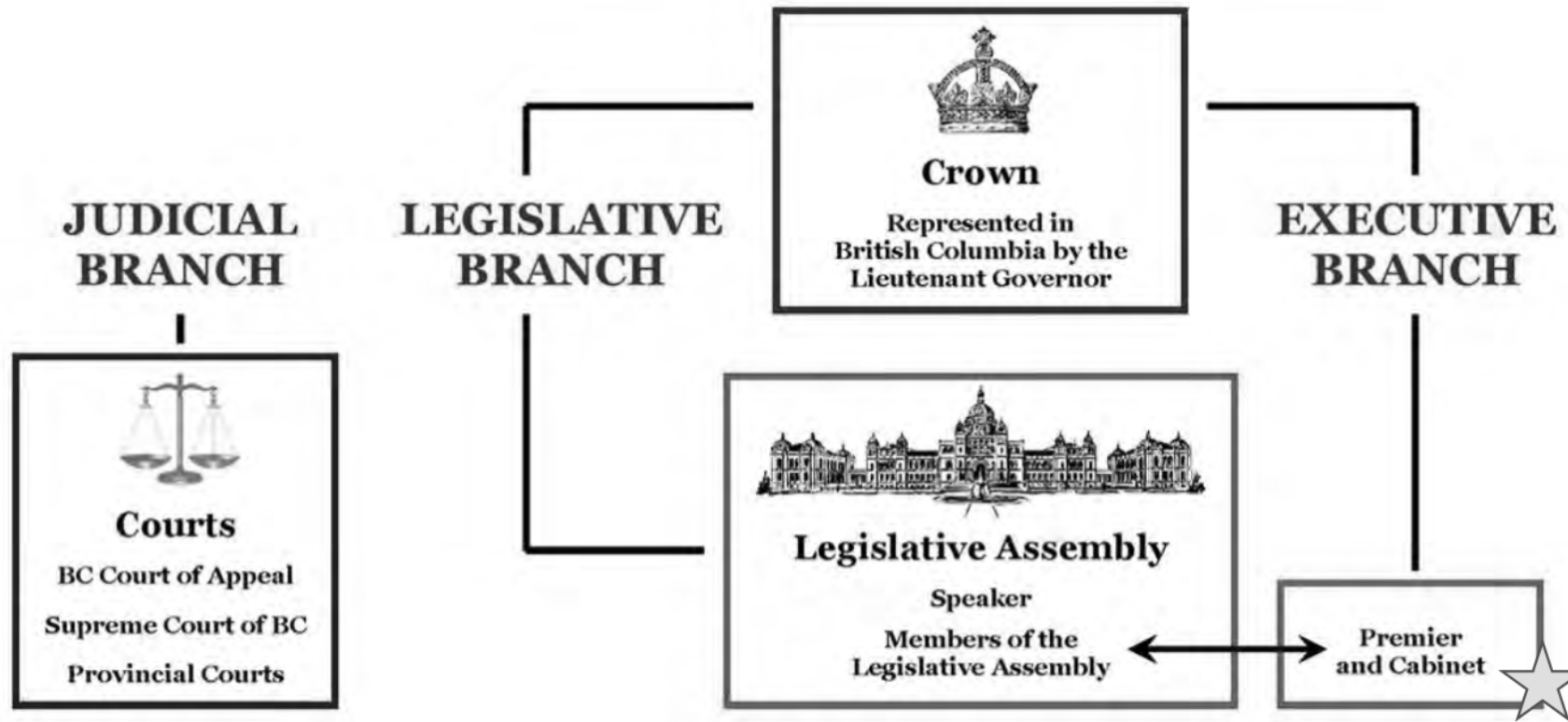
# Overview

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- Office of the Premier
- Roles & Responsibilities
- Government Decision Making
- Cabinet Confidentiality
- Conflict of Interest
- Records Management

# Introduction



# The Three Branches of Government



# The Executive Council or Cabinet

- Established under section 9 of *Constitution Act*
- Ultimate decision-making body of government
- Members appointed by the Lieutenant Governor on advice from Premier
- Chaired by the Premier



# Office of the Premier



# Office of the Premier

- The Office of the Premier has two principal roles:
  - 1) **Political:** overseen by the Premier's Chief of Staff, who acts as the senior political advisor to government
  - 2) **Non-partisan Public Service:** overseen by the Deputy Minister to the Premier
- Premier's **Chief of Staff** and **Deputy Minister to the Premier** work collaboratively to:
  - Support the Premier to advance government's policy and legislative agendas
  - Represent the Premier in providing direction to their respective staffs:
    - Chief of Staff provides direction to political staff, including Ministers' chiefs of staff
    - Deputy Minister to the Premier provides direction to public servants

# Key Roles

## Premier's Chief of Staff

- Most senior political advisor
- Provides strategic advice to the Premier and Executive Council (Cabinet) to advance government's policy and legislative agenda
- Coordinates and develops governments strategic and policy objectives
- Coordinates cross-government communications and issues management
- Develops and maintains relationships with major stakeholders
- All Ministers' chiefs of staff report to the Premier's Chief of Staff

## Deputy Minister to the Premier

- Most senior public servant (non-political official)
- Serves as Cabinet Secretary and head of the BC Public Service
- Provides non-partisan advice to the Premier on public policy, development of legislation, and operational issues
- Ensures effective administration of programs and services, the development and implementation of key policy initiatives
- Manages a professional and non-partisan public service
- All Deputy Ministers report to the Deputy Minister to the Premier

# Roles & Responsibilities



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# Government Decision-Making

# Cabinet-Level Decisions



## Policy

Cabinet considers and provides direction on significant new policies or shifts in policy. It may also provide direction on contentious issues and issues with significant cross-government and inter-governmental implications.



## Fiscal

Treasury Board considers and provides direction on the overall financial decision making of the province and the execution of the fiscal plan, including making regulations or issuing directives to control or limit expenditures.



## Legislative

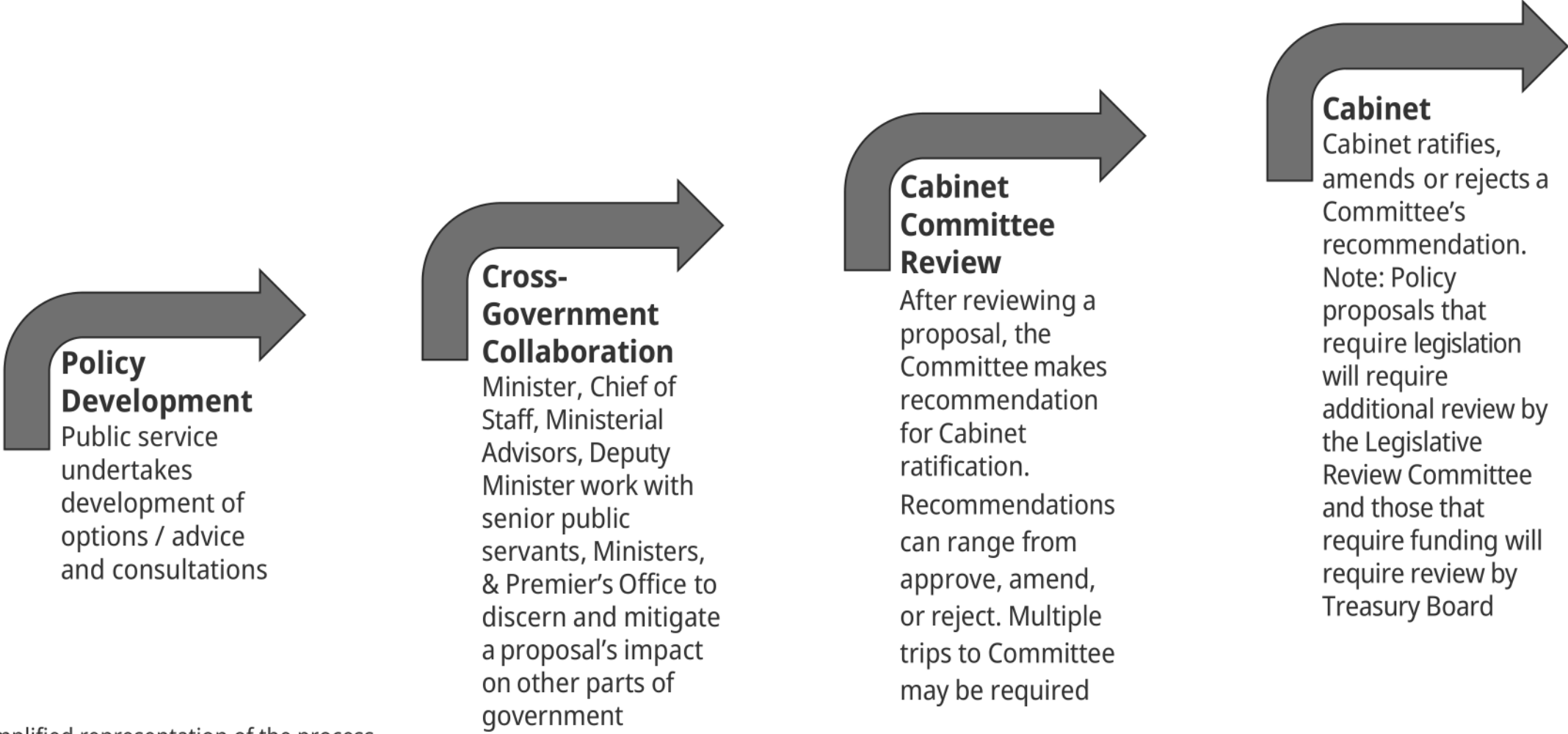
Cabinet considers and provides direction on legislative priorities and legislation.



## Regulations / OICs

Cabinet considers and provides direction on regulatory changes, appointments and more through Orders in Councils (OICs).

# Government Decision-Making: Key Steps\*



\*This is a simplified representation of the process

# Mandate Letters

- Usually, Mandate Letters are issued to each Minister by the Premier and set out the expectations and deliverables regarding their portfolio and priorities for government as a whole
- Mandate Letters act as a guide for the Minister and Deputy Minister to follow in their day-to-day work, as well as the means for evaluating it
- How and when Mandate Letter deliverables are achieved is determined through collective decision making at Cabinet
- Any policy proposal that falls outside of the objectives set out in Mandate Letters requires approval from the Premier's Office to enter into the Cabinet review and decision-making process

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# Cabinet and Cabinet Committees

- Policy or program proposals require formal Cabinet approval to proceed:
  - This process involves a Cabinet Submission, sometimes more than one, for review and decision
  - Policy and funding decisions are determined separately, through Cabinet and Treasury Board respectively
  - This process applies even if the item is listed in a Minister's Mandate Letter
  - The Deputy Minister to the Premier, in their role of Cabinet Secretary, is responsible for what advances into the Cabinet review process
  - The process and administration of Cabinet and Cabinet Committees is managed through the office of Cabinet Operations
- Cabinet and Cabinet Committees reach decisions through discussion and consensus
- Decisions are set out in minutes and are formally communicated to ministries through Records of Decision



# Role of Cabinet Committees in the Review Process

- Prior to proceeding to Cabinet for decision, a submission may be vetted by a Cabinet Committee
- Practically speaking, Cabinet Committees help manage the high volume of items requiring decision so that Cabinet meetings can focus on the most significant, high-profile public policy issues
- Cabinet Committees are established by the Premier, by convention or by legislation
- Membership is composed of Cabinet Ministers and some government caucus MLAs. Each Committee is chaired by a member of the Executive Council (Cabinet)
- Cabinet Committees assess submissions and make recommendations to Cabinet, which the Chair reports out on at a full Cabinet meeting
- Cabinet can ratify, amend or reject the Committee's recommendation and Ministers are expected to leave Cabinet with a united voice

# Cabinet Confidentiality



# Cabinet Confidentiality

- The work undertaken by Cabinet and its Committees is and must remain confidential. This includes anything that would reveal the substance of Cabinet deliberations:
  - Cabinet and Treasury Board Submissions and supporting documents
  - Discussion around the Cabinet table
  - Attendees, agendas and dates that items are scheduled to come forward
- Cabinet is a safe place to talk frankly and emerge with one voice
- All Ministers, MLA Cabinet Committee members and their supporting political staff are required to uphold the confidentiality provisions under the oaths or confidentiality agreements they have taken:

Cabinet Minister	Oath for Member of Executive Council
MLA Cabinet Committee Member	Oath of Confidentiality for Committees of Executive Council
Ministers' Chiefs of Staff	Political Staff Oath Confidentiality Agreement for attending Cabinet & Committee meetings

# Cabinet Confidentiality

- The requirement for Cabinet confidentiality prohibits direct and indirect disclosures outside of government – to stakeholders, lobbyists or the media
- Breaches in Cabinet confidentiality violate the collective responsibility shared by all Cabinet Ministers and can have serious implications for Government as a whole
- Confidentiality applies to Cabinet as an entity – individual ministers do not have the authority to waive it

- Advice/Recommendations

# Conflict of Interest

# Conflict of Interest

- Ministers and political staff are required to avoid conflicts of interest
- Ministers must abide by the *Members' Conflict of Interest Act*, which prohibits acting in an official capacity if a conflict of interest or a perceived conflict of interest exists
- Similarly, political staff must abide by the conflict of interest requirements outlined in the Standards of Conduct for Political Staff
- There are three types of conflict of interest: real, potential and perceived
- A conflict of interest exists if an official power or an official duty or function is performed when the person knows that there is the opportunity to further a private interest
- A private interest does not include an interest that applies to the general public or affects a minister as a broad class of people
- **Effectively managing conflicts of interest is one of the primary ways that public confidence in the integrity of government is fostered and maintained**

# Conflict of Interest Commissioner

- The Conflict of Interest Commissioner is an independent, non-partisan Officer of the Legislative Assembly who is responsible for independently and impartially interpreting and administering the *Members' Conflict of Interest Act*
- All Members of the Legislative Assembly are required to file a confidential disclosure statement with the Commissioner within 60 days of being elected, and after that, annually
- Once the contents of the confidential disclosure statement have been finalized, a Public Disclosure Statement is prepared, which contains most, but not all, of the information provided to the Commissioner
- The Public Disclosure Statement is filed with the Clerk of the Legislative Assembly and is available for public inspection

# Records Management





# Records Management

- All records created are subject to the *Freedom of Information and Protection of Privacy Act (FOIPPA)*, whether they are considered transitory in nature or are related to government decisions
- These include both hard copy and electronic records (E.g., emails, texts, Post-It notes, notebooks)
- Records relating to government decisions need to be maintained by Ministers and Ministers' office staff
- Maintaining records does not equate to disclosure of records
- Records belong to government, not to individual members of Executive Council or political staff

# Records Management

- Content related to Cabinet and Cabinet Committee deliberations cannot be disclosed under section 12 of FOIPPA
- Section 13 of FOIPPA provides a similar rule for policy advice or recommendations developed for a Minister
- Information and Privacy Analysts in the public service help with redacting content from records from records in accordance with FOIPPA as part of preparing responses to freedom of information requests
- Some records are proactively disclosed, including Minister's calendars and travel expenses

# Records Management

- Deputy Minister Offices (DMOs) are responsible for the proper management of government records that reside in a Minister's Office and sign off on the final response packages for freedom of information requests
- DMO and Minister's Office staff should establish protocols regarding records management and responses to freedom of information requests
- Minister's Office staff should undertake training via the Corporate Information and Records Management Office related to records management, freedom of information requests, and protecting the personal privacy of individuals
- Specific executive training may be available via dedicated sessions in addition to online learning courses through the Public Service Agency
- **Staying on top of records management is key – any record you didn't need to keep but is still in existence is subject to FOIPPA**



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## REFERENCE MATERIALS

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## Ministry of Education and Child Care Acronyms – Updated November 2023

<b>Acronym</b>	<b>Description</b>
<b>ABCDE</b>	Association of British Columbia Deans of Education
<b>ABE</b>	Adult Basic Education
<b>ACE</b>	Association for Co-operative Education
<b>ACDME</b>	Advisory Committee of Deputy Ministers of Education
<b>ACE IT</b>	Accelerated Credit Enrolment in Industry Training
<b>ACELF</b>	Association canadienne d'éducation de langue française
<b>ADMO</b>	Assistant Deputy Minister's Office
<b>AECBC</b>	Advanced Education Council of British Columbia
<b>AFN</b>	Assembly of First Nations
<b>AP</b>	Advanced Placement
<b>AF</b>	Ministry of Agriculture and Food
<b>AG</b>	Attorney General
<b>ASTTBC</b>	Applied Science Technologists and Technicians of British Columbia
<b>BCAFN</b>	British Columbia Assembly of First Nations
<b>BCASBO</b>	British Columbia Association of School Business Officials
<b>BCBC</b>	Business Council of British Columbia
<b>BCCIE</b>	British Columbia Council for International Education
<b>BCCPAC</b>	British Columbia Confederation of Parent Advisory Councils
<b>BCDLAA</b>	British Columbia Distributed Learning Administrators' Association
<b>BCEEA</b>	British Columbia Excluded Employee Association
<b>BCFed</b>	British Columbia Federation of Labour
<b>BCGEU</b>	British Columbia Government and Service Employees' Union
<b>BCIT</b>	British Columbia Institute of Technology
<b>BCPSEA</b>	British Columbia Public School Employers' Association
<b>BCPVPA</b>	British Columbia Principals' and Vice-Principals' Association
<b>BCSS</b>	British Columbia School Sports
<b>BCSSA</b>	British Columbia School Superintendents Association
<b>BCSTA</b>	British Columbia School Trustees Association
<b>BCTC</b>	British Columbia Teachers' Council
<b>BCTEA</b>	British Columbia Tripartite Education Agreement
<b>BCTESG</b>	British Columbia Training and Education Savings Grant
<b>BCTF</b>	British Columbia Teachers' Federation
<b>BCTLA</b>	BC Teacher-Librarian Association
<b>BCLTA</b>	BC Library Trustees Association
<b>BEA</b>	Business Expense Approval (form)
<b>BIPOC</b>	Black, Indigenous and People of Colour
<b>CAEDHH</b>	Canadian Association of Educators of the Deaf and Hard-of-Hearing
<b>CAPP</b>	Career and Personal Planning

## Ministry of Education and Child Care Acronyms – Updated November 2023

<b>CASA</b>	Confidence and Supply Agreement
<b>CASE</b>	Council of Administrators of Special Education
<b>CCD</b>	Child Care Division
<b>CEF</b>	Classroom Enhancement Fund
<b>CFO</b>	Chief Financial Officer
<b>CIC</b>	Child (or Children) in Care (see CYIC too)
<b>CIO</b>	Chief Information Officer
<b>CIS</b>	Catholic Independent Schools
<b>CLN</b>	Community Learning Network
<b>CITZ</b>	Ministry of Citizens' Services
<b>CMEC</b>	Council of Ministers of Education, Canada
<b>CNIE</b>	Canadian Network for Innovation in Education
<b>CPF</b>	Canadian Parents for French (BC-Yukon)
<b>CPP</b>	Core Policy and Procedures
<b>CSF</b>	Conseil scolaire francophone de la Colombie-Britannique ( <i>see FEA</i> )
<b>CTC</b>	Career Technical Centres
<b>CUPE (BC)</b>	Canadian Union of Public Employees, British Columbia
<b>CWS</b>	Corporate Writing Services
<b>CYIC</b>	Children and Youth in Care
<b>DES</b>	Distance Education Schools
<b>DL</b>	Distributed Learning (not used any longer – now called online learning)
<b>DMO</b>	Deputy Minister's Office
<b>DPAC</b>	District Parent Advisory Council
<b>DPCB</b>	Disciplinary and Professional Conduct Board
<b>EA</b>	Enhancement Agreement (or Educational Assistant, or Expense Authority, or Executive Assistant)
<b>EAA</b>	Executive Administrative Assistant
<b>ECC</b>	Ministry of Education and Child Care
<b>ECE</b>	Early Childhood Education (or Educator)
<b>ED</b>	Executive Director
<b>EDRMS</b>	Electronic Document and Records Management System (formerly known as TRIM)
<b>EEC</b>	External Evaluation Committee
<b>EFO</b>	Executive Financial Officer
<b>ELL</b>	English language learners
<b>EMCR</b>	Ministry of Emergency Management and Climate Readiness
<b>EMLI</b>	Ministry of Energy, Mines and Low Carbon Innovation
<b>ENV</b>	Ministry of Environment and Climate Change Strategy
<b>ERAC</b>	Educational Resources Acquisition Consortium (now called "FocusedEd, but you will still see ERAC in some places)
<b>ERIC</b>	Educational Resources Information Centre

## Ministry of Education and Child Care Acronyms – Updated November 2023

<b>ESDC</b>	Employment and Social Development Canada
<b>ESL</b>	English as a second language
<b>FASD</b>	Fetal Alcohol Spectrum Disorder
<b>FEA</b>	Francophone Education Authority ( <i>see CSF</i> )
<b>FESL</b>	Framework for Enhanced Student Learning
<b>FIN</b>	Ministry of Finance
<b>FISA</b>	Federation of Independent School Associations
<b>FNEA</b>	First Nations Education Authority
<b>FNEC</b>	First Nations Education Council
<b>FNESC</b>	First Nations Education Steering Committee
<b>FNSA</b>	First Nations Schools Association
<b>FOI</b>	Freedom of Information
<b>FOR</b>	Ministry of Forests
<b>PPFCB</b>	(La) Fédération des parents francophones de Colombie-Britannique
<b>FSA</b>	Foundation Skills Assessment
<b>FTE</b>	Full Time Equivalent
<b>FYE</b>	Fiscal Year End
<b>GAD</b>	Governance and Analytics Division
<b>GCPE</b>	Government Communications and Public Engagement
<b>GED</b>	General Educational Development
<b>HLTH</b>	Ministry of Health
<b>HOUS</b>	Ministry of Housing
<b>HPST</b>	High Performing Systems of Tomorrow
<b>IB</b>	International Baccalaureate
<b>IEA</b>	International Education Association
<b>IEP</b>	Individual Education Plan
<b>IGRS</b>	Intergovernmental Relations Secretariat
<b>INAC</b>	Indigenous and Northern Affairs Canada (formerly Aboriginal Affairs and Northern Development Canada, there is also Indigenous Services Canada which is separate)
<b>MIRR</b>	Ministry of Indigenous Relations and Reconciliation
<b>ITA</b>	Industry Training Authority
<b>JEDI</b>	Ministry of Jobs, Economic Development and Innovation
<b>LBR</b>	Ministry of Labour
<b>LEA</b>	Local Education Agreement
<b>LEPD</b>	Learning and Education Programs Division
<b>LMP</b>	Learning Modernization Project
<b>LOP</b>	Letter of Permission
<b>MA</b>	Ministerial Assistant
<b>MUNI</b>	Ministry of Municipal Affairs



## Ministry of Education and Child Care Acronyms – Updated November 2023

<b>MCFD</b>	Ministry of Children and Family Development
<b>MCO</b>	Ministry Correspondence Office
<b>MGL</b>	Minister of State Grace Lore
<b>MMHA</b>	Ministry of Mental Health and Addictions
<b>MNBC</b>	Métis Nation BC
<b>MOA</b>	Memorandum of Agreement
<b>MOU</b>	Memorandum of Understanding
<b>MO</b>	Minister’s Office, or Ministerial Order
<b>MOC</b>	Ministry Operations Centre
<b>MRS</b>	Minister Rachna Singh
<b>NCEE</b>	National Center on Education and the Economy (US)
<b>OECD</b>	Organization for Economic Co-operation and Development
<b>OIC</b>	order in council (but upper case for specific references, e.g., Order in Council 938)
<b>OLEP</b>	Official Languages in Education Protocol
<b>PAC</b>	Parent Advisory Council
<b>PAEE</b>	Premier’s Awards for Excellence in Education
<b>PCAP</b>	Pan-Canadian Assessment Program
<b>PCU</b>	Professional Conduct Unit
<b>PDE</b>	Premier David Eby
<b>PECSF</b>	Provincial Employees’ Community Services Fund
<b>PEN</b>	Personal education number
<b>PHO</b>	Provincial Health Office (or Officer)
<b>PIA</b>	Privacy Impact Assessment
<b>PISA</b>	Programme for International Student Assessment
<b>PLAP</b>	Provincial Learning Assessment Program
<b>PLNet</b>	Provincial Learning Network
<b>PO</b>	Premier’s Office
<b>PRP</b>	Provincial Resource Program
<b>PSA</b>	Provincial Specialist Association, or Public Service Agency
<b>PSEC</b>	Public Sector Employers’ Council
<b>PSERC</b>	Public Sector Employee Relations Commission
<b>PSFS</b>	Ministry of Post Secondary and Future Skills
<b>PSI</b>	Post-secondary institution
<b>PSSG</b>	Ministry of Public Safety and Solicitor General
<b>QP</b>	Question Period, or Queen’s Printer (note it sounds the same as CUPE)
<b>REEF</b>	Rural Education Enhancement Fund
<b>RFL</b>	Request for Legislation
<b>RFP</b>	Request for Proposal

## Ministry of Education and Child Care Acronyms – Updated November 2023

<b>RMD</b>	Resource Management Division
<b>RSBC</b>	Revised Statutes of British Columbia (refers to legislation, such as the School Act [RSBC 1996])
<b>SCSBS</b>	Society of Christian Schools in British Columbia
<b>SD</b>	School District
<b>SDPR</b>	Ministry of Social Development and Poverty Reduction
<b>SET-BC</b>	Special Education Technology, British Columbia
<b>SHR</b>	Strategic Human Resources
<b>SLP</b>	Student Learning Plan
<b>SLS</b>	Student Learning Survey
<b>SLSD</b>	System Liaison and Supports Division
<b>SME</b>	Subject Matter Expert
<b>SMP</b>	Seismic Mitigation Program
<b>SoA</b>	Superintendent of Achievement, or Superintendent of Appeals
<b>SPC</b>	School Planning Council
<b>SSA</b>	Secondary School Apprenticeship
<b>S&amp;T</b>	Services and Technology (Division)
<b>ST</b>	Secretary Treasurer (could also be used for School Trustee, but we don't use it for that to avoid confusion)
<b>STIIP</b>	Short Term Injury and Illness Plan
<b>TA</b>	Temporary Appointment (aka Temporary Assignment)
<b>TAC</b>	Ministry of Tourism, Arts, Culture and Sport
<b>TB</b>	Treasury Board
<b>TBS</b>	Treasury Board Staff
<b>TOC</b>	Table of Contents
<b>TOR</b>	Terms of Reference
<b>TRAX</b>	Transcripts and Examination
<b>TRAN</b>	Ministry of Transportation and Infrastructure
<b>TRB</b>	Teacher Regulation Branch
<b>TVR</b>	Transcript Verification Report
<b>UBCM</b>	Union of British Columbia Municipalities
<b>VCO</b>	Vancouver Cabinet Office
<b>VPN</b>	Virtual Private Network
<b>WCB</b>	Workers' Compensation Board
<b>WES</b>	Work Environment Survey
<b>WLRS</b>	Ministry of Water, Land and Resource Stewardship
<b>YEP</b>	Youth Employment Program



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# Ministry of Education and Child Care

## 2024/25 – 2026/27 Service Plan

February 2024



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Published by the Ministry of Education and Child Care

## Minister's Accountability Statement



The Ministry of Education and Child Care 2024/25 – 2026/27 Service Plan was prepared under my direction in accordance with the *Budget Transparency and Accountability Act*. I am accountable for the basis on which the plan has been prepared.

A handwritten signature in black ink, appearing to read "R Singh". Below the signature are two short horizontal lines.

Honourable Rachna Singh  
Minister of Education and Child Care  
February 9, 2024

## Minister of State's Accountability Statement

I am the Minister of State for Child Care and under the *Balanced Budget and Ministerial Accountability Act*, I am accountable for achieving the following results for 2024/25:



- Continue to implement initiatives that support ChildCareBC, the government's 10-year plan to provide universal, affordable, accessible, quality and inclusive child care to every family that wants or needs it.
- Continue to engage with the following to inform implementation of ChildCareBC and to guide the development of a distinctions-based approach to supporting Indigenous-led child care:
  - i. all levels of government;
  - ii. Indigenous governing bodies and other entities representing Indigenous peoples;
  - iii. school boards, child care providers and other sector stakeholders
- Continue to monitor the implementation of bilateral agreements with the government of Canada; and,
- Submit to Cabinet a report on the results referred to in paragraph (a) through (c) on or before March 31, 2025.

A handwritten signature in black ink that reads "Mitzi Dean". The signature is written in a cursive, slightly stylized font.

Honourable Mitzi Dean  
Minister of State for Child Care  
February 9, 2024

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## Strategic Direction

In 2024/25, the Government of British Columbia will remain focused on providing the services and infrastructure that people depend on to build a good life. Government will continue delivering results that matter to British Columbians including helping people with costs, attainable and affordable housing, strengthened health care, safer communities, and a secure, clean, and fair economy. Government will continue collaborating with Indigenous Peoples as it implements the Action Plan for the *Declaration on the Rights of Indigenous Peoples Act* and delivers initiatives that advance reconciliation in ways that make a difference in communities throughout the province.

This 2024/25 to 2026/27 service plan outlines how the Ministry of Education and Child Care will support the government's priorities including the foundational principles listed above and items identified in the [December 2022 Minister's Mandate letter](#) and the [December 2022 Minister of State for Child Care's Mandate letter](#).

## Purpose of the Ministry

The Ministry of Education and Child Care is responsible for ensuring the province's 696,000+ K-12 students develop their individual potential and acquire the knowledge and skills necessary to contribute to a healthy society and a prosperous, sustainable economy. A strong and universally accessible child care system is an integral part of this journey. Together, child care and education support young people to develop compassionate worldviews and consider important issues including diversity, equity, and inclusion, as foundational values of healthy communities. Affordable and accessible child care also plays a key role in government's commitment to putting people first by providing economic mobility to parents. Key strategies to support B.C.'s Child Care BC Plan includes supporting families, the workforce, and integrating child care and education to support the children and youth served in these two systems.

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 ultimate purpose is that learners achieve their individual potential and become independent adults who have a lifelong appreciation for learning, a curiosity about the world around them, and a capacity for creative thought and expression through compassionate and empathetic worldviews.

The ministry is committed to working with First Nations rightsholders and Indigenous partners to achieve lasting and meaningful reconciliation. The ministry is actively working on implementing the [United Nations Declaration on the Rights of Indigenous Peoples](#), the *Truth and Reconciliation Commission of Canada's Calls to Action* pertaining to education, and the [Draft Principles that Guide the Province of British Columbia's Relationship with Indigenous Peoples](#). As part of this commitment, the ministry is working with First Nations rightsholders and Indigenous partners to implement the 13 education and child care-specific actions within the [Declaration on the Rights of Indigenous Peoples Act Action Plan](#) and works in partnership with the

First Nations Education Steering Committee (FNESC), First Nations and federal partners to implement the [B.C. Tripartite Education Agreement: Supporting First Nation Student Success](#). The ministry is also collaborating with Indigenous Peoples to build culturally safe and supportive child care as a core service using a distinctions-based approach to meet their unique needs.

One of the ministry's key roles is to provide leadership and funding to the K-12 education sector through governance, legislation, policy, and standards. The ministry also defines broad accountability, promising practices, and expectations. Specific roles and responsibilities are set out under the [School Act](#), [Independent School Act](#), [Teachers Act](#), [First Nations Education Act](#), and accompanying regulations and orders. The ministry also provides leadership and funding to the child care sector in the same way, through legislation, policy, and standards under [the Child Care B.C. Act](#) and the [Child Care Subsidy Act](#).

## Operating Environment

B.C.'s K-12 and child care sectors continue to feel the effects of a multitude of economic, social, demographic, and environmental conditions and events at home and abroad. Continuing inflation, for example, is making it increasingly challenging for many families to pay for basic expenses like school supplies, lunches, and child care. Operating costs for schools and school districts also continue to rise, placing more pressure on already strained budgets. Through the Feeding Futures Fund, government continues to support school districts to create or expand food programs in their schools. It also seeking new funding in Budget 2024 to help offset increased education costs for students and families.

B.C.'s K-12 and child care sectors also face continued challenges attracting and retaining qualified employees. These challenges are intensifying some longstanding recruitment pressures in the K-12 system, especially in rural and remote areas, at a time when equity, both in terms of access to quality education and of student outcomes, is a key priority for government. Elementary/Kindergarten teachers, secondary school teachers, school principals / administrators, and Early Childhood Educators and Assistants were all identified as High Opportunity Occupations in the 2023 edition of the [B.C. Labour Market Outlook](#), and this is likely to continue for a few years. A shortage of skilled trades workers is also making it increasingly difficult to complete capital projects, such as the construction of new schools, seismic upgrades, and new or upgraded child care facilities in a timely manner. The ministry continues to implement, in partnership with K-12 stakeholders, targeted initiatives to support teacher recruitment and retention in rural and remote areas of the province.

Population growth, primarily driven by immigrants from other countries choosing to call B.C. home, continues to impact B.C.'s education and child care sectors. In 2023/2024, K-12 public and independent enrolment increased to over 696,000, which is the highest level since 1998. Public school enrolment increased by 14,145 students over 2022/2023 to 604,728 (+2.4%) while independent school enrolment increased by 2,268 (+2.5%) to 91,694. The ministry continues to work closely with school districts in regions of high enrolment growth to build new schools and spaces. It is also implementing new strategies (e.g., providing funding

for prefabricated classrooms) to mitigate the cost to districts of purchasing portable classrooms when construction cannot keep pace with the demand.

The devastating effects of climate change, including flooding and wildfires, are also greatly impacting many school communities across the province. The ministry will continue to work with schools and districts to ensure that all students, staff, and families are safe, and so there is minimal disruption to learning in the event of future delays and evacuations of schools and communities.

The ministry is committed to working collaboratively with sector and partner groups to remove barriers to student learning and continuously improve educational outcomes. New systems will deliver equitable access to high quality online learning for all students in B.C. The ministry is also working with schools and districts to strengthen school policies and procedures to help schools, families, and communities build safe and caring school communities to help ensure every child feels safe, accepted, and respected. It is also committed to promoting equity and addressing racism in the education system through the K-12 Anti-Racism Action Plan with IBPOC (Indigenous, Black, and People of Colour) partners. Additional priorities are developing mental health and substance use initiatives to support the well-being of students and in our system, working with school districts to ensure all schools have policies in place by the start of the next school year regarding students' cellphone use in the classrooms, and maintaining our commitment to true and meaningful reconciliation with Indigenous Peoples, which will shape our direction in the years to come.

## Economic Statement

B.C.'s economy posted modest growth last year as interest rate increases weighed on the economy, and employment continued to expand, supported by immigration. Inflation in the province continued to ease and the Bank of Canada has not raised its policy interest rate since July 2023. The impact of higher rates on borrowing costs and elevated household debt led to lower consumer spending and reduced home sales. Lumber, natural gas and coal prices declined in 2023, reducing the value of the province's goods exports. Meanwhile, there was a record number of housing starts in the province in 2023. There is uncertainty over the transmission of high interest rates to the residential construction sector and the duration of slower growth for the rest of the economy in B.C. and among our trading partners. The Economic Forecast Council (EFC) estimates that B.C. real GDP expanded by 0.9 per cent in 2023 and expects growth of 0.5 per cent in 2024 and 2.1 per cent in 2025. Meanwhile for Canada, the EFC estimates growth of 1.1 per cent in 2023 and projects national real GDP growth of 0.5 per cent in 2024 and 1.9 per cent in 2025. As such, B.C.'s economic growth is expected to be broadly in line with the national average in the coming years. The risks to B.C.'s economic outlook continue to center around interest rates and inflation, including the risk of price increases stemming from geopolitical conflicts, the potential for interest rates remaining higher for longer, and uncertainty around the depth and timing of the impact on housing markets. Further risks include ongoing uncertainty regarding global trade policies, lower commodity prices, climate change impacts and the volatility of immigration levels.



# Performance Planning

## Goal 1: All Students Become Educated Citizens

Enhance educational outcomes and experiences for all students to prepare them for achieving their career and life goals, no matter their background, learning needs, or where they live.

### Objective 1.1: Improve Student Outcomes

The ministry is committed to continually improving student outcomes so students can achieve their highest potential. Many processes and assessment points are in place at the provincial, district, and school level to ensure every student is on a path to success and to identify supports and resources that may be needed.

#### Key Strategies

- As part of the [Framework for Enhancing Student Learning](#), continue to require Boards of Education to set, create, and maintain a strategic plan, annually report on student outcomes, and put systems in place to continuously improve the educational outcomes for all students, particularly Indigenous students, students with disabilities or diverse abilities, and children and youth in care.
- Support the work of the Advisory Group on Provincial Assessment (AGPA) as it continues Phase 3 of its review of B.C.'s K-12 assessment system and provides recommendations for the continuous improvement of provincial assessments, such as the [Foundation Skills Assessment](#) and the [Graduation Numeracy and Literacy Assessments](#).
- Continue to support educators, parents and students to implement the new [K-12 Student Reporting Order](#) to modernize the provincial approach to classroom reporting and ensure greater consistency across the province.

#### Discussion

To drive continuous improvement within the K-12 education system, the Framework for Enhancing Student Learning requires Boards to report annually on their use of data and evidence to monitor, assess and address inequities in student outcomes. Improvements to B.C.'s K-12 assessment system will also help achieve this objective by providing timely and reliable data for planning and decision-making and which lead to effective interventions to support student progress to accomplish their goals.

## **Objective 1.2: Deliver upon meaningful Truth and Reconciliation with Indigenous Peoples in alignment with the *Declaration on the Rights of Indigenous Peoples Act* and the Action Plan**

In partnership with the First Nations Education Steering Committee (FNESC), First Nation rightsholders, Métis Nation B.C. (MNBC), and Inuit and sector partners, work to close the equity gap for First Nations, Métis, and Inuit learners through fully implementing the [Declaration on the Rights of Indigenous Peoples Act Action Plan](#) and the [B.C. Tripartite Education Agreement: Supporting First Nation Student Success](#).

### **Key Strategies**

- Continue to co-develop an approach for implementing key legislative changes, including Local Education Agreements and Indigenous Education Councils.
- Continue to support the implementation of the [Indigenous-focused Graduation Requirement](#).
- Develop a systematic approach to ending Indigenous-specific racism and discrimination to further improve educational outcomes for Indigenous students through embedding the Equity in Action Project within the Framework for Enhancing Student Learning Report.
- Initiate a review of Indigenous-specific racism across the education system as committed in the DRIPA Action Plan.
- Develop and implement, in partnership with FNESC and close collaboration with MNBC, effective recruitment and retention strategies to increase the number of Indigenous teachers in the K-12 public education system.

### **Discussion**

The ministry continues to make tangible progress on the goals outlined in the *Declaration Act* Action Plan and is committed to working with Indigenous partners and rightsholders to focus on the 13 education and child care-specific actions to collectively support Indigenous students in the years ahead.

Amendments to the [School Act \(Bill 40\)](#) to act on commitments in the Declaration Act Action Plan, including actions 1.6 (Local Education Agreements), 4.3 (Indigenous Education Councils) and 4.4 (school of choice), and the BC Tripartite Education Agreement (BCTEA), were passed in the Legislature in November 2023. These changes support better education outcomes for First Nation and other Indigenous students attending provincial public schools, and more effective relationships between boards of education and First Nations. This legislation was developed collaboratively with the First Nations Education Steering Committee (FNESC) and reflects consultation with First Nations and Indigenous people throughout B.C. Changes require all boards to establish an Indigenous Education Council (IEC) in their school district to ensure Indigenous people have input into decisions affecting Indigenous students, and the new school-of-choice provision enables First Nations to decide which school First Nations students who live on reserve, self-governing or Treaty Lands, will attend.

## Objective 1.3: Improve Equity for All Students

Equity means providing each student with the support and resources they need to achieve their full potential. This includes removing any systemic barriers that stand in the way of students being successful at school.

### Key Strategies

- Continue to promote equity and address racism in the education system through the implementation of the [K-12 Anti-Racism Action Plan](#) with IBPOC (Indigenous, Black, and People of Colour) partners.
- Continue to provide funding to schools and districts to create and expand local school food programs based on district data and priorities, and work with the Ministry of Agriculture and Food to integrate Feed B.C. for districts to include locally grown food.
- Implement, in partnership with K-12 stakeholders, targeted initiatives to support teacher recruitment and retention in rural and remote areas of the province, as part of the [Stronger BC Future Ready Action Plan](#).
- Operationalize the new Online Learning model, Provincial Online Learning Schools, and a new Provincial Learning Management System to deliver equitable access to high quality online learning programs and courses to all students in B.C.

### Discussion

Taking concrete steps towards greater equity, such as developing an anti-racism action plan and developing a school meals program, to provide all students with the opportunity to be successful and develop into educated citizens. The ministry will continue to work with stakeholder groups and education partners to better understand what steps are needed to better serve students and their families to ensure equity of opportunities and outcomes for all learners.

### Performance Measures

Performance Measures	2022/23 Actuals	2023/24 Forecast	2024/25 Target	2025/26 Target	2026/27 Target
[1a] Percentage of non-Indigenous students <sup>1</sup> who complete <sup>2</sup> Grade 12 within five years of first starting Grade 8	91.3%	92%	93%	94%	94%
[1b] Percentage of Indigenous students who complete Grade 12 within five years of first starting Grade 8	62.8%	63%	64%	64%	65%

Data source: Ministry of Education and Child Care, <https://catalogue.data.gov.bc.ca/dataset/bc-schools-five-year-completion-rate/resource/e8ecf3ac-2cbf-442c-9280-2bbd7e1dcbff>

<sup>1</sup> Indigenous students refer to First Nations, Metis, and Inuit learners.

<sup>2</sup> Completion rates only apply to residents attending B.C. Public or Independent schools.

## Discussion

The five-year completion rate indicates the percentage of students who graduate with a B.C. Certificate of Graduation or a B.C. Adult Graduation Diploma within five years of entering Grade 8 for the first time, adjusted for estimated migration out of B.C. Data is separated as Indigenous versus non-Indigenous to assess whether, by at least this one measure, the equity gap is beginning to close.

Approximately 91% of non-Indigenous students complete Grade 12 within five years of first starting Grade 8 compared to approximately 63% of Indigenous students. This illustrates the importance of the above key strategies to continue to promote equity and address racism through the [K-12 Anti-Racism Action Plan](#) with IBPOC (Indigenous, Black, and People of Colour) partners. Students learn best when their basic needs are met. The ministry will continue to provide funding to school districts to create and expand local school food, working with the Ministry of Agriculture and Food to include locally grown food in schools.

## Goal 2: Learning Environments Support Student Well-Being

The physical and social-emotional environments in schools have a major impact on student success and well being. The ministry will continue to ensure students learn in environments that are safe, conducive to learning, welcoming, and supportive.

### Objective 2.1: Create and maintain physical environments that promote healthy, sustainable, and effective learning

A well-designed, maintained, and safe physical school environment plays a critical role in student success. Continued investment in our schools and child care facilities will provide children with the spaces they need to grow and learn.

#### Key Strategies

- Upgrade and replace major systems within existing schools, including ventilation systems to ensure that school environments are safe and healthy for all occupants.
- Work with Engineers and Geoscientists B.C. to assess seismic risks in schools and invest in seismic projects to make schools safe in the event of an earthquake.
- Invest in new schools and additions (including prefabricated construction) to address unprecedented student enrolment pressures in many areas of the province.
- Meet climate change and energy efficiency standards, as set out in the [CleanBC Plan](#).
- Invest in the creation, expansion, and relocation of child care facilities to create new, licensed child care spaces both on school grounds and off.

## Discussion

Through a suite of [capital funding programs](#), the ministry will continue to make significant investments to maintain and improve schools throughout the province. These investments include: (a) Annual Facilities Grants to school districts to maintain facility assets through their anticipated economic life and to prevent premature deterioration of these assets; (b) the School Enhancement Program, to help school districts extend the life of their facilities through projects such as roofing, electrical, HVAC, and plumbing upgrades; and (c) the Carbon Neutral Capital Program, which provides funding to energy-efficiency projects that lower the school districts carbon emissions. The ministry will also continue to make significant investments in new schools to address enrolment growth pressures across the province; in making schools seismically safe; and in creating new child care spaces on and off school grounds to meet the ever-increasing demand.

## Objective 2.2: Ensure safe, caring, and inclusive learning environments for all students

Inclusion is critical for ensuring children and students are supported to be successful from early years learning through to graduation. The ministry, in collaboration with education partners and Indigenous organizations, aims to support all students with a focus on positive mental health and well-being, while recognizing opportunities to meet the unique needs and diversity of students in B.C.

### Key Strategies

- Provide supports tailored to maximize student potential to ensure inclusive and responsive learning environments that recognize the value of diversity and provide equity of access, opportunity, and outcomes for all students.
- In partnership with the Ministries of Children and Family Development, and Mental Health and Addictions, continue to introduce Integrated Child and Youth teams in school district communities to deliver seamless wraparound mental health and substance use service and support for children, youth, and families.
- Deliver on actions within the Mental Health in Schools Strategy to embed mental health promotion in all aspects of the education system, including culture, leadership, curriculum and learning environments.

## Discussion

This objective includes both school-age and younger children to reflect the inclusion of child care in the ministry's mandate. This objective will be monitored through implementation of resources and strategies to support student mental health and well-being and foster an increased sense of belonging in schools as well as equity of access, opportunity, and outcomes for students of all ages. The ministry has worked in furthering the [erase strategy](#) while continuing to maintain engagement with cross-sector partners and youth in B.C. to support safe, caring, and inclusive schools. Moving forward, the ministry will continue to provide erase training and safety support across the province and consult with youth and K-12 partners to ensure resources and support on the erase website meet the needs of all users.

Delivering on actions within the Mental Health in Schools Strategy, the ministry will continue to deliver seamless wraparound mental health and substance use service and support for children, youth, and families. The ministry will also engage with the Provincial Mental Health Leadership Network which includes representation for all 60 school districts and the Federation of Independent School Associations, to monitor the impacts of the key strategies in supporting students in their districts and schools.

**Performance Measures**

<b>Performance Measures</b>	<b>2022/23 Actuals</b>	<b>2023/24 Forecast</b>	<b>2024/25 Target</b>	<b>2025/26 Target</b>	<b>2026/27 Target</b>
[2a] Percentage of Indigenous students in Grades 4, 7, 10, and 12 who feel welcome and have a sense of belonging in their school.	42.4%	43%	45%	47%	48%
Percentage of non-Indigenous students in Grades 4, 7, 10, and 12 who feel welcome and have a sense of belonging in their school.	51.8%	53%	55%	56%	57%
[2b] Percentage of Indigenous students in Grades 4, 7, 10, and 12 who feel safe in their school.	69.7%	70%	71%	72%	73%
Percentage of non-Indigenous students in Grades 4, 7, 10, and 12 who feel safe in their school.	77.3%	74%	75%	75%	76%
[2c] Percentage of Indigenous students in Grades 4, 7, and 10, and 12 who feel there are one or more adults at their school who care about them.	68.8%	76%	76%	76%	76%
Percentage of non-Indigenous students in Grades 4, 7, and 10, and 12 who feel there are one or more adults at their school who care about them.	68.5%	69%	70%	71%	72%

Data source: Ministry of Education and Child Care- Student Learning Survey

**Discussion**

Students who feel welcome, safe, and have a strong sense of belonging and who feel that adults in their school care for them, are more engaged and more likely to move through their

education program on pace. They are also more inspired to explore their individual aptitudes and interests.

This Performance Measure has three sets of data, for Indigenous and non-Indigenous students, to provide a more holistic perspective on how welcome and safe students may be feeling. This year, the ministry separated out data pertaining specifically to the percentage of students in Grades 4, 7, 10 and 12 who feel safe in their school. The data results for perceptions of safety are separate because the ministry recognizes last year’s data did not adequately reflect the percentage of students who feel safe in their schools. As the question focusing on safety is asked anonymously on the Student Learning Survey, it cannot be grouped with results about feeling a sense of belonging or feeling welcome. The ministry is working hard to continue to ensure every school is a place where all students are welcomed, included, and respected in a safe learning environment, while being fully and completely themselves and providing resources so schools feel supported in delivering programs to assist with this.

<b>Performance Measures</b>	<b>2022/23 Actuals</b>	<b>2023/24 Forecast</b>	<b>2024/25 Target</b>	<b>2025/26 Target</b>	<b>2026/27 Target</b>
[2d] Percentage of Indigenous students in Grade 4 who are learning to care for their mental health <sup>1</sup>	40.3%	42%	43%	45%	47%
Percentage of non-Indigenous students in Grade 4 who are learning to care for their mental health <sup>1</sup>	39.6%	40%	42%	43%	45%
[2e] Percentage of Indigenous students in Grades 7, 10, and 12 who are learning to care for their mental health (for example, anxiety or stress management, anger management, relationship skills) <sup>2</sup>	32.3%	34%	40%	37%	38%
Percentage of non-Indigenous students in Grades 7, 10, and 12 who are learning to care for their mental health (for example, anxiety or stress management, anger management, relationship skills) <sup>2</sup>	37.3%	39%	41%	42%	43%

Data source: Ministry of Education and Child Care- Student Learning Survey

<sup>1</sup> Results for Grade 4 are shown separately from Grades 7,10, and 12 because the question is worded differently for Grade 4. In Grade 4, students are asked, "Are you learning how to care for your mental health?"

<sup>2</sup> Grade 7 students are asked to state their agreement with: "At school, I am learning how to care for my mental health" and Grade 10 and 12 students are asked to state their agreement with: "At school, I am learning how to care for my mental health (e.g., anxiety or stress management, anger management, relationship skills)."

Look at guidelines for targets vs. forecast for 2<sup>nd</sup> column

## **Discussion**

Mental health includes emotional, psychological, and social well-being and impacts how students think, what they feel, and the way they act. Children's early social and emotional health is foundational for building positive relationships, successful academic outcomes, and career success later in life. Research findings show early social and emotional learning can protect against adult mental health disorders, poor sexual health outcomes, and adolescent involvement in the justice system.

The Performance Measure can track both the learning capacity and self-assessment capability involving students' mental health. This data assists the ministry when designing inclusivity policies that address the needs of certain student populations and provide a safe learning environment for all. The values for Indigenous and non-Indigenous students in Grade 4 and in Grades 7, 10, and 12 have been adjusted from last year's Service Plan but are still projected to increase as we continue to track the impact of erase training and safety support across the province and engage with cross-sector partners and youth to ensure resources meet the needs of all students. Through the ministry's engagement with the Provincial Mental Health Leadership Network with all 60 school districts and the Federation of Independent Schools Associations, the ministry can monitor the impacts of the key strategies in supporting students in their districts and schools.

## **Goal 3: High-quality, inclusive child care as a core service that supports families and the early learning development of children 12 years of age and under**

We know kids learn the most from birth to five years old. By reducing child care fees for parents, building more licensed spaces, and increasing supports for those working in the sector, the ministry, along with other partners in government, is working to improve access to affordable, inclusive, quality child care for B.C.'s families.

### **Objective 3.1: Families have access to affordable, licensed child care options**

Reduced child care fees make life more affordable for families and having reliable, licensed care allows families peace of mind that their child is in a safe environment. Making child care more affordable allows parents – especially mothers – to pursue opportunities and achieve financial independence and security, which benefits families, our communities, and the economy as a whole.



### **Key Strategies**

- Continue investments to support families by increasing access to \$10 a Day child care and maintaining fee reductions for families accessing licensed child care at participating facilities.
- Increase the number of licensed child care, including Indigenous-led child care and child care provided on school grounds.
- Test and refine an Operating Funding Model that will make government funding for child care services more efficient and reduce costs for families.
- Review, refine, and enhance recruitment and retention initiatives and investments, including developing a wage grid for child care professionals, to encourage more child care professionals to enter and stay in the child care sector to enable newly created spaces to be adequately staffed.

### **Discussion**

Creating better access to child care remains at the forefront of the Province's [ChildCareBC plan](#) to make inclusive, high-quality, affordable child care a core service that every family can rely on. Making child care more affordable allows parents to pursue opportunities and achieve financial independence and security, which benefits families, communities, and the economy. The ministry is committed to improving affordability for families, by reducing fees with the goal of families paying \$10 a Day, per child, once the ChildCareBC plan is fully implemented.

### **Objective 3.2: Enhance provider capacity to offer high quality and culturally safe child care options**

The ChildCareBC vision includes ensuring that child care professionals are ready to support all children, so we can offer high quality, inclusive child care that all families can rely on.

### **Key Strategies**

- Support child care professionals to access training opportunities, professional development supports, and supports for their well-being as they provide high quality, inclusive child care.
- 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.
- Develop an inclusive child care strategy to foster inclusive environments and support child care providers' capacity to offer high quality, inclusive and culturally safe child care. The strategy will identify how B.C. will work to build a child care system where children are not excluded based on race, disability support needs, or experience of vulnerability.

### **Discussion**

Early childhood educators (ECEs) are skilled professionals who care for children at one of the most important times in their lives and are at the heart of building inclusive, high-quality,

affordable child care as a core service that families can rely on. Early childhood educators and other child care professionals need access to educational programs, quality professional learning, supports and adequate compensation to enable them to provide the best possible care and education to BC's children.

Part of building a child care system is making sure ECEs have access to the training and support they need, along with the compensation and recognition they deserve. The Province has made significant investments to enhance ECE recruitment and retention through access to post-secondary bursaries, wage enhancement, professional learning opportunities, peer mentoring networks, online courses, curriculum support, and a hub for accessing online learning. The ministry will continue to invest in various initiatives to improve child care providers' capacity to provide inclusive child care with new grants for "specialized" or "post-basic" certificates like the Infant Toddler Educator or Special Needs Educator certificates.

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 People about how to advance child care jurisdiction for communities that want and need it.

The ministry is working with Indigenous partners to co-develop and implement engagement and consultation plans for First Nations, Métis, and Inuit Peoples in Winter/Spring 2024 to inform future child care planning and build relationships to support the realization of Action 4.19 under the Declaration Act Action Plan.

### **Objective 3.3: Build/enhance system-capacity to support child care as a core service families can rely on**

To provide child care as a core service, system-level improvements are important to support streamlined administrative processes, consistent data collection, and sustainable approaches to supporting growth.

#### **Key Strategies**

- Improve Information Management/Information Technology systems to gather data and support system delivery.
- Explore opportunities to support child care planning at provincial, regional and government-to-government levels.
- Support bringing child care legislation into force through regulation development.
- Continue collaboration with the Government of Canada on the implementation of the Canada-wide Early Learning and Child Care Agreement.

#### **Discussion**

As government makes child care more affordable, the tools and infrastructure needed to support the delivery of these services must also be in place, such as technological tools to

support service delivery. The Province continues to invest in this much-needed infrastructure and adapt it to the changing needs of the ChildCareBC program, families, and providers. The ministry tracks progress towards these objectives in annual reports on the Canada-wide Early Learning and Child Care Agreement as well as through ministry mandate reports.

### Performance Measures

Performance Measure	2016/17 Baseline	2023/24 Forecast	2024/25 Target	2025/26 Target	2026/27 Target
[3a] Average monthly number of provincially funded licensed child care spaces in operation.	108,110	146,000	148,000	150,000	152,000

Data source: Ministry of Education and Child Care, Child Care Operating Funding program database and \$10 a Day ChildCareBC program database

Note: 2016/17 data has been used as the baseline since the 2018/19 ministry service plan report and is used as a measure of the size of the BC child care system before the ChildCareBC plan was launched in 2018/19.

### Discussion

The average monthly number of funded, licensed child care spaces in operation measures the child care spaces available to parents currently and in previous years, which is essential for an accessible child care system. The baseline figure of 108,110 represents the number of child care spaces prior to the introduction of the ChildCareBC plan in 2018/19.

The number of funded, licensed child care spaces in B.C. is expected to increase in future years as child care spaces funded by both the provincial and federal governments through B.C.'s accelerated space creation programs become operational.

## Financial Summary

(\$000s)	2023/24 Restated Estimates <sup>1</sup>	2024/25 Estimates	2025/26 Plan	2026/27 Plan
<b>Operating Expenses</b>				
Public Schools	7,391,494	8,023,617	8,071,422	8,071,322
Independent Schools	498,977	571,217	575,523	575,523
Transfers to Other Partners	61,638	59,053	58,868	58,868
Child Care	827,377	865,255	865,255	865,255
Executive and Support Services	55,666	57,639	57,139	57,139
British Columbia Training and Education Savings Program Special Account	30,001	30,001	30,001	30,001
<i>Teachers Act</i> Special Account	8,817	8,600	8,672	8,840
<b>Total</b>	<b>8,873,970</b>	<b>9,615,382</b>	<b>9,666,880</b>	<b>9,666,948</b>
<b>Capital Expenditures</b>				
Executive and Support Services	3	3	3	3
<b>Capital Funding Vote</b>				
Public Schools	864,898	1,046,194	1,362,769	1,343,357

<sup>1</sup> For comparative purposes, amounts shown for 2023/24 have been restated to be consistent with the presentation of the 2024/25 Estimates.

\* Further information on program funding and vote recoveries is available in the [Estimates and Supplement to the Estimates](#).

## School Districts Financial Summary

(\$000s)	2023/24 Forecast	2024/25 Budget	2025/26 Plan	2026/27 Plan
<b>Combined Operating Statement</b>				
<b>Total Revenue</b>	8,665,783	9,125,755	9,170,923	9,196,130
<b>Total Expense</b>	(8,656,588)	(9,110,584)	(9,149,727)	(9,168,892)
<b>Operating Surplus</b>	9,195	15,171	21,196	27,238
<b>Gain (Loss) on sale of capital assets</b>	8	11,815	0,000	0,000
<b>Annual Surplus</b>	<b>9,203</b>	<b>26,986</b>	<b>21,196</b>	<b>27,238</b>

<sup>1</sup>This combined income statement includes 60 school districts. Numbers do not include the eliminating entries required to consolidate these agencies with the government reporting entity.

## Capital Expenditures

Major Capital Projects (over \$50 million)	Targeted Year of Completion	Project Cost to Mar 31, 2023 (\$m)	Estimated Cost to Complete (\$m)	Approved Anticipated Total Cost (\$m)
<b>Burke Mountain Middle/Secondary</b>	<b>2026</b>	<b>9</b>	<b>151</b>	<b>160</b>
Under the ministry's Expansion Program, School District No. 43 (Coquitlam) is building a new 1,000 - student capacity middle/secondary school with a Neighborhood Learning Centre, in Coquitlam's growing Burke Mountain community. Enrolment in this part of the Coquitlam School District has grown substantially in recent years, and the new school will alleviate pressures at other district schools. The total potential budget for the new school is \$160 million and it is scheduled for occupancy in 2026.				
<b>Burnaby North Secondary</b>	<b>2024</b>	<b>99</b>	<b>9</b>	<b>108</b>
Under the ministry's Seismic Mitigation Program, School District No. 41 (Burnaby) is building a replacement 1,800-student-capacity secondary school on its current site located in Burnaby North. The total potential budget for the replacement school is \$108 million and it is occupied with additional work continuing.				
<b>Carson Elementary</b>	<b>2026</b>	<b>0</b>	<b>61</b>	<b>61</b>
Under the ministry's replacement program, School District No. 28 (Quesnel) is completing a replacement 390-student capacity school with low carbon design and a neighbourhood learning centre, located in Quesnel. It is estimated that the replacement school will cost \$61 million and is scheduled for occupancy in 2026.				
<b>Cedar Hill Middle</b>	<b>2025</b>	<b>6</b>	<b>48</b>	<b>54</b>
Under the ministry's Seismic Mitigation Program, School District No. 61 (Greater Victoria) is building a 575-student capacity low carbon replacement school in the Cedar Hill neighbourhood. Work is under way and it is estimated that the replacement school will cost \$54 million and is scheduled for occupancy in 2025.				
<b>Centennial Secondary</b>	<b>2017</b>	<b>59</b>	<b>2</b>	<b>61</b>
Under the ministry's Seismic Mitigation Program, School District No. 43 (Coquitlam) completed a seismic replacement of the existing Centennial Secondary with a 1,250-student-capacity school on its current site				

<b>Major Capital Projects (over \$50 million)</b>	<b>Targeted Year of Completion</b>	<b>Project Cost to Mar 31, 2023 (\$m)</b>	<b>Estimated Cost to Complete (\$m)</b>	<b>Approved Anticipated Total Cost (\$m)</b>
located in Coquitlam. It is estimated that the replacement school will cost \$61 million, and although being occupied since 2017, it is scheduled for final completion in 2024.				
<b>New Cloverley Elementary School</b>	<b>2026</b>	<b>1</b>	<b>63</b>	<b>64</b>
Under the ministry's Expansion Program, School District No. 44 (North Vancouver) is building a new 585-student-capacity elementary school with a Neighborhood Learning Centre in the growing Cloverley neighbourhood. The total potential budget for the new school is \$64 million, and it is scheduled for occupancy in 2026.				
<b>Coast Salish Elementary</b>	<b>2023</b>	<b>26</b>	<b>17</b>	<b>43</b>
Under the ministry's Expansion Program, School District No. 43 (Coquitlam) is building a new 430 -student capacity elementary school with a Neighborhood Learning Centre, in Coquitlam's growing Burke Mountain community. Enrolment in this part of the Coquitlam School District has grown substantially in recent years, and the new school will alleviate pressures at other district schools. The total potential budget for the new school is \$43 million and it has been occupied since 2023, with additional work continuing on the NLC.				
<b>Cowichan Secondary</b>	<b>2024</b>	<b>56</b>	<b>30</b>	<b>86</b>
Under the ministry's Seismic Mitigation Program, School District No. 79 (Cowichan Valley) is building a replacement 1100-student-capacity secondary school on its current site, located in Cowichan Valley. The total potential budget for the replacement school is \$86 million and it is scheduled for occupancy in 2024.				
<b>New East Side Elementary</b>	<b>2026</b>	<b>0</b>	<b>59</b>	<b>59</b>
Under the ministry's Expansion Program, School District No. 33 (Chilliwack) is completing a new 500-student capacity elementary school with low carbon design and a neighbourhood learning centre in the growing community of Chilliwack. The total potential budget for the new school is \$59 million and it is scheduled for occupancy in 2026.				
<b>Eric Hamber Secondary</b>	<b>2024</b>	<b>82</b>	<b>24</b>	<b>106</b>
Under the ministry's Seismic Mitigation Program, School District No. 39 (Vancouver) is building a replacement 1,700-student-capacity secondary school on its current site located in Vancouver. The total potential budget for the replacement school is \$106 million and it is scheduled for occupancy in 2024.				
<b>Grandview Heights Secondary</b>	<b>2021</b>	<b>79</b>	<b>4</b>	<b>83</b>
Under the ministry's Expansion Program, School District No. 36 (Surrey) is completing a new 1,500-student capacity secondary school in the Grandview neighbourhood in Surrey. Enrolment in this part of the Surrey School District has grown substantially in recent years, with the new school alleviating pressures at other district secondary schools, particularly Earl Marriot Secondary and Semiahmoo Secondary. The total potential budget for the new school is \$83 million, and it has been occupied since 2021 with only trailing costs remaining.				
<b>Guildford Park Secondary</b>	<b>2028</b>	<b>0</b>	<b>65</b>	<b>65</b>
Under the ministry's Expansion Program, School District No. 36 (Surrey) is completing an addition to increase capacity from 1,050 to 1,500 students, to help accommodate recent growth in the community. The addition will incorporate greenhouse gas-reduction measures and include a neighbourhood learning centre. The total potential budget for the addition is \$65 million and it is scheduled for occupancy in 2028.				
<b>Handsworth Secondary</b>	<b>2022</b>	<b>67</b>	<b>2</b>	<b>69</b>
Under the ministry's Seismic Mitigation Program, School District No. 44 (North Vancouver) is completing a replacement 1,400-student-capacity secondary school on its current site located in North Vancouver. The				

<b>Major Capital Projects (over \$50 million)</b>	<b>Targeted Year of Completion</b>	<b>Project Cost to Mar 31, 2023 (\$m)</b>	<b>Estimated Cost to Complete (\$m)</b>	<b>Approved Anticipated Total Cost (\$m)</b>
total potential budget for the replacement school is \$69 million, and it has been occupied since 2022 with only trailing costs remaining.				
<b>La Vallée (Pemberton) Elementary</b>	<b>2027</b>	<b>0</b>	<b>66</b>	<b>66</b>
Under the ministry's expansion program, School District No. 93 (Conseil scolaire francophone) is completing a new 220 capacity K-12 school with low carbon design, mass timber elements and a neighbourhood learning centre in Pemberton, to support existing and forecast enrolment growth in the community. The total potential budget for the new school is \$66 million and it is scheduled for occupancy in 2027.				
<b>New Westminster Secondary</b>	<b>2021</b>	<b>95</b>	<b>12</b>	<b>107</b>
Under the ministry's Replacement Program, School District No. 40 (New Westminster) is completing a replacement 1,900-student-capacity secondary school on its current site located in New Westminster. It is estimated that the replacement school will cost \$107 million and it has been occupied since 2021 with additional work continuing.				
<b>North East Latimer Elementary</b>	<b>2025</b>	<b>1</b>	<b>51</b>	<b>52</b>
Under the ministry's Expansion Program, School District No. 35 (Langley) is building a new 555-student-capacity elementary school with a Neighborhood Learning Centre in the growing Willoughby area. The total potential budget for the new school is \$52 million, and it is scheduled for occupancy in 2026.				
<b>Pexsisen Elementary and Centre Mountain Lellum Middle</b>	<b>2022</b>	<b>89</b>	<b>0</b>	<b>89</b>
Under the ministry's Expansion Program, School District No. 62 (Sooke) is completing a new 500-student-capacity elementary school and a 700-student-capacity middle school in Sooke's growing West Langford community. Enrolment in this part of the School District has grown substantially in recent years, and the new schools will alleviate pressures at other district schools. The total potential budget for the new schools is \$89 million, and they have been occupied since 2022 with only trailing costs remaining.				
<b>Pineview Valley Elementary</b>	<b>2026</b>	<b>1</b>	<b>64</b>	<b>65</b>
Under the ministry's Expansion Program, School District No. 73 (Kamloops-Thompson) will deliver a new 485 capacity elementary school. Enrolment in this part of the School District has grown substantially in recent years, and the new school will alleviate pressures at other district schools. The total potential budget for the new school is \$65 million and it is scheduled for occupancy in 2026.				
<b>Prince Rupert Middle</b>	<b>2027</b>	<b>0</b>	<b>127</b>	<b>127</b>
Under the ministry's Seismic Mitigation Program, School District No. 52 (Prince Rupert) is completing a replacement 600-student-capacity middle school on its current site located in Prince Rupert. The new school will incorporate greenhouse gas-reduction measures and include a neighbourhood learning centre. It is estimated that the replacement school will cost \$127 million and is scheduled for occupancy in 2027.				
<b>Quesnel Junior School</b>	<b>2022</b>	<b>47</b>	<b>5</b>	<b>52</b>
Under the ministry's Replacement Program, School District No. 28 (Quesnel) is completing a replacement 550- student-capacity senior middle on its current site located in Quesnel. It is estimated that the replacement school will cost \$52 million and it has been occupied since 2022 with only trailing costs remaining.				
<b>Stitó:s Lá:lém totí:lt Elementary Middle</b>	<b>2022</b>	<b>52</b>	<b>2</b>	<b>54</b>
Under the ministry's Expansion Program, School District No. 33 (Chilliwack) is completing a new 930-student capacity elementary-middle school in Chilliwack's growing South Side community. Enrolment in this part of the Chilliwack School District has grown substantially in recent years, and the new school will				

Major Capital Projects (over \$50 million)	Targeted Year of Completion	Project Cost to Mar 31, 2023 (\$m)	Estimated Cost to Complete (\$m)	Approved Anticipated Total Cost (\$m)
alleviate pressures at other district schools. The total potential budget for the new school is \$54 million and it has been occupied since 2022 with only trailing costs remaining.				
<b>Tamanawis Secondary</b>	<b>2028</b>	<b>0</b>	<b>57</b>	<b>57</b>
Under the ministry's Expansion Program, School District No. 36 (Surrey) is completing an addition to increase capacity from 1,125 to 1,700 students, to help accommodate recent growth in the community. The addition will incorporate greenhouse gas-reduction measures and include a neighbourhood learning centre. The total potential budget for the addition is \$57 million and it is scheduled for occupancy in 2028.				
<b>Victoria High School</b>	<b>2024</b>	<b>93</b>	<b>7</b>	<b>100</b>
Under the ministry's Seismic Mitigation Program, School District No. 61 (Greater Victoria) is seismically upgrading and expanding the existing, historic high school on its current site located in Greater Victoria. The total potential budget for the seismic upgrade and expansion project is \$100 million, and it is scheduled for occupancy in 2024.				
<b>George Pringle Secondary (formerly Westside Secondary)</b>	<b>2027</b>	<b>8</b>	<b>116</b>	<b>124</b>
Under the ministry's Expansion Program, School District No. 23 (Central Okanagan) is building a new 1,200-student-capacity secondary school with a Neighborhood Learning Centre in the Westside area of Kelowna. The total potential budget for the new school is \$124 million, and it is scheduled for occupancy in 2027.				



## Appendix A: Public Sector Organizations

As of February 1, 2024, the Minister of Education and Child Care is responsible and accountable for the following organizations:

### **B.C. Teachers' Council**

Under the *Teachers Act*, the [B.C. Teachers' Council](#) (B.C.T.C) is responsible for:

- Setting standards for teachers and educators in B.C., including education, competence, and professional conduct requirements
- Setting standards for post-secondary teacher education programs
- Reviewing and approving post-secondary teacher education programs

### **Disciplinary and Professional Conduct Board**

The Disciplinary and Professional Conduct Board consists of nine members of the B.C. Teachers' Council appointed by the minister. The Board deals with complaints and reports about alleged teacher misconduct and certification appeals that are referred to it by the [Commissioner for Teacher Regulation](#).

### **Independent School Teaching Certificate Standards Committee**

Under the *Independent School Act*, the [Independent School Teaching Certificate Standards Committee](#) (ISTCSC) is responsible for establishing the standards required to receive and maintain an independent school teaching certificate (ISTC) and determining which standards apply for each type of Independent School Teaching Certificate.

### **Provincial Child Care Council**

The [Provincial Child Care Council](#) provides advice on the policies and programs that affect the affordability, quality, stability and accessibility of child care. Its members are appointed from throughout the province and represent five key sectors: Indigenous communities, the business sector, child care providers, the education system, the non-profit sector, and local government.

**Ministry of Education and Child Care**

**2023/24**

**Annual Service Plan Report**

**August 2024**



For more information on the Ministry of Education and Child Care, please contact us at:

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# Minister's Accountability Statement



The Ministry of Education and Child Care's 2023/24 Annual Service Plan Report compares the ministry's actual results to the expected results identified in the 2023/24 – 2025/26 Service Plan published in 2023. I am accountable for those results as reported.

A handwritten signature in black ink that reads "R Singh". Below the signature are two short horizontal lines.

Honourable Rachna Singh  
Minister of Education and Child Care  
August 9, 2024

# Minister of State's Accountability Statement

The Ministry of Education and Child Care's 2023/24 Annual Service Plan Report compares the ministry's actual results to the expected results identified in the 2023/24 – 2025/26 Service Plan published in 2023. Under the Balanced Budget and Ministerial Act, I am accountable for achievement of the following results for 2023/24:



- a) Continue to implement initiatives that support ChildCareBC, the government's 10-year plan to provide universal, affordable, accessible, quality and inclusive child care to every family that wants or needs it.
- b) Continue to engage with the following to inform implementation of ChildCareBC and to guide the development of a distinctions-based approach to supporting Indigenous-led child care:
  - (i) all levels of government;
  - (ii) Indigenous governing bodies and other entities representing Indigenous peoples;
  - (iii) school boards, child care providers and other sector stakeholders.
- c) Continue to monitor the implementation of bilateral agreements with the government of Canada; and,
- d) Submit to Cabinet a report on the results referred to in paragraph (a) through (c) on or before March 31, 2024.

A handwritten signature in black ink that reads "Mitzi Dean".

Honourable Mitzi Dean  
Minister of Education and Child Care  
August 9, 2024

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## Letter from the Minister

This 2023/24 Annual Service Plan Report summarizes several actions and areas of work undertaken by the Ministry of Education and Child Care to support students so they can succeed in their education and beyond.

The ministry continued to work with Boards of Education to ensure all students have the supports they need to be successful. For example, we delivered presentations to school district administrators and teachers on the new K-12 Student Reporting Policy and on the introduction of the *BC Learning Pathways* to support teachers in developing students' literacy and numeracy skills in all learning areas. *BC Learning Pathways* is a starting point for further resource development. The ministry will continue to gather feedback from the field to better understand what students, teachers, and school leaders may need to further support literacy and numeracy learning, with the goal of improving student outcomes.

Through the work of our child care division, led by Minister of State for Child Care Mitzi Dean, we are committed to affordable, accessible, quality, inclusive child care provided by childhood educators who feel valued, supported, and fairly paid. We reduced the cost of child care for the families of over 146,000 children and have now reached over 15,000 \$10 a Day spaces. These families are saving over \$10,000 a year on child care costs. We remain committed to the creation of thousands of new child care spaces, to making it easier for people to become Early Childhood Educators (ECEs), and to increasing wages for ECEs, recognizing their important contributions and incentivizing individuals to attain their certification and stay in the sector.

In addition, the ministry is committed to increasing equity within our schools and addressing racism. In 2023/24, in collaboration with sector leaders, Indigenous partners, community organizations, and education partners, we implemented key actions in the [K-12 Anti-Racism Action Plan](#) to empower students and education leaders to recognize and respond to racism and discrimination and to help create a province where all communities are celebrated and respected.

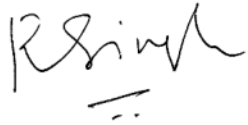
The ministry is also committed to supporting reconciliation and implementing the 13 education and child care specific actions in the *Declaration on the Rights of Indigenous Peoples Act Action Plan*. This includes strategies to address Indigenous-specific racism in the education sector, and to further improve educational outcomes for Indigenous students. In partnership with First Nations Rightsholders, Indigenous Peoples, and education partners, we continue to work toward improving completion rates and the experience of Indigenous students in the education system.

In 2023, three new Education Jurisdiction Agreements were signed in B.C. by Canim Lake Band, Ditidaht First Nation, and Squamish Nation. These Nations join ʔaq'am First Nation, Cowichan Tribes, Seabird Island, and Lil'wat First Nation – the first four Nations to complete a school year under their own jurisdiction agreements. Through the conclusion of these self-government agreements, the Participating First Nations now have recognized law-making authority over Kindergarten to Grade 12 education on their lands.

Additional initiatives co-developed with Indigenous partners include the Indigenous-focused graduation requirement 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

Ministry of Education and Child Care  
the Canada-B.C. Early Learning and Child Care (ELCC) Agreement.

We're proud of the ministry's achievements in 2023/24 and we look forward to continuing to work with our partners to deliver world- class education for our students.

A handwritten signature in black ink, appearing to read 'R Singh', with a horizontal line underneath.

Honourable Rachna Singh  
Minister of Education and Child Care  
August 9, 2024



## Purpose of the Annual Service Plan Report

This annual service plan report has been developed to meet the requirements of the Budget Transparency and Accountability Act (BTAA), which sets out the legislative framework for planning, reporting and accountability for Government organizations. Under the BTAA, the Minister is required to report on the actual results of the ministry's performance related to the forecasted targets stated in the service plan for the reported year.

## Strategic Direction

The strategic direction set by Government in 2020 and Minister Singh's 2022 [Mandate Letter](#) and Minister Lore's 2022 [Mandate Letter](#) shaped the goals, objectives, performance measures and financial plan outlined in the Ministry of Education and Child Care's [2023/24 – 2025/26 Service Plan](#) and the actual results reported on in this annual report.

## Purpose of the Ministry

The Ministry of Education and Child Care is responsible for ensuring the province's 696,400 K–12 students develop their individual potential and acquire the knowledge and skills necessary to contribute to a healthy society and a prosperous, sustainable economy. Together, child care and education support young people to develop compassionate worldviews and consider important issues including diversity, equity, and inclusion, as foundational values of healthy communities. The ministry is committed to making child care more affordable and accessible for families by reducing child care fees and funding new child care spaces that will become valued community assets.

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 ultimate purpose is that learners achieve their individual potential and become independent adults who have a lifelong appreciation for learning, a curiosity about the world around them, and a capacity for creative thought and expression through compassionate and empathetic worldviews.

Using a distinctions-based approach with the overarching guidance of First Nations, Métis and Inuit experts, partner organizations, and government representatives, the ministry is developing inclusive, accessible, and culturally safe child care systems that support First Nations, Métis, and Inuit students, to have positive education and child care experiences and achieve successful education outcomes. The ministry is actively working on implementing the [United Nations Declaration on the Rights of Indigenous Peoples](#), the [Truth and Reconciliation Commission of Canada's Calls to Action](#) pertaining to education, and the [Draft Principles that Guide the Province of British Columbia's Relationship with Indigenous Peoples](#). The ministry continues to work with First Nations Rightsholders and Indigenous partners in implementing the 13 education and child care-specific actions within the [Declaration on the Rights of Indigenous Peoples Act Action Plan](#) and, in partnership with the First Nations Education Steering Committee (FNESC), First Nations and federal partners, is implementing the [B.C. Tripartite Education Agreement: Supporting First Nation Student Success](#). The ministry is also collaborating with Indigenous Peoples to build culturally safe and

supportive child care as a core service using a distinctions-based approach to meet their unique needs.

One of the ministry's key roles is to provide leadership and funding to the K-12 education sector through governance, legislation, policy, and standards. The ministry also defines broad accountability, promising practices, and expectations. Specific roles and responsibilities are set out under the *School Act*, *Independent School Act*, *Teachers Act*, *First Nations Education Act*, and accompanying regulations and orders. The ministry also provides leadership and funding to the child care sector in the same way, through legislation, policy, and standards under *the Child Care B.C. Act* and the *Child Care Subsidy Act*.

## Operating Environment

B.C.'s population grew by an estimated 178,515 people (3.3%) in 2023<sup>1</sup> with immigration as the primary driver of this growth throughout most of the province. As a result, total B.C. K-12 school enrolment increased by 16,413 (2.4%) to 696,400 at the start of the 2023/2024 school year. Over the same period, the child care population of children ages 12 and under increased by 7,130 (1%) to 643,442. Gains were made in child care access with the number of child care spaces increasing by 9,240 (7%) to 148,355 spaces; however, more child care spaces are still needed across B.C. As in previous years, most of the K-12 enrolment growth occurred in the Lower Mainland, South Vancouver Island, and the Central Okanagan. This growth exacerbated the challenges school districts in these regions were already facing in terms of things like school capacity, workforce availability, and growing demand for child care.

A global workforce shortage for certified teachers coupled with the surging student enrolment growth in B.C., led to schools and districts facing significant challenges to hire the staff they needed to support the growing number of students. Despite a national shortage of early childhood educators, the number of Early Childhood Educators (ECEs) working in child care facilities participating in Early Child Care funding programs increased by 9% and the overall child care workforce, including ECE Assistants and Responsible Adults, increased by 3%.

Affordability remains a factor as many families struggle to pay for expenses like school supplies, lunches, and child care without some form of government investment to ensure students are fed at school; have the supplies they need to be successful for the school year; and families can afford to access quality, inclusive child care that meets their needs.

Indigenous Peoples are important partners in the education and early learning and child care systems with unique cultures, histories, rights, laws, and governments. The ministry is committed to meaningful reconciliation and to ensuring that a distinctions-based approach is being followed in all initiatives, including priority actions such as the implementation of Bill 40, development of a trilateral Memorandum of Understanding between the Province, Canada and First Nations Leadership Council related to early learning and child care, and an Indigenous-Specific Racism Review in the public K-12 and post-secondary education sectors. Combatting racism in our society remains central to our work and will continue to shape our direction in the years to come. A strong working relationship with teachers, school and district staff, elected school boards, local

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<sup>1</sup> Source: BC Stats, Quarterly components of population change in B.C., as of April 2024.

governments, Indigenous Peoples, and colleagues was also critical to ensuring the learning outcomes of 696,400 students were achieved in fiscal year 2023/24.

## Economic Statement

Following two years of strong recovery from the pandemic, economic growth in British Columbia moderated in 2023. After expanding by 3.9 per cent in 2022, B.C.'s real GDP increased by 1.6 per cent in 2023, the second highest growth rate among provinces (tied with Saskatchewan and Ontario) and outperforming the national average. Growth in B.C.'s real GDP was supported by service-producing industries such as real estate, rental and leasing; professional, scientific and technical services; transportation and warehousing; and healthcare and social assistance. Despite steady growth in the construction and mining, quarrying and oil and gas extraction sectors, output for goods-producing industries decreased in 2023, partly due to lower manufacturing activity. While B.C.'s economy continued to expand in 2023, some sectors such as transportation and warehousing and accommodation and food services have yet to fully return to pre-pandemic levels.

B.C.'s labour market continued to grow in 2023, with employment growth of 1.6 per cent and wages and salaries increasing by 6.9 per cent. However, B.C.'s unemployment rate rose to 5.2 per cent in 2023 from 4.6 per cent in the previous year as the labour force, supported by record high immigration, grew faster than employment. High interest rates tempered consumer spending on goods in 2023 and nominal retail sales edged down 0.1 per cent. In 2023, price pressures in B.C. moderated among a broad number of goods and services but remained elevated. B.C.'s inflation rate averaged 3.9 per cent in 2023, down from 6.9 per cent in 2022. B.C. home construction activity strengthened in 2023. Housing starts totalled 50,490 units in 2023, the highest annual pace on record and up 8.1 per cent compared to the previous year. High interest rates continued to weigh on home sales activity last year. B.C. MLS home sales decreased by 9.2 per cent in 2023, while the MLS average home sale price was 2.6 per cent lower than 2022. On the external front, B.C.'s international merchandise exports declined by 13.5 per cent in 2023, due to weaker global demand and lower commodity prices compared to 2022.

# Report on Performance: Goals, Objectives, and Results

The following goals, objectives and performance measures have been restated from the 2023/24 – 2025/26 service plan. For forward-looking planning information, including current targets for 2024/25 – 2026/27, please see the latest service plan on the [BC Budget website](#).

## Goal 1: All Students Become Educated Citizens

The ministry continually seeks to improve outcomes and enhance education experiences for all students to prepare them for achieving their career and life goals, no matter their background, learning needs, orientation, or where they live.

### Objective 1.1: Improve Student Outcomes

The ministry is committed to supporting students in achieving their potential and has high expectations for each learner. B.C.'s education system provides several checkpoints at the provincial, district, and school level to ensure every student is on a path to success, to identify supports and resources when needed, and to monitor overall system performance.

#### Key results

- Reviewed all 60 district Enhancing Student Learning Reports, as part of the Framework for Enhancing Student Learning (FESL), to understand sector strengths and opportunities and design capacity building supports for school districts for effective strategic planning, continuous improvement, and engagement.
- Compiled and analyzed Foundation Skills Assessment (FSA) results for Grades 4 and 7 for literacy and numeracy to better understand learning needs and identify students who need more support.
- Supported the work of the Advisory Group on Provincial Assessment (AGPA III) as it discussed and developed recommendations specific to FSA data protection, strategies to increase FSA participation, sector communications on assessments, and increasing the understanding of the provincial proficiency scale for teachers, families, and students.
- As part of the [BC Learning Pathways](#) series, launched new resources for field trialing to support literacy and numeracy teaching, instruction, and evaluation.

#### Summary of progress made in 2023/24

The ministry continued its work in 2023/24 on a number of important initiatives designed, ultimately, to improve outcomes for students. FESL is one of those important initiatives, as it combines accountability with evidence-informed decision making to support a system-wide program of continuous improvement. FESL formalizes the planning and reporting expectations for all school districts, with a focus on improving equity of learning outcomes and enhancing the intellectual, social, and career development of all students in the B.C. K-12 public system.

The Foundation Skills Assessment (FSA) is another important initiative designed to help the ministry, school districts, and schools evaluate how well fundamental literacy and numeracy skills are adopted and make plans to improve student success. In 2023/24, the participation rate in the

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FSA across public and independent schools rose by 5% to 79%. FSA Grade 4 and 7 results showed some performance decreases in 2023/24. Student performance on FSA Literacy decreased slightly for Grade 4 students, while numeracy rates were stable. For Grade 7 students, literacy increased slightly while numeracy rates decreased slightly. Numeracy performance consistently trailed behind literacy in FSA.

Another measure for tracking student outcomes is graduation assessments. Overall, graduation assessment results remained stable in 2023/24. Numeracy for Grade 10 students trailed behind literacy for Grades 10 and 12, with gaps between priority learner populations and all other learners. While graduation assessment results remained relatively stable in 2023/24, just under 36,000 students achieved our highest standards for proficiency in Literacy while just over 44,000 students graduated. The ministry recognizes that further intervention and supports are required to address literacy and numeracy gaps.

This is the first year of the implementation of the updated [K-12 Student Reporting Policy](#) which is the result of extensive consultation and engagement with Rightsholders, education partners, teachers, parents, caregivers, students, and the public. The policy aligns with the redesigned curriculum, unifies existing policy options, and creates consistency across the province. Updated reporting practices also ensures alignment with B.C.'s provincial assessment system.

The ministry also continued to work with partners to develop resources as part of its [BC Learning Pathways](#) series to support teachers in developing students' literacy and numeracy skills in all learning areas. *BC Learning Pathways* is a starting point for further resource development. The ministry will continue to gather feedback from the field to better understand what students, teachers, and school leaders may need to further support literacy and numeracy learning, with the goal of improving student outcomes.

## **Objective 1.2: Deliver upon meaningful Truth and Reconciliation with Indigenous Peoples in alignment with the Declaration on the Rights of Indigenous Peoples Act and the Action Plan**

In partnership with the First Nations Education Steering Committee (FNESC), First Nations Rightsholders, Métis Nation BC, and sector partners, work to close the equity gap for First Nations, Métis, and Inuit learners through fully implementing the Declaration on the Rights of Indigenous Peoples Act Action Plan and the B.C. Tripartite Education Agreement: Supporting First Nation Student Success.

### **Key results**

- Through Bill 40 amendments to the *School Act*, First Nations and Treaty First Nations now have the option to apply a Model LEA agreement with school boards that was co-developed with First Nations Education Steering Committee (FNESC).
- Signed three new Education Jurisdiction Agreements with Canim Lake Band, Ditidaht First Nation, and Squamish Nation (2023) to recognize their law-making authority over K-12 education on their lands.
- With FNESC and education partners, ensured Grade 12 students completed the Indigenous-focused Graduation Requirement to build deeper awareness and understanding of First

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Peoples' perspectives, cultures, and histories and to serve as an important step toward reconciliation.

- In partnership with FNEESC, and in collaboration with Métis Nation BC, developed strategies to increase the number of Indigenous teachers in the K-12 public education system. This included conducting a research project on school district hiring practices specific to First Nations teachers, as well as First Nations teachers' experiences working in the public school system.
- As part of our commitment to an inclusive, universal, distinctions-based jurisdiction over child care, developed a tripartite Memorandum of Understanding to work in collaboration with B.C. First Nations, Métis, and Inuit Peoples at events, such as the First Nations Early Learning Child Care Conference.

### Summary of progress made in 2023/24

Bill 40 (*School Amendment Act, 2023*) was passed in the House on November 8, 2023. This legislation introduced a requirement that a Model Local Education Agreement (Model LEA) will apply between the Board of Education and a First Nation(s) at the request of a First Nation(s). Local Education Agreements govern the purchase of educational services by First Nations from Boards of Education and set out processes for information sharing, collaboration, and decision making. First Nations may also choose not to have an LEA, to remain in their existing LEA, or to negotiate a custom LEA with school districts. Bill 40 also ensures that First Nations can choose the school that their First Nation students who live on-reserve will attend. In addition, Bill 40 introduces a provincial requirement that each school district have an Indigenous Education Council to advise boards on improving Indigenous student achievement and providing advice on and approving boards' spending plans and reports, in relation to Indigenous Education Targeted Funds.

In 2023/24, the First Nations Education Authority continued to assist Participating First Nations (PFNs) in developing their capacity to provide education on First Nation land, and exercised authority delegated by Participating First Nations. The ministry also assisted the First Nations Education Authority with certification processes for schools operated by the First Nations, and for some teachers in those schools.

The ministry also continued to support all 60 school districts in addressing systemic barriers impacting Indigenous student achievement by focusing on equity of opportunity and reviewing practices and policies that may be creating obstacles for Indigenous learners in the B.C. public school system. As per the *BC Tripartite Education Agreement: Supporting First Nation Student Success*, the ministry established a First Nation Student Data Committee to develop a data collection and information sharing plan for student-level data to inform future decision-making.

### Objective 1.3: Improve Equity for All Students

Our education system is not immune to global trends of rising racism. Educators, administrators, and support staff must have the tools they need to respond and fight racism in our education system, so all students feel safe to learn. Equity also extends to issues such as food insecurity, ensuring students are properly fed for learning, coupled with having qualified teachers to support learning in all parts of the province.

## Key results

- Implemented several actions in the [K-12 Anti-Racism Action Plan](#), a multi-year framework to address racism and discrimination in B.C.'s K-12 education system. Implementation of initiatives involved engagement and collaboration with First Nations Rightsholders and Indigenous partners, education partners, district and school leaders, community organizations, youth with lived and living experiences of racism, and other provincial ministries.
- Distributed \$53.7 million in provincial funding for the Feeding Futures initiative (\$50.5 million for public schools and \$3.2 million for independent schools) so schools and districts can create or expand school food programs throughout B.C.
- Implemented an inquiry project in four school districts in northern B.C. to help address their unique hiring needs while identifying best practices that could be replicated in other parts of the province.
- Implemented a new Online Learning model and a new Provincial Learning Management System to deliver equitable access to high quality Online Learning programs and courses to 47,000 students with 65% of districts now onboarded.
- Replenished the [Student and Family Affordability Fund](#) in March 2024 with an additional \$20 million to help school districts and independent school authorities provide support directly to families to help pay for school supplies, school fees and class trips, as well as additional costs associated with joining a school sports team or music program.

## Summary of progress made in 2023/24

Promoting equity continues to be a key priority for the ministry. Implementation of the K-12 Anti-Racism Action Plan, focuses on creating system wide anti-racism change within the B.C. education sector by strengthening school communities to create an anti-racist culture of belonging for all students, staff and families. In collaboration with system partners, the key initiatives implemented in 2023/24 included developing anti-racism resources for district and school employees, offering anti-racism youth programs across the province, an Anti-Racism Educator Network Summit for over 150 participants, as well as hosting the Minister's Annual Roundtable on Anti-Racism in Education to bring together diverse community partners to share perspectives on how to address racism in schools.

Supporting school food programs, helping offset the cost of school supplies for disadvantaged students, and the new Online Learning model also ensure that students have access to the same supports, tools, and resources, regardless of where and who is offering the program. As of February 2024, 87% of schools in B.C. had a school food program, compared to 59% in 2021. Budget 2023 committed \$214 million over three years for this initiative.

In addition, recent updates to the teacher certification standards have allowed for a higher number of internationally trained teachers to work in B.C.'s K-12 classrooms. An inquiry project in four school districts in northern B.C. included hiring incentives for teachers, the implementation of a professional learning series to support educators, and targeted recruitment supports and services through the BC Public School Employers' Association. Following the inquiry project, the ministry has also implemented initiatives to support teacher recruitment and retention in rural and remote areas, including hiring incentives for remote schools and an award for student teachers to

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complete their practicum in a rural school in northern B.C. These efforts led to the hiring of 50 teachers to staff the most remote schools across the province for school year 2023/2024 and 33 awards being distributed to student teachers.

**Performance measure(s) and related discussion**

Performance Measure	2021/22 Baseline	2022/23 Actual	2023/24 Target	2023/24 Actual
1.a Percentage of non-Indigenous students who complete <sup>1</sup> Grade 12 within five years of first starting Grade 8. <sup>2</sup>	91%	91%	92%	Data available December 2024
1.b Percentage of Indigenous students <sup>3</sup> who complete Grade 12 within five years of first starting Grade 8. <sup>4</sup>	64%	63%	66%	Data available December 2024

Data source: Ministry of Education and Child Care, <http://www.bced.gov.bc.ca/reporting/systemperformance>

<sup>1</sup> Completion Rates only involve residents attending B.C. Public or Independent schools.

<sup>2</sup> PM 1.a targets for 2024/25 and 2025/26 were stated in the 2023/24 as 93% and 94%, respectively.

<sup>3</sup> Indigenous students refer to First Nations, Métis, and Inuit students.

<sup>4</sup> PM 1.b targets for 2024/25 and 2025/26 were stated in the 2023/24 Plan as 67% and 68% respectively. For forward-looking planning information, including current targets for 2023/24 – 2025/26, please see the latest service plan on the [BC Budget website](#).

The five-year completion rate indicates the percentage of students who graduate with a B.C. Certificate of Graduation or a B.C. Adult Graduation Diploma within five years of entering Grade 8 for the first time, adjusted for estimated migration out of B.C.<sup>1</sup> Completion rates include both the Dogwood Diploma and Adult Dogwood Diploma. The ministry strives to eliminate the inequalities of outcomes for Indigenous students, students with disabilities/diverse abilities, and children and youth in and from government care, to ensure each student has equitable access to educational opportunities and outcomes.

This chosen Performance Measure tracks the completion rates of one of these student sub-populations (Indigenous students) in comparison to students not belonging to this group and sets future targets to reduce the achievement gap. The baseline data reflects the actual completion rate values from 2022/23 (the most recent available year) and the targets reflect an incremental improvement anticipated over time. The ministry tracks the performance of other sub-populations as well, such as the completion rates for students with diverse needs and Children and Youth in Care. The 2023/24 Actuals<sup>3</sup> for this Performance Measure were not available at the time the Annual Service Plan Report was produced. Annual completion rate data will be available in December 2024.



## Goal 2: Learning Environments Support Student and Staff Well-Being

Supporting healthy and effective learning environments, both in terms of physical environments that are safe and conducive to learning and inclusive environments that welcome and respect all students and provide the supports they require, is of paramount importance for the ministry. For students to be able to develop and learn, they must feel physically and emotionally safe.

### Objective 2.1: Create and maintain physical environments that promote healthy, sustainable, and effective learning

Safe and inspiring physical school environments can be fundamental for supporting a child's social, emotional, and academic growth. Investment in schools and child care facilities is a critical part of supporting learning throughout development.

#### Key results

- Invested \$749.4 million from Budget 2023's 3-year fiscal plan to maintain, replace, renovate, or expand K-12 facilities. This includes continued investment to seismically upgrade or replace schools, as well as new school spaces, including new site purchases, to accommodate increasing enrolment in school districts. Of the \$749.4 million, \$245.8 million was invested to upgrade and replace major systems within existing schools, including ventilation systems, to ensure that school environments are safe and healthy for all occupants.
- Invested approximately \$111 million through the ChildCareBC New Spaces Fund to create over 2,700 new licensed spaces on school grounds, including 1,700 spaces specific to school age children.

#### Summary of progress made in 2023/24

Since September 2017, government has announced over \$4.9 billion for almost 200 school capital projects, including new schools, expansions, seismic upgrades, ventilation upgrades and replacements, and property purchases for future schools, with many of these projects in development during the last fiscal year. The ministry's Seismic Mitigation Program aims to have all B.C. students in seismically safe facilities as soon as possible. As of January 2024, 225 high-risk schools have been mitigated, while nine are under construction and seven are proceeding to construction. Twelve schools are in the business case development stage, while another 245 have been identified as future priorities. Seismic upgrade projects include significant renovations to impacted electrical and mechanical systems, and hazardous material abatement where necessary.

In 2023-24, the ChildCareBC New Spaces Fund continued to offer the streamlined School Age on School Grounds funding pathway for school districts that could be used for ground-up builds of new child care facilities, renovations and/or the purchase of equipment. This funding stream was offered in addition to access to the primary new spaces fund stream. Through the New Spaces Fund, approximately \$111 million was invested to create over 2,700 new licensed spaces on school grounds, including 1,700 spaces specific to school age children.

## Objective 2.2: Ensure safe, caring, and inclusive learning environments for all students

Inclusion is critical for ensuring children and students are supported to be successful from early years learning through to graduation. The ministry, in collaboration with education partners and Indigenous organizations, aims to support all students with a focus on positive mental health and well-being, while recognizing opportunities to meet the unique needs and diversity of students in B.C.

### Key results

- In partnership with the Ministries of Mental Health and Addictions, Health, and Children and Family Development, implemented eight new Integrated Child and Youth (ICY) teams to provide wraparound, multidisciplinary mental health and substance use services and supports for children and youth.
- Offered online student learning sessions through *Safer Schools Together* that focused on consent, gender-based violence, and healthy relationships, as well as additional online student and family learning sessions focused on safe use of social media and digital literacy.
- Launched a new Provincial School Outreach team to provide 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.
- Released a [decision-making tool](#) to support educators in identifying appropriate, effective mental health and substance use resources for their students.
- Developed the *Behaviour in the Early Years Initiative*, which includes a suite of training and resources for supporting child care professionals in understanding and responding to children's behaviour.
- Engaged with Indigenous organizations, child care providers, families, and community service providers to inform the development of the Inclusive Child Care Strategy, identifying early actions that focus on embedding equity and inclusion in all aspects of child care; supporting providers in gaining the knowledge and skills to provide inclusive, culturally safe child care; and meeting the specific needs of children who have support needs.

### Summary of progress made in 2023/24

In 2023/24, the ministry continued to focus on activities aligned with the [Mental Health in School Strategy](#) designed to embed mental health and well-being into all aspects of the K-12 education system. In addition to the initiatives mentioned above, the ministry hosted its fourth Mental Health in Schools Conference focused on *Connection* (to self, to others and to land), bringing together over 400 participants. The conference assisted school districts with priority setting for mental health and substance use initiatives to support students in the 2023/24 school year. The ministry also partnered with a clinical psychologist in February 2024, to offer free virtual training to help parents navigate substance use prevention and acquire practical tools for discussing substance use with their children. 1,642 families attended over the three sessions in February.

To continue to support safe, inclusive learning environments, foundational work also began in 2023/24 on creating directives for boards of education to [restrict cell phone use in schools](#). In

addition, the ministry developed training sessions on *Establishing Safe, Caring, & Respectful Digital Communities* to 12,159 students through contractor *Safer Schools Together*, and began a comprehensive refresh of the *erase* (expect respect & a safe education) website to improve student awareness and accessibility.

**Performance measure(s) and related discussion**

Performance Measure	2021/22 Baseline	2022/23 Actual	2023/24 Target	2023/24 Actual
2.a Percentage of Indigenous students in Grades 4, 7, 10, and 12 who feel welcome, safe, and have a sense of belonging in their school. <sup>1</sup>	56%	56%	57%	57%
Percentage of Non-Indigenous students in Grades 4, 7, 10, and 12 who feel welcome, safe, and have a sense of belonging in their school. <sup>2</sup>	65%	64%	66%	65%
2.b Percentage of Indigenous students in Grades 4, 7, and 10, and 12 who feel there are two adults or more at their school who care about them. <sup>3</sup>	62%	63%	76%	63%
Percentage of Non-Indigenous students in Grades 4, 7, and 10, and 12 who feel there are two adults or more at their school who care about them. <sup>4</sup>	62%	62%	76%	63%

Data source: [Ministry of Education and Child Care- Student Learning Survey

<sup>1</sup> PM 2.a targets for 2024/25 and 2025/26 were stated in the 2023/24 service plan as 57% and 57% respectively for Indigenous students.

<sup>2</sup> PM 2.a targets for 2024/25 and 2025/26 were stated in the 2023/24 service plan as and 66% and 66% respectively for Non-Indigenous students.

<sup>3</sup> PM 2.b targets for 2024/25 and 2025/26 were stated in the 2023/24 service plan as 76% and 76% respectively for Indigenous students

<sup>4</sup> PM 2.b targets for 2024/25 and 2025/26 were stated in the 2023/24 service plan as and 76% and 76% for Non-Indigenous students.

Students who feel welcome, safe, and have a strong sense of belonging and who feel that adults in their school care for them are more engaged and more likely to move through their education program on pace. They are also more inspired to explore their individual aptitudes and interests.

This Performance Measure for 2023/24 has two sets of data to provide a more holistic perspective on how welcome and safe students may be feeling. There has been a steady increase in the percentage of students who feel welcome, safe, and have a sense of belonging in their school. Concurrently, there is an increase since 2021/22 in the number of students who have two or more adults who care about them. The ministry recognizes last year’s data did not adequately reflect the percentage of students who feel safe in their schools. Therefore, in our [2024/25 – 2026/27 Service Plan](#), these performance measures were revised, separating data relating to the percentage of students in Grades 4, 7, 10 and 12 who feel safe in their schools. Since the question focusing on

safety is asked anonymously on the Student Learning Survey, it cannot be grouped with results about feeling a sense of belonging or feeling welcome.

**Performance measure(s) and related discussion**

Performance Measure	2021/22 Actual	2022/23 Actual	2023/24 Target	2023/24 Actual
2.c Percentage of Indigenous students in Grade 4 who are learning to care for their mental health <sup>1,2</sup>	42%	40%	46%	42%
2.c Percentage of Non-Indigenous students in Grade 4 who are learning to care for their mental health <sup>3</sup>	41%	40%	45%	40%
2.d Percentage of Indigenous students in Grades 7, 10, and 12 who are learning to care for their mental health (for example, anxiety or stress management, anger management, relationship skills) <sup>4</sup>	33%	32%	38%	34%
2.d Percentage of Non-Indigenous students in Grades 7, 10, and 12 who are learning to care for their mental health (for example, anxiety or stress management, anger management, relationship skills) <sup>5</sup>	38%	37%	43%	39%

Data source: Ministry of Education and Child Care- Student Learning Survey

<sup>1</sup> Results for Grade 4 shown separately from Grades 7, 10, and 12 because the question is worded differently for Grade 4.

<sup>2</sup> PM 2.c targets for Indigenous students for 2024/25 and 2025/26 were stated in the 2023/24 service plan as 48% and 51% respectively.

<sup>3</sup> PM 2.c targets for Non-Indigenous students for 2024/25 and 2025/26 were stated in the 2023/24 service plan as 47% and 50% respectively.

<sup>4</sup> PM 2.d targets for Indigenous students for 2024/25 and 2025/26 were stated in the 2023/24 service plan as 40% and 42% respectively.

<sup>5</sup> PM 2.d targets for Non-Indigenous students for 2024/25 and 2025/26 were stated in the 2023/24 service plan as 45% and 47% respectively.

Mental health includes emotional, psychological, and social well-being, and impacts how students think, what they feel, and the way they act. Children’s early social and emotional health is foundational for building positive relationships, successful academic outcomes, and career success later in life. Research findings show that early social and emotional learning can protect against adult mental health disorders, poor sexual health outcomes, and adolescent involvement in the justice system.

The Performance Measure can track both the learning capacity and self-assessment capability involving students’ mental health. This data assists the ministry when designing inclusivity policies that address the needs of certain student populations and provide a safe learning environment for all. Although there was a slight drop in 2022/23 for both Indigenous and non-Indigenous students

in Grades 4, 7, 10 and 12 who are learning to care for their mental health, the values for Indigenous and non-Indigenous students in these grades have improved and are projected to increase, as we continue to track the impact of *erase* training and safety support across the province and engage with cross-sector partners and youth to ensure resources meet the needs of all students. Through the ministry's engagement with the Provincial Mental Health Leadership Network with all 60 school districts and the Federation of Independent Schools Associations, the ministry can monitor the impacts of the key strategies in supporting students in their districts and schools.

### **Goal 3: High-quality, inclusive child care as a core service that supports families and the early learning development of children 12 years of age and under**

We know children learn the most from birth to five years old. By reducing child care fees for parents, building more licensed spaces, and increasing supports for those working in the sector, the ministry, along with other partners in government, is working to improve access to affordable, inclusive, quality child care for B.C. families.

#### **Objective 3.1: Families have access to affordable, licensed child care options**

Reduced child care fees make life more affordable for families and having reliable, licensed care allows families peace of mind that their child is in a safe environment. Making child care more affordable allows parents – especially mothers – to pursue opportunities and achieve financial independence and security, which benefits families, our communities, and the economy as a whole.

#### **Key results**

- Transitioned 5,000 child care spaces into the \$10 a Day ChildCareBC program, bringing the total to over 15,000 spaces.
- Provided additional Distinctions-Based Space Creation funding to Métis Nation BC (MNBC) to increase Métis-led child care spaces to 160.
- Expanded the Child Care Fee Reduction Initiative (CCFRI) in September 2023 to include licensed preschool and before- and after-school care, providing up to \$145 in savings per child, per month in fee reductions for families.
- Funded a Child Care Planner position with the BC Association of Aboriginal Friendship Centres.

#### **Summary of progress made in 2023/24**

The ministry recognizes the challenges that many parents face when trying to balance raising a family with pursuing work and other opportunities. Through our child care affordability programs, we're bringing down costs and helping families respond to rising global inflation. In addition to maintaining existing fee reduction amounts through the CCFRI for 0-5 child care (over 81,900 spaces) and adding fee reductions for preschool and before- and after-school care (over 48,000 spaces), an additional 5,000 child care spaces transitioned into the \$10 a Day ChildCareBC program in 2023/24. Through the combined impact of the CCFRI, the \$10 a Day ChildCareBC program, and

## Ministry of Education and Child Care

the Affordable Child Care Benefit (ACCB), an income-tested benefit that helps to further reduce fees for eligible families, thousands of families are receiving child care for less than \$10 a day.

Child Care Resource and Referral Centres are available in communities throughout the province and connect families with child care services, providing tailored referrals to child care providers and community support. We are also investing in the workforce and continuing to enhance recruitment and retention initiatives to attract new Early Childhood Educators (ECEs) to this career and retain existing ECEs in the sector.

### **Objective 3.2: Enhance provider capacity to offer high quality and culturally safe child care options**

The ChildCareBC vision includes ensuring that child care professionals are ready to support all children, so they can continue to offer high quality, inclusive child care that all families can rely on.

#### **Key results**

- Increased the ECE wage enhancement by \$2 per hour to a total of up to \$6 per hour for ECEs working in licensed non-public sector child care facilities.
- Introduced an annual Specialized Certification Grant of \$2,000 or \$3,000 for eligible ECEs for post-basic certificates (Infant and Toddler Education and/or Special Needs Educator) who work in a licensed child care facility or an Aboriginal Head Start program. Applicants may apply for this grant over the next three years (2024 to 2026).
- Partnered with the First Nations Health Authority and the Aboriginal Head Start Association of BC to support the creation or transformation of over 1,700 Aboriginal Head Start (AHS) spaces province wide.
- Co-developed First Nations Early Learning and Child Care (ELCC) Consultation and Engagement with the First Nations Leadership Council, the BC Aboriginal Child Care Society, and the First Nations Education Steering Committee focused on engagements with First Nations communities on matters pertaining to early learning and child care.
- Supported the delivery of Work Integrated Learning programs at five public post-secondary institutions, enabling students to obtain or upgrade their provincial ECE certification while remaining employed.

#### **Summary of progress made in 2023/24**

During the last fiscal year, the ministry has reviewed, refined, and enhanced strategies introduced in the 2018 [Early Care and Learning Recruitment and Retention Strategy](#) and in the ChildCareBC Plan. A key goal in the ChildCareBC Plan is addressing long-standing issues around compensation. As of December 2023, ECEs working in non-public sector organizations directly employed in licensed child care facilities are benefitting from 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 incentivizes individuals to attain their certification and stay in the sector. The number of active ECE

certificate holders has been trending upward, increasing by 13% since the end of the last fiscal year.

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 Aboriginal Head Start facilities 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 over the next three years (2024 to 2026). The ministry also provided funding to reduce the cost of quality learning opportunities for child care professionals including peer mentoring, courses supporting inclusive child care, and the free *Foundations in Inclusive Child Care* and *Behaviour in the Early Years* courses.

Under the Province's two bilateral agreements with the Government of Canada, the ministry supported initiatives to increase access to Indigenous-led child care. Funding provided under the Canada–B.C. Canada-wide Early Learning and Child Care (CW-ELCC) Agreement was directed to support 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, and expanded access for children with support needs.

In addition to the key results above, the ministry is funding 2,237 new student spaces in public post-secondary ECE programs throughout the province. The ministry continues to support the delivery of Work Integrated Learning programs, currently available at five public post-secondary institutions, enabling students to obtain or upgrade their provincial ECE certification while remaining employed. A new translation subsidy provides 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. These programs aim to enhance provider-capacity and support a qualified child care workforce.

### **Objective 3.3: Build/enhance system-capacity to support child care as a core service families can rely on**

To provide child care as a core service, system-level improvements are important to support streamlined administrative processes, consistent data collection, and sustainable approaches to supporting growth.

#### **Key results**

- Launched the modernized My ChildCareBC Services (MyCCBC) for Child Care Operating Funding renewals including automated pre-approvals.
- Engaged and consulted on the development of new regulations needed to bring the *Early Learning and Child Care Act* into force.
- Negotiated *British Columbia's Three-Year Action Plan for Canada-wide Early Learning and Child Care (ELCC) Agreement (2023-24 – 2025-26)*, which commits B.C. to achieving identified targets and actions by 2026.

- Initiated a test of a new Operating Funding Model (OFM) with approximately 40 child care providers to support the [ChildCareBC Plan](#).

### Summary of progress made in 2023/24

In October 2023, the ministry initiated a test of a new Operating Funding Model (OFM) with approximately 40 \$10 a Day ChildCareBC Centres. The test, which includes a wage grid for Early Childhood Educators, will assist the ministry in refining the model based on real-world experience and input from the child care sector. The OFM creates more streamlined, fair, and stable funding for providers and ensures that government is funding programs for families that are affordable, high quality, equitable, and inclusive.

Furthermore, investing in modern, high-quality Information Management and Information Technology systems is important to deliver an accessible, seamless user experience for child care providers. The modernized My ChildCareBC Services (MyCCBC) collects applications from child care providers who are applying for government funding, such as Child Care Operating Funding, Child Care Fee Reduction Initiative and ECE Wage Enhancement, and offers approvals or pre-approvals to providers within a few business days.

In June 2023, the Government of Canada announced the Early Learning and Child Care Infrastructure Fund, which will provide B.C. with \$47.3M between 2023/24 through 2025/2026, to support inclusive child care across the province. The ministry confirmed approval to accept these funds in February 2024.

Additional progress includes four in-person Regional Indigenous Early Learning and Child Care Engagements across the province in February and March 2024, with Indigenous child care providers, early child care educators, managers, and leaders. Sessions were co-hosted with the BC Aboriginal Child Care Society, Métis Nation BC, Aboriginal Head Start Association of BC, and the First Nations Health Authority, BC Association of Aboriginal Friendship Centres and focused on distinctions-based dialogues, best practices, and opportunities arising in Indigenous child care. These engagements will inform the ministry in advancing affordable, accessible, quality, and inclusive child care under the ChildCareBC Plan.

### Performance measure(s) and related discussion

Performance Measure	2016/17 Baseline	2022/23 Actual	2023/24 Target	2023/24 Actual
3.a Average monthly number of provincially funded licensed child care spaces in operation. <sup>1</sup>	108,110	139,241	139,000	148,383

Data source: Ministry of Education and Child Care

<sup>1</sup>PM 3.a targets for 2024/25 and 2025/26 were stated in the 2023/24 service plan as 141,000 and 143,000 respectively.

The average monthly number of funded, licensed child care spaces in operation measures current and previous child care spaces available to parents across the province. The baseline figure of 108,110 child care spaces in 2016/17 represents the number of child care spaces prior to the introduction of the ChildCareBC Plan in 2018. The number of funded, licensed child care spaces in B.C. in 2022/23 was 139,241. In 2023/24, the average monthly number of provincially funded licensed child care spaces in operation was 148,383, exceeding the target of 139,000.



# Financial Report

## Financial Summary

	Estimated (\$000)	Other Authoriz- ations <sup>1</sup> (\$000)	Total Estimated (\$000)	Actual (\$000)	Variance (\$000)
<b>Operating Expenses</b>					
Public Schools	7,391,494	223,113	7,614,607	7,611,405	(3,202)
Independent Schools	498,977	66,478	565,455	564,772	(683)
Transfers to Other Partners	61,638	1,400	63,038	66,923	3,885
Child Care	827,377	1,035	828,412	828,412	0
Executive and Support Services	55,666	5,997	61,663	61,663	0
Statutory Appropriation British Columbia Training and Education Savings Program Special Account	30,001	500	30,501	30,501	0
Statutory Appropriation Teachers Act Special Account	8,817		8,817	8,014	(803)
<b>Sub-total</b>	<b>8,873,970</b>	<b>298,523</b>	<b>9,172,493</b>	<b>9,171,690</b>	<b>(803)</b>
Adjustment of Prior Year Accrual <sup>2</sup>				(9,947)	(9,947)
<b>Total</b>	<b>8,873,970</b>	<b>298,523</b>	<b>9,172,493</b>	<b>9,161,743</b>	<b>(10,750)</b>
<b>Ministry Capital Expenditures</b>					
Executive and Support Services	3		3	0,000	(3)
<b>Capital Plan</b>					
Public Schools	864,898		864,898	749,400	(115,498)

<sup>1</sup> "Other Authorizations" include Supplementary Estimates, Statutory Appropriations and Contingencies. Amounts in this column are not related to the "estimated amount" under sections 5(1) and 6(1) of the *Balanced Budget and Ministerial Accountability Act* for ministerial accountability for operating expenses under the Act.

<sup>2</sup> The Adjustment of Prior Year Accrual of \$9.947 million is a reversal of accruals in the previous year.

**Operating statement for School Districts<sup>1</sup>**

Public Schools	2023/24 Budget (\$000)	2023/24 Actual (\$000)	Variance (\$000)
<b>Combined Income Statement</b>			
Total Revenues	8,479,479	8,787,000	307,521
Total Expenses	8,356,444	8,658,443	301,999
Operating Results	123,035	128,557	5,522
Gain (Loss) on Sale of Capital Assets	0	(327)	(327)
<b>Net Results</b>	<b>123,035</b>	<b>128,230</b>	<b>5,195</b>

<sup>1</sup> This combined income statement includes 60 school districts. Numbers do not include the eliminating entries required to consolidate these agencies with the government reporting entity.

## Capital Expenditures

Major Capital Projects (over \$50 million)	Targeted Year of Completion	Project Cost to Mar 31, 2024 (\$m)	Estimated Cost to Complete (\$m)	Approved Anticipated Total Cost (\$m)
<b>Burke Mountain Middle/Secondary</b>	<b>2026</b>	<b>19</b>	<b>141</b>	<b>160</b>
Under the ministry's Expansion Program, School District No. 43 (Coquitlam) is building a new 1,000-student capacity middle/secondary school with a Neighbourhood Learning Centre, in Coquitlam's growing Burke Mountain community. Enrolment in this part of the Coquitlam School District has grown substantially in recent years, and the new school will alleviate pressures at other district schools. The total potential budget for the new school is \$160 million and it is scheduled for occupancy in 2026.				
<b>Burnaby North Secondary</b>	<b>2024</b>	<b>99</b>	<b>9</b>	<b>108</b>
Under the ministry's Seismic Mitigation Program, School District No. 41 (Burnaby) is building a replacement 1,800-student capacity secondary school on its current site located in Burnaby North. The total potential budget for the replacement school is \$108 million and it is occupied with additional work continuing.				
<b>Cameron Elementary</b>	<b>2028</b>	<b>0</b>	<b>68</b>	<b>68</b>
Under the ministry's Seismic Mitigation Program, School District No. 41 (Burnaby) is building a 770-student capacity replacement school with low carbon design and a neighbourhood learning centre. It is estimated that the replacement school will cost \$68 million and is scheduled for occupancy in 2028.				
<b>Carson Elementary</b>	<b>2026</b>	<b>1</b>	<b>60</b>	<b>61</b>
Under the ministry's replacement program, School District No. 28 (Quesnel) is completing a replacement 390-student capacity school with low carbon design and a neighbourhood learning centre, located in Quesnel. It is estimated that the replacement school will cost \$61 million and is scheduled for occupancy in 2026.				
<b>Cedar Hill Middle</b>	<b>2025</b>	<b>7</b>	<b>47</b>	<b>54</b>
Under the ministry's Seismic Mitigation Program, School District No. 61 (Greater Victoria) is building a 575-student capacity low carbon replacement school in the Cedar Hill neighbourhood. Work is underway and it is estimated that the replacement school will cost \$54 million and is scheduled for occupancy in 2025.				
<b>Centennial Secondary</b>	<b>2017</b>	<b>59</b>	<b>2</b>	<b>61</b>
Under the ministry's Seismic Mitigation Program, School District No. 43 (Coquitlam) completed a seismic replacement of the existing Centennial Secondary with a 1,250-student capacity school on its current site located in Coquitlam. It is estimated that the replacement school will cost \$61 million, and although being occupied since 2017, it is scheduled for final completion in 2024.				
<b>New Cloverley Elementary School</b>	<b>2026</b>	<b>2</b>	<b>62</b>	<b>64</b>
Under the ministry's Expansion Program, School District No. 44 (North Vancouver) is building a new 585-student capacity elementary school with a Neighbourhood Learning Centre in the growing				

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Major Capital Projects (over \$50 million)	Targeted Year of Completion	Project Cost to Mar 31, 2024 (\$m)	Estimated Cost to Complete (\$m)	Approved Anticipated Total Cost (\$m)
Cloverley neighbourhood. The total potential budget for the new school is \$64 million, and it is scheduled for occupancy in 2026.				
<b>Coast Salish Elementary</b>	<b>2023</b>	<b>26</b>	<b>17</b>	<b>43</b>
Under the ministry's Expansion Program, School District No. 43 (Coquitlam) is building a new 430-student capacity elementary school with a Neighbourhood Learning Centre, in Coquitlam's growing Burke Mountain community. Enrolment in this part of the Coquitlam School District has grown substantially in recent years, and the new school will alleviate pressures at other district schools. The total potential budget for the new school is \$43 million and it has been occupied since 2023, with additional work continuing on the NLC.				
<b>Cowichan Secondary</b>	<b>2025</b>	<b>66</b>	<b>20</b>	<b>86</b>
Under the ministry's Seismic Mitigation Program, School District No. 79 (Cowichan Valley) is building a replacement 1100-student capacity secondary school on its current site, located in Cowichan Valley. The total potential budget for the replacement school is \$86 million and it is scheduled for occupancy in 2025.				
<b>New East Side Elementary</b>	<b>2026</b>	<b>0</b>	<b>59</b>	<b>59</b>
Under the ministry's Expansion Program, School District No. 33 (Chilliwack) is completing a new 500-student capacity elementary school with low carbon design and a Neighbourhood Learning Centre in the growing community of Chilliwack. The total potential budget for the new school is \$59 million and it is scheduled for occupancy in 2026.				
<b>Eric Hamber Secondary</b>	<b>2024</b>	<b>85</b>	<b>21</b>	<b>106</b>
Under the ministry's Seismic Mitigation Program, School District No. 39 (Vancouver) is building a replacement 1,700-student capacity secondary school on its current site located in Vancouver. The total potential budget for the replacement school is \$106 million and it is scheduled for occupancy in 2024.				
<b>Fleetwood Park Secondary</b>	<b>2028</b>	<b>0</b>	<b>79</b>	<b>79</b>
Under the ministry's Expansion Program, School District No. 36 (Surrey) is completing an addition to increase capacity from 1,200 to 2,000 students, to help accommodate growth in the community. The addition will incorporate low carbon design and include a Neighbourhood Learning Centre. The total potential budget for the addition is \$79 million and it is scheduled for occupancy in 2028.				
<b>George Pringle Secondary (formerly Westside Secondary)</b>	<b>2027</b>	<b>9</b>	<b>115</b>	<b>124</b>
Under the ministry's Expansion Program, School District No. 23 (Central Okanagan) is building a new 1,200-student capacity secondary school with a Neighborhood Learning Centre in the Westside area of Kelowna. The total potential budget for the new school is \$124 million, and it is scheduled for occupancy in 2027.				
<b>Grandview Heights Secondary</b>	<b>2021</b>	<b>79</b>	<b>4</b>	<b>83</b>

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<b>Major Capital Projects (over \$50 million)</b>	<b>Targeted Year of Completion</b>	<b>Project Cost to Mar 31, 2024 (\$m)</b>	<b>Estimated Cost to Complete (\$m)</b>	<b>Approved Anticipated Total Cost (\$m)</b>
Under the ministry's Expansion Program, School District No. 36 (Surrey) is completing a new 1,500-student capacity secondary school in the Grandview neighbourhood in Surrey. Enrolment in this part of the Surrey School District has grown substantially in recent years, with the new school alleviating pressures at other district secondary schools, particularly Earl Marriot Secondary and Semiahmoo Secondary. The total potential budget for the new school is \$83 million, and it has been occupied since 2021 with only trailing costs remaining.				
<b>Guildford Park Secondary</b>	<b>2028</b>	<b>0</b>	<b>65</b>	<b>65</b>
Under the ministry's Expansion Program, School District No. 36 (Surrey) is completing an addition to increase capacity from 1,050 to 1,500 students, to help accommodate recent growth in the community. The addition will incorporate greenhouse gas-reduction measures and include a Neighbourhood Learning Centre. The total potential budget for the addition is \$65 million and it is scheduled for occupancy in 2028.				
<b>Handsworth Secondary</b>	<b>2022</b>	<b>67</b>	<b>2</b>	<b>69</b>
Under the ministry's Seismic Mitigation Program, School District No. 44 (North Vancouver) is completing a replacement 1,400-student capacity secondary school on its current site located in North Vancouver. The total potential budget for the replacement school is \$69 million, and it has been occupied since 2022 with only trailing costs remaining.				
<b>Henry Hudson Elementary</b>	<b>2025</b>	<b>19</b>	<b>41</b>	<b>60</b>
Under the ministry's Seismic Mitigation Program, School District No. 39 (Vancouver) is completing a seismic replacement of the existing school with a 510-student capacity school, with low carbon design and a Neighbourhood Learning Centre. It is estimated that the replacement school will cost \$60 million and is scheduled for occupancy in 2028.				
<b>John Diefenbaker Elementary</b>	<b>2028</b>	<b>0</b>	<b>53</b>	<b>53</b>
Under the ministry's Seismic Mitigation Program, School District No. 38 (Richmond) is completing a seismic replacement of the existing school with a 465-student capacity school, with low carbon design and a Neighbourhood Learning Centre. It is estimated that the replacement school will cost \$53 million and is scheduled for occupancy in 2028.				
<b>La Vallee (Pemberton) Elementary</b>	<b>2027</b>	<b>1</b>	<b>65</b>	<b>66</b>
Under the ministry's expansion program, School District No. 93 (Conseil scolaire francophone) is completing a new 220-student capacity K-12 school with low carbon design, mass timber elements and a Neighbourhood Learning Centre in Pemberton, to support existing and forecast enrolment growth in the community. The total potential budget for the new school is \$66 million and it is scheduled for occupancy in 2027.				
<b>Mission Secondary</b>	<b>2028</b>	<b>0</b>	<b>176</b>	<b>176</b>
Under the ministry's Replacement Program, School District No. 75 (Mission) is completing a replacement 1,500-student capacity secondary school on its current site, with low carbon design and a neighbourhood learning centre. It is estimated that the replacement school will cost \$176 million and is scheduled for occupancy in 2028.				

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<b>Major Capital Projects (over \$50 million)</b>	<b>Targeted Year of Completion</b>	<b>Project Cost to Mar 31, 2024 (\$m)</b>	<b>Estimated Cost to Complete (\$m)</b>	<b>Approved Anticipated Total Cost (\$m)</b>
<b>Montgomery Middle School</b>	<b>2028</b>	<b>0</b>	<b>87</b>	<b>87</b>
Under the ministry's Seismic Mitigation Program, School District No. 43 (Coquitlam) is completing a seismic replacement of the existing school with a 600-student capacity school, with low carbon design and a Neighbourhood Learning Centre. It is estimated that the replacement school will cost \$87 million and is scheduled for occupancy in 2028.				
<b>New Westminster Secondary</b>	<b>2021</b>	<b>95</b>	<b>12</b>	<b>107</b>
Under the ministry's Replacement Program, School District No. 40 (New Westminster) is completing a replacement 1,900-student capacity secondary school on its current site located in New Westminster. It is estimated that the replacement school will cost \$107 million, and it has been occupied since 2021 with additional work continuing.				
<b>North East Latimer Elementary</b>	<b>2025</b>	<b>3</b>	<b>49</b>	<b>52</b>
Under the ministry's Expansion Program, School District No. 35 (Langley) is building a new 555-student capacity elementary school with a Neighborhood Learning Centre in the growing Willoughby area. The total potential budget for the new school is \$52 million, and it is scheduled for occupancy in 2025.				
<b>Olympic Village Elementary</b>	<b>2029</b>	<b>0</b>	<b>151</b>	<b>151</b>
Under the ministry's Expansion Program, School District No. 39 (Vancouver) is completing a new 630-student capacity elementary school with low carbon design and a Neighbourhood Learning Centre. The total potential budget for the new school is \$151 million and it is scheduled for occupancy in 2029.				
<b>Pexsisen Elementary and Centre Mountain Lellum Middle</b>	<b>2022</b>	<b>89</b>	<b>0</b>	<b>89</b>
Under the ministry's Expansion Program, School District No. 62 (Sooke) is completing a new 500-student-capacity elementary school and a 700-student capacity middle school in Sooke's growing West Langford community. Enrolment in this part of the School District has grown substantially in recent years, and the new schools will alleviate pressures at other district schools. The total potential budget for the new schools is \$89 million, and they have been occupied since 2022 with only trailing costs remaining.				
<b>Pitt Meadows Secondary</b>	<b>2028</b>	<b>0</b>	<b>144</b>	<b>144</b>
Under the ministry's Replacement Program, School District No. 42 (Maple Ridge-Pitt Meadows) is completing a replacement 1,100-student capacity secondary school on its current site, with low carbon design and a Neighbourhood Learning Centre. It is estimated that the replacement school will cost \$144 million and is scheduled for occupancy in 2028.				
<b>Prince Rupert Middle</b>	<b>2027</b>	<b>2</b>	<b>125</b>	<b>127</b>
Under the ministry's Seismic Mitigation Program, School District No. 52 (Prince Rupert) is completing a replacement 600-student capacity middle school on its current site located in Prince Rupert. The new school will incorporate greenhouse gas-reduction measures and include a Neighbourhood Learning				

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<b>Major Capital Projects (over \$50 million)</b>	<b>Targeted Year of Completion</b>	<b>Project Cost to Mar 31, 2024 (\$m)</b>	<b>Estimated Cost to Complete (\$m)</b>	<b>Approved Anticipated Total Cost (\$m)</b>
Centre. It is estimated that the replacement school will cost \$127 million and is scheduled for occupancy in 2027.				
<b>Quesnel Junior School</b>	<b>2022</b>	<b>47</b>	<b>5</b>	<b>52</b>
Under the ministry's Replacement Program, School District No. 28 (Quesnel) is completing a replacement 550-student capacity senior middle on its current site located in Quesnel. It is estimated that the replacement school will cost \$52 million, and it has been occupied since 2022 with only trailing costs remaining.				
<b>Snine Elementary (formerly Pineview Valley Elementary)</b>	<b>2026</b>	<b>3</b>	<b>62</b>	<b>65</b>
Under the ministry's Expansion Program, School District No. 73 (Kamloops-Thompson) will deliver a new 485-student capacity elementary school. Enrolment in this part of the School District has grown substantially in recent years, and the new school will alleviate pressures at other district schools. The total potential budget for the new school is \$65 million and it is scheduled for occupancy in 2026.				
<b>Stitó:s Lá:lém totí:lt Elementary Middle</b>	<b>2022</b>	<b>52</b>	<b>2</b>	<b>54</b>
Under the ministry's Expansion Program, School District No. 33 (Chilliwack) is completing a new 930-student capacity elementary-middle school in Chilliwack's growing South Side community. Enrolment in this part of the Chilliwack School District has grown substantially in recent years, and the new school will alleviate pressures at other district schools. The total potential budget for the new school is \$54 million and it has been occupied since 2022 with only trailing costs remaining.				
<b>Tamanawis Secondary</b>	<b>2028</b>	<b>0</b>	<b>57</b>	<b>57</b>
Under the ministry's Expansion Program, School District No. 36 (Surrey) is completing an addition to increase capacity from 1,125 to 1,700 students, to help accommodate recent growth in the community. The addition will incorporate greenhouse gas-reduction measures and include a Neighbourhood Learning Centre. The total potential budget for the addition is \$57 million and it is scheduled for occupancy in 2028.				
<b>Victoria High School</b>	<b>2024</b>	<b>96</b>	<b>4</b>	<b>100</b>
Under the ministry's Seismic Mitigation Program, School District No. 61 (Greater Victoria) is seismically upgrading and expanding the existing, historic high school on its current site located in Greater Victoria. The total potential budget for the seismic upgrade and expansion project is \$100 million, and it is scheduled for occupancy in 2024.				

## Appendix A: Public Sector Organizations

As of March 31, 2024, the Minister of Education and Child Care is responsible and accountable for the following organizations:

### **B.C. Teachers' Council**

Under the *Teachers Act*, the [B.C. Teachers' Council](#) (B.C.T.C) is responsible for:

- Setting standards for teachers and educators in B.C., including education, competence, and professional conduct requirements
- Setting standards for post-secondary teacher education programs
- Reviewing and approving post-secondary teacher education programs

### **Disciplinary and Professional Conduct Board**

The Disciplinary and Professional Conduct Board consists of nine members of the B.C. Teachers' Council appointed by the minister. The Board deals with complaints and reports about alleged teacher misconduct and certification appeals that are referred to it by the [Commissioner for Teacher Regulation](#).

### **Independent School Teaching Certificate Standards Committee**

Under the *Independent School Act*, the [Independent School Teaching Certificate Standards Committee](#) (ISTCSC) is responsible for establishing the standards required to receive and maintain an independent school teaching certificate (ISTC) and determining which standards apply for each type of Independent School Teaching Certificate.

### **Provincial Child Care Council**

The [Provincial Child Care Council](#) provides advice on the policies and programs that affect the affordability, quality, stability and accessibility of child care. Its members are appointed from throughout the province and represent five key sectors: Indigenous communities, the business sector, child care providers, the education system, the non-profit sector, and local government.



## Appendix B: Progress on Mandate Letters Priorities

The following is a summary of progress made on priorities as stated in Minister Rachna Singh's 2022 Mandate Letter:

2022 Mandate Letter Priority	Status as of March 31, 2024
<p>Increasing funding to deliver the safe new and expanded schools that families need, and building new, accessible playgrounds for thousands of kids across the province.</p>	<p>In progress: The ministry increased investments in capital projects in the 2023/24 Fiscal Year such as: school expansions; funding for Neighbourhood Learning Centres for child care space creation; and projects to reduce greenhouse gas (GhG) footprints of school facilities and fleets, in line with CleanBC. In 2023/24, 25 school districts received \$195,000 each for 25 new school playgrounds across the province. Since 2018, funding for replacing or improving 256 playgrounds at public schools has been provided, resulting in better, more accessible play infrastructure for over 63,000 students and the broader communities where they live. 63,000 students and the broader communities where they live.</p>
<p>With teachers and required stakeholders, identify opportunities to expand services and interventions for kids with dyslexia and related learning differences.</p>	<p>In progress: Budget 2024 included a \$30M investment over three years for provincial literacy and learning disability supports, including early literacy screening (K-3), interventions and outreach programs, professional learning for educators and support staff, and resources for parents and caregivers. Planning for expanded services and interventions to utilize this investment took place from February to March 2024 but no funds have been spent to date.</p>
<p>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.</p>	<p>In progress: New Indigenous-focused graduation requirement in effect as of 2023/24 school year. Educator workshops delivered in 2023/24 school year.</p>

2022 Mandate Letter Priority	Status as of March 31, 2024
<p>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.</p>	<p>In progress: The timeline to produce the online learning module was extended due to a service provider change. The new Online Learning (OL) website and new OL policy was launched July 1, 2023. MyEducation BC system updated to support policy implementation.</p>
<p>Continue to work with Boards of Education to ensure all students have the supports they need to be successful.</p>	<p>In progress: Delivered presentations to school district administrators and teachers on both the implementation of the K-12 Student Reporting Policy and the introduction of the BC Learning Pathways. Provided \$3M in Mental Health in School Grants to all 60 school districts to support mental health and substance use initiatives in schools. In June 2023, released the <i>Decision-Making Tool: Supporting Educators in Selecting Mental Health and Substance Use Resources</i>, an optional toolkit to support Boards of Education and educators with selecting appropriate, effective mental health and substance use resources for their learners.</p>
<p>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.</p>	<p>In progress: Distributed \$53.7 million in provincial funding for the Feeding Futures initiative (\$50.5 million for public schools and \$3.2 million for independent schools) so schools and districts can create or expand school food programs throughout B.C.</p>
<p>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.</p>	<p>In progress: School districts were encouraged to utilize unused 2022/23 School Year Student and Family Affordability Funding (SFAF) for school supplies.</p> <p>Replenished SFAF funding for 2023/24 \$20M (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 School Year is expected.</p>

2022 Mandate Letter Priority	Status as of March 31, 2024
<p>With support from the Parliamentary Secretary for Accessibility, continue providing supports to children and youth with disabilities and special learning needs.</p>	<p>In progress: First school outreach team became fully operational in January 2024. Recruitment underway for second outreach team. K-12 Partner Inclusive Ed Project Table was established in December 2023 to guide planning and implementation of inclusive education projects.</p>
<p>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.</p>	<p>In progress: The ministry increased investments in new and modernized schools in the 2023/24 Fiscal Year; increased funding for Neighbourhood Learning Centres for child care space creation; and invested in projects to reduce greenhouse gas (GhG) footprints of school facilities and fleets, in line with CleanBC.</p>
<p>Work with staff, Boards of Education, teachers, parents, students, and other stakeholders to identify and address issues of racism in our education sector.</p>	<p>In progress: Bill 40 legislation in support of Local Education Agreements, Indigenous Education Councils and Schools of Choice passed in the house on November 8, 2023. Policy development and implementation is underway for completion in Spring 2024.</p>
<p>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.</p>	<p>In progress: Growth in before and after school care spaces is currently at 10% coverage, up from 9%, but progress demonstrated through initiatives to facilitate more growth:</p> <ul style="list-style-type: none"> <li>• Early Learning and Child Care leads in 59 of 60 school districts</li> <li>• Development of one-window approach through space creation funding for school districts through Capital Management Branch</li> <li>• Development of design guidelines to support new projects</li> <li>• School-Age Child Care Pilot (three school districts) supporting board owned and operated before and after school care</li> </ul>
<p>Work with the Minister of Children and Family Development and support the work of the Minister of Mental Health and Addictions to</p>	<p>In progress: Cross-ministry planning and support to implement ICY teams in eight new communities announced in April 2024 to</p>

2022 Mandate Letter Priority	Status as of March 31, 2024
continue our government’s commitment to addressing mental health problems early by expanding Integrated Child and Youth Teams (ICY) to 20 school districts.	fulfill the Province's commitment to implementing ICY teams across 20 communities by 2024/25.

The following is a summary of progress made on priorities as stated in former Minister of State Grace Lore’s 2022 Mandate Letter:

2022 Mandate Letter Priority	Status as of March 31, 2024
Continue to implement ChildCareBC, our government's 10-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.	In progress: In addition to maintaining existing fee reduction amounts through the CCFRI for 0-5 child care (over 81,900 spaces) and adding fee reductions for preschool and before- and after-school care (over 48,000 spaces), an additional 5,000 child care spaces transitioned into the \$10 a Day ChildCareBC program in 2023/24. Through the combined impact of the CCFRI, the \$10 a Day ChildCareBC program, and the Affordable Child Care Benefit (ACCB), an income-tested benefit that helps to further reduce fees for eligible families, thousands of families are receiving child care for less than \$10 a day.
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 postsecondary institutions.	In progress: The ministry is actively making progress on increasing the number of child care spaces throughout B.C. Through the ChildCareBC New Spaces Fund, new child care spaces have opened or are under construction on school grounds, at post-secondary institutions, and in B.C. housing buildings throughout B.C. The ministry has invested approximately \$111 million through the ChildCareBC New Spaces Fund to create over 2,700 new licensed spaces on school grounds, including 1,700 spaces specific to school age children. The ministry works across ministries to support the implementation of government’s Environmental, Social, and Governance Framework, which requires government capital projects to consider the inclusion of child care in their developments.
With support from the Minister of Education and Child Care, work toward universal access to before	In progress: Growth in before and after school care spaces is currently at 10% coverage, up from 9%, but

2022 Mandate Letter Priority	Status as of March 31, 2024
<p>and after school care and continue to build spaces on school grounds.</p>	<p>progress has been demonstrated through initiatives to facilitate more growth:</p> <ul style="list-style-type: none"> <li>• Early Learning and Child Care leads in 59 of 60 school districts</li> <li>• Development of one-window approach through space creation funding for school districts through Capital Management Branch</li> <li>• Development of design guidelines to support new projects</li> </ul> <p>The ministry has implemented a School-Age Child Care Pilot (three school districts) supporting board owned and operated before and after school care. The ministry has also invested approximately \$111 million through the ChildCareBC New Spaces Fund to create over 2,700 new licensed spaces on school grounds, including 1,700 spaces specific to school age children.</p>
<p>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.</p>	<p>In progress: In October 2023, the ministry initiated a test of a new Operating Funding Model (OFM) with approximately 40 child care providers. The OFM creates more streamlined, fair, and stable funding for providers and ensures that government is funding programs for families that are affordable, high quality, equitable, and inclusive. A component of the OFM test is the testing of a compensation package for child care staff, which includes a wage grid, benefits and paid time-off.</p> <p>In addition, the ministry increased the ECE wage enhancement by \$2 per hour to a total of up to \$6 per hour for ECEs working in eligible licensed non-public sector child care facilities and introduced an annual Specialized Certification Grant of \$2,000 or \$3,000 for eligible ECEs with one or both post-basic certificates (Infant and Toddler Educator and/or Special Needs Educator) who work in a licensed child care facility or an Aboriginal Head Start program with children aged 0-5. Applicants may apply for this grant over the next three years (2024 to 2026).</p>
<p>In partnership with Indigenous Peoples and the federal government, support a distinctions-based approach to increasing Indigenous-led childcare for First Nations, Métis,</p>	<p>In progress: The ministry co-developed a First Nations Early Learning and Child Care (ELCC) Consultation and Engagement approach with the First Nations Leadership Council, the BC Aboriginal Child Care Society, and the First Nations Education Steering Committee focused on</p>

2022 Mandate Letter Priority	Status as of March 31, 2024
<p>and Inuit Peoples who want and need it.</p>	<p>engagements with First Nations communities on matters pertaining to early learning and child care.</p> <p>Under the Province’s two bilateral agreements with the Government of Canada, the ministry supported initiatives to increase access to Indigenous-led child care. Funding provided under the Canada–B.C. Canada-wide Early Learning and Child Care (CW-ELCC) Agreement was directed to support 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, and expanded access for children with support needs.</p> <p>The ministry has also partnered with the First Nations Health Authority and the Aboriginal Head Start Association of BC to support the creation or transformation of over 1,700 Aboriginal Head Start (AHS) spaces province wide.</p>
<p>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.</p>	<p>In progress: Through the ministry’s child care affordability programs, the ministry is bringing down costs and helping families respond to rising global inflation. An additional 5,000 child care spaces transitioned into the \$10 a Day ChildCareBC program in 2023/24. Through the combined impact of the CCFRI, the \$10 a Day ChildCareBC program, and the Affordable Child Care Benefit (ACCB), an income-tested benefit that helps to further reduce fees for eligible families, thousands of families are receiving child care for less than \$10 a day.</p>
<p>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.</p>	<p>In progress: The ministry continues to implement new child care spaces with regular announcements of new spaces being funded. The ministry continues to track and report on operational, licensed child care spaces. The ministry also increased the ECE wage enhancement by \$2 per hour to a total of up to \$6 per hour for ECEs working in licensed non-public sector child care facilities.</p>

2022 Mandate Letter Priority	Status as of March 31, 2024
<p>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.</p>	<p>[Complete: The ministry took many steps to respond to the challenges facing child care facilities during the COVID-19 pandemic:</p> <ul style="list-style-type: none"> <li>• In 2020/21, the province invested \$320M in Temporary Emergency Funding to: <ul style="list-style-type: none"> <li>○ support facilities to remain open and safely operating as many child care spaces as possible;</li> <li>○ provide access to child care for essential service workers; and</li> <li>○ provide fixed facility costs for child care centres that needed to temporarily close due to the pandemic so that they could continue to provide child care services once they reopened.</li> </ul> </li> <li>• Between 2019/20 – 2021/22, the Province invested in three rounds of “Health and Safety Grants” that provided funding to help child care providers meet the challenges of additional pandemic-related health and safety costs, while also supporting access to inclusive, quality and affordable child care</li> <li>• In addition to financial supports, the Province also provided information, guidance and support to the child care sector, including virtual information sessions, updated Public Health Guidelines for Child Care Settings, access to rapid antigen tests for child care staff and regulatory updates to the Child Care Subsidy Regulations, which support the administration of the Affordable Child Care Benefit (ACCB).</li> </ul> <p>Complete: On April 1, 2022, responsibility for Child Care shifted from the Ministry of Children and Family Development to the Ministry of Education, creating the Ministry of Education and Child Care. In 2022/23, as part of the Canada Wide Agreement, the ministry 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 compiled with a data analysis. The ministry has continued funding the Early Learning and Child Care</p>

<b>2022 Mandate Letter Priority</b>	<b>Status as of March 31, 2024</b>
	Lead positions through the Canada Wide Agreement. Fifty-nine of 60 school districts have a dedicated position to support the growth of child care on school grounds.





Ministry of Education



British Columbia School Trustees Association

## MEMORANDUM OF UNDERSTANDING

### Between the MINISTRY OF EDUCATION and the BRITISH COLUMBIA SCHOOL TRUSTEES ASSOCIATION (BCSTA)

**PURPOSE:**

This Memorandum of Understanding (MOU) is intended to guide the working relationship between the Ministry of Education and the British Columbia School Trustees Association (BCSTA) as the representative voice of its member Boards of Education. This MOU is considered an aspirational document reflecting the shared commitment of both parties to realizing the full value and potential of British Columbia's students, in supporting the Educated Citizen.

**WHEREAS:**

- A. The Province's K-12 education system is responsible for ensuring that the learning outcomes of students are achieved, and that they acquire the knowledge and skills necessary to contribute to a healthy society and a prosperous, sustainable economy;
- B. Learning supports the well-being of the self, the family, the community, the land, and recognizes the role of indigenous knowledge, world views and perspectives;
- C. The future of British Columbia and the intellectual development, human and social development, and career development of our children are of mutual concern and importance to all citizens;
- D. All British Columbians, individually and collectively through their governments, share in the purpose that our students achieve their individual potential and become independent adults, who enjoy happy, successful, and prosperous lives;
- E. Effective coordination between the Province and Boards of Education promotes certainty, stability and predictability of efficient governance, sound planning and performance in the public education system such that student achievement is always improving; and
- F. The citizens of British Columbia are best served when the relationship between the Province and Boards of Education is grounded in a shared responsibility for improving outcomes for student success.

**THEREFORE:**

- 1. Boards of Education, as established by the *School Act*, are democratically elected by their constituents to represent the public interest in education by governing school districts in accordance with the legislation and in response to local and provincial values and priorities;
- 2. Boards of Education and the Province acknowledge their individual and shared accountabilities to effectively and efficiently manage public resources in a fiscally sustainable manner to support a strong and successful public education system focused on student success;
- 3. Student Achievement and student success is recognized and acknowledged by the Province and Boards of Education as the driving force behind all decisions affecting the public education system;
- 4. The Province recognizes that BCSTA, as the representative voice for its members and Boards of Education, is a key partner in developing and maintaining an effective education system, and further recognizes the legislated co-governance role of Boards of Education to determine local education priorities.
- 5. The BCSTA and Boards of Education recognize the Province's statutory and constitutional right to determine public education policy for the province;
- 6. The principles established in this MOU shall form the basis for the relationship between the Province and BCSTA as the representative voice of its member Boards.

**PRINCIPLES:**

- 1. **Public Confidence:** The Province and BCSTA will seek shared opportunities to publicly demonstrate and communicate the achievements, strengths and potential opportunities for improvement in K-12 education with the goal of maintaining and improving public trust and confidence in the public education system across the province. Both parties recognize this is best achieved through a shared focus on student success and a demonstrated commitment to respect, integrity, public service, accountability and the sustainable management of public resources.
- 2. **Commitment to Action:** In the interests of all British Columbians, the parties are committed to discharge their responsibilities within their respective areas of jurisdiction while understanding and respecting the jurisdiction of the other party.
- 3. **Partnership:** The parties are committed to cooperate in the spirit of partnership, honouring each other's strengths and capacities, particularly in the development of policies, programs, projects and funding options. The parties commit to clear division of responsibilities so that the Province and local Boards of Education can effectively perform their roles. The Province and BCSTA will also cooperate in the development and distribution of information required for effective discharge of this agreement.
- 4. **Consultation and Notification:** Any party proposing a change in policies or programs that will affect the other party will consult and collaborate with the other party to the fullest extent possible given the specific circumstances and any respective legislative and confidentiality obligations. This commitment includes, but is not limited to, timely notification of the proposed change. The parties recognize that there may be extraordinary circumstances that limit the timeliness of consultation and notification. In such circumstances the other party will be provided with the rationale for the unusual limitations to consultation.
- 5. **Flexibility:** Policies or programs will be developed with consideration to the varying needs and circumstances of local Boards of Education in different areas of the province where appropriate and where it is not to the detriment of the education system as a whole.

**IMPLEMENTATION:**

The parties will cooperate in implementing this agreement through subsidiary protocol agreements consistent with the above principles. These protocol agreements will address specific priorities of one or both parties, such as shared service delivery, learning transformation and student success or other priorities identified during the term of the agreement.

The parties will take a leadership role with education sector organizations to establish an annual Education Calendar of significant dates, deadlines and opportunities for purposeful, regular in-person meetings among education partners. The calendar is intended to support timely, effective and efficient communication, consultation, collaboration and decision-making. As a specific priority and in support of district leadership and strong connections between school districts and the Ministry, the parties commit to jointly organizing annual liaison meetings with the BC Superintendents' Association (BCSSA) and BC Association of School Business Officials (BCASBO).

**REVIEW OF THE MOU:**

This MOU is a living document and as such, shall remain in effect for five years from the date of its signing, to be reviewed by both parties annually or as circumstances require.

**ADMINISTRATION OF THE MOU:**

The lead contacts for administering this MOU are the Minister of Education and the President of BCSTA.

**COMMITMENT:**

In witness of this agreement the parties have executed this Memorandum of Understanding in Vancouver, British Columbia on November 30, 2018.

**SIGNED on behalf of the Ministry of Education by:**

**The Honourable Rob Fleming, Minister of Education**

**SIGNED on behalf of the British Columbia School Trustees Association by:**

**Gordon Swan, President**



British Columbia  
School Trustees  
Association

August 27, 2024

**Christina Zacharuk**

*Deputy Minister of Education and Child Care*

PO Box 9179, Stn Prov Govt

Victoria, B.C. V8W 9H8

E: [christina.zacharuk@gov.bc.ca](mailto:christina.zacharuk@gov.bc.ca)

Dear Deputy Minister Zacharuk,  
Intergovernmental Communications

On a personal note, I have appreciated the work we have been able to do together and wish you the very best in your new role.

With appreciation,

A handwritten signature in cursive script that reads "S. Hoffman".

**Suzanne Hoffman**

*Chief Executive Officer*

BC School Trustees Association

cc: BCSTA Board of Directors  
Carolyn Broady, President, BCSTA

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# RECENT CORRESPONDENCE OF MAJOR ISSUES

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May 29, 2024

Hon. Rachna Singh  
Minister of Education and Child Care  
Government of British Columbia

[Educ.minister@gov.bc.ca](mailto:Educ.minister@gov.bc.ca)

**Re: Meeting Request**

Dear Minister Singh,

I am requesting a meeting to discuss our shared priorities around K-12 education, and how we can work together to support Métis learners across British Columbia.

Métis Nation BC is pleased to be working in collaboration with the Government of British Columbia on a Reconciliation Agreement to fulfil commitments in the Declaration on the Rights of Indigenous Peoples Action Plan.

Métis students across the province continue to face challenges in the K-12 public education system. Métis learners do not see their culture reflected in the curriculum, which perpetuates the legacy of colonialism. They do not feel safe or supported in the system. It's vital to acknowledge these harms so we can move forward together.

Our Nation represents a significant portion of Indigenous students in B.C., yet limited supports are available to help them succeed and become productive members of society.

We need your support to resolve these ongoing challenges.

Thank you,



Debra Fisher  
Minister of Education (K-12, Early Years)  
Métis Nation British Columbia

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Intergovernmental Communications

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Intergovernmental Communications



**BC CONFEDERATION OF PARENT ADVISORY COUNCIL Suite C - 2288 Elgin Avenue, PortCoquitlam, BC V3C 2B2 P (604) 474-0524 / 1-866-529-4397 Email [info@bccpac.bc.ca](mailto:info@bccpac.bc.ca)**

March 1, 2024

To: Jennifer McCrea

Assistant Deputy Minister, Ministry of Education and Child Care

Via email: [Jennifer.McCrea@gov.bc.ca](mailto:Jennifer.McCrea@gov.bc.ca)

Re: BCCPAC Request for Financial Support

Dear Jennifer,

BCCPAC and the over 600,000 families the organization represents around the province appreciate the annual financial support provided by the Ministry of Education and Child Care to ensure parents continue to have an active voice in the education of our children.

In the 2023 fiscal year, BCCPAC received a grant to support various initiatives aimed at providing information and leadership services to parents in British Columbia. We are preparing a comprehensive report detailing the use of these funds, in accordance with the conditions outlined in our funding agreement. This report, scheduled for submission by March 15, 2024, will include:

- Summary of activities related to outreach and leadership services, DPAC Summit and Parent Leadership Conference
- Website updates
- Focus on the Framework for Enhancing Student Learning policy
- Data on parent participation
- Breakdown of expenditures

Our leadership services and outreach include connecting with:

- PACs
- DPACs
- Individual parents and caregivers

We learn a great deal about the type of education and support needed by these groups through the many support calls and emails we address throughout the year. Support trends in the last year show:

- Increase in number and complexity
- Topics including governance, government policy, legislation, rights, concerns around the health, safety and education of students, complaints and appeals processes, and conflict resolution
- Support situations can vary from 5 minutes to several months

Support calls from school and district staff have become more common as well, and usually involve us sharing accurate information and helping them navigate collaborative work with their PACs and DPAC, and sometimes with individual parents.

These support situations often require a high level of knowledge of the education system in BC, the legal frameworks and human rights. There is never enough time for BCCPAC to provide all the support needed, and not enough parents know we can provide this kind of help. This capacity has improved through bringing on a half-time Executive Director with significant knowledge and experience in the education system, advocacy, and executive management. The outreach work we can do with the support of the Ministry of Education and Child Care makes a difference and we continue to work to improve communication with members and families more generally.

In response to a resolution brought by members to last year's AGM, our organization has embarked on training volunteers in each district to support parent advocates, reviving a program that was once funded directly by the Ministry of Education. This initiative aims to educate and empower parent leaders to support their peers effectively. The inaugural training session is slated for May 3 at our parent leadership conference.

There are about 1500 Parent Advisory Councils and 60 District Parent Advisory Councils in the province. As an organization, BCCPAC regularly communicates with these parent leaders and other parents and caregivers around the province through newsletters, emails, and Town Halls and the individual support calls noted above. We also maintain our website as a solid, information-packed resource, and we continue to take further steps to improve ease of navigation and clarity of information.

Since last year, we've made presentations to 16 PACs and DPACs and hosted 4 Town Halls on different topics of provincial significance. We have presented to the FNESC conference and have provided support to families, PACs, and DPACs. And we have hosted both our parent leadership conference in the spring, and the District Parent Advisory Council Summit in the fall.

We have several internal committees related not only to our governance but also to work on our member's priorities, which also act as opportunities for parent leadership development and outreach. We sit on numerous external government committees to provide the parent/student perspective.

As we navigate the evolving landscape of education and parent involvement in British Columbia especially since the pandemic years, we recognize the challenges posed by inflation on our operational expenses. The increasing costs of travel, accommodation, basic overhead and more have necessitated a reevaluation of our funding requirements. Therefore, **we are formally requesting funding of \$300,000**, reflecting the actual value of the \$250,000 we have been receiving annually, from 5 years ago to today.

This will accommodate rising costs while ensuring the continuity and expansion of our programs and services. Within this amount we will also introduce that volunteer advocacy support training component, further empowering parents to engage meaningfully in the educational process.

We also request a separate amount of **\$50,000** for the 2024/25 school year to pilot an initiative bringing Indigenous parents and caregivers to our parent leadership training events, and to plan for and provide other ways for these groups to connect and engage with BCCPAC to receive support and information, and contribute to the parent and caregiver conversation on education in British Columbia. The aim would be to extend the pilot into a permanently funded program if it's successful.

Our intention is to be able to meet these parents where they are at, rather than simply asking them to participate through the PAC and DPAC structure, which research tells us isn't always inviting to Indigenous families because of the colonial structure and the ongoing legacy of Residential Schools.

2023/24 has been a year of change and a year of increasing diversity at BCCPAC, with a new, half-time Executive Director role, a Board President from the Tla'amin Nation, and a leadership team representing locations all over the province and coming from many different protected classes under human rights law.

Over the past 5 months working as Executive Director for BCCPAC, I have really appreciated the support and outreach I have received from the Minister and Ministry staff. The Board is grateful for the ongoing support provided, both financial and otherwise, and the exceptional relationship we have with the Ministry of Education and Child Care. The willingness to engage together for the benefit of all students, on specific issues as they arise as well as the work in the system more generally, is so helpful to our work supporting parent leaders. We hope that you know we're enthusiastic about participating in events and announcements and helping to share information about government initiatives in education.

If you have any questions about this request, please contact me. I live in Victoria so I can be available for an in-person meeting at your convenience.

Sincerely,

Tracy Humphreys

Executive Director, BCCPAC

[Tracyhumphreys@bccpac.bc.ca](mailto:Tracyhumphreys@bccpac.bc.ca)

250-858-5165



April 11, 2024

Ref: 297731

Cheryl Casimer  
Robert Phillips  
Hugh Braker  
First Nations Summit  
Suite 1200 – 100 Park Royal South  
West Vancouver BC V7T 1A2

Grand Chief Stewart Phillip  
Chief Don Tom  
Chief Marilyn Slett  
Union of BC Indian Chiefs  
401-312 Main Street  
Vancouver BC V6A 2T2

Regional Chief Terry Teegee  
British Columbia Assembly of First Nations  
1004 Landooz Road  
Prince George BC V2K 5S3

Dear First Nations Leadership Council:

Thank you for your letter of March 18, 2024, regarding your concerns with the Ministry of Education and Child Care (the Ministry)'s implementation of a distinctions-based approach in the K-12 public education sector.

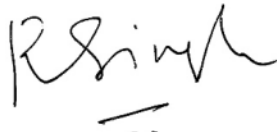
The Ministry is committed to ensuring that the sector appropriately reflects First Nations as inherent title and rights holders in BC, as per the [Distinctions-Based Approach Primer](#), and will reach out to your team to find a time that works for all of us to discuss this very important matter.

.../2

The Ministry recognizes that there is a diversity of understanding and expectations about the meaning of a distinctions-based approach and understands that not all rights are uniform or the same among or between all Indigenous Peoples. We are encouraged by the strong working relationship of co-construction we hold with First Nations Education Steering Committee, and we look forward to continuing this important conversation with the First Nations Leadership Council.

Again, thank you for writing.

Sincerely,

A handwritten signature in black ink, appearing to read 'R Singh', with a horizontal line underneath the name.

Rachna Singh  
Minister

cc: Tyrone McNeil, President, First Nations Education Steering Committee  
Deborah Jeffrey, Executive Director, First Nations Education Steering Committee  
Christina Zacharuk, Deputy Minister, Ministry of Education and Child Care  
Jennifer McCrea, Assistant Deputy Minister, System Liaison and Supports Division,  
Ministry of Education and Child Care  
Swee'alt (Denise Augustine), Superintendent of Indigenous Education, Ministry of  
Education and Child Care  
Tsonomot (Brad Baker), Associate Superintendent of Indigenous Education, Ministry of  
Education and Child Care  
Amber Shilling, Executive Director of Indigenous Education, System Liaison and  
Supports Division, Ministry of Education and Child Care



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# **CHILD CARE B.C. CARING FOR KIDS, LIFTING UP FAMILIES**

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**THE PATH TO UNIVERSAL CHILD CARE**

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*CHILD CARE B.C. CARING FOR KIDS, LIFTING UP FAMILIES :  
THE PATH TO UNIVERSAL CHILD CARE  
FEBRUARY, 2018*

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# MESSAGE FROM MINISTER OF CHILDREN AND FAMILY DEVELOPMENT KATRINE CONROY AND MINISTER OF STATE FOR CHILD CARE KATRINA CHEN

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MINISTER OF STATE FOR CHILD CARE, KATRINA CHEN

*Too many people in British Columbia are struggling to get by.*

People of all ages are falling behind, and families with young kids are among those finding it the hardest to make ends meet. Right now, for too many parents in too many communities, child care is almost as expensive as housing, and even harder to find.

The lack of affordable, quality, child care forces many people to either stay home from work, or pay more than they can afford for any care they can find. Some are even forced to leave their communities to find the care their children need.

The lack of affordable, quality child care is bad for businesses because they lose access to skilled workers, and it's bad for families.

Quality child care is more than a safe place for kids to spend the day. Our children's early years shape the rest of their lives. Early Childhood Educators (ECEs) are

trained to help kids make the most of this precious opportunity to learn.

That's why we are bringing universal child care to British Columbia. It will take time to deliver, but we're starting right away.

By adding \$1 billion over the next three years, Budget 2018 offers the biggest investment in child care in B.C. history – delivering swift relief for thousands of families, and laying the foundation for a service that will benefit people for decades to come.

By bringing fees down for parents, building more licensed spaces, and working to increase the number of qualified Early Childhood Educators – while better supporting ECEs already working in the field – we are taking the first important steps towards universal child care.

Offering universal child care will give our kids a head start and help families get ahead.

Our child care strategy is guided by three principles – quality, access and affordability. These principles reflect



MINISTER OF CHILDREN AND FAMILY DEVELOPMENT,  
KATRINE CONROY



our commitment to deliver the kind of care our kids deserve, where parents need it, and at a price they can afford.

Together, in partnership with Indigenous communities, other governments, the B.C. Green Caucus, families, advocates, and our hard-working child care providers, we're going to care for kids, lift up families, and advance reconciliation by delivering the affordable, quality child care people need.

## INTRODUCTION

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*Too few families in B.C. have access to affordable, quality child care that meets their needs. Existing supports and subsidies have not kept pace with the rising costs of care, leaving many families struggling to pay more than they can afford.*

In terms of quality, the lack of availability of licensed child care in B.C. is a major issue, with licensed spaces only available to a small percentage of all children aged 0-12 years. This has left many parents without the assurance that their child's care provider is regularly monitored and that staff have the required training to meet the needs of young kids.

The expansion of licensed child care and the overall improvement of care across the province are hampered by the fact that there are not enough certified Early Childhood Educators to adequately staff existing and future child care spaces.

Budget 2018 delivers over \$1 billion in new investments in child care and early learning over the next three years. This is the biggest commitment to child care in B.C. history and it lays the foundation for universal child care province-wide.

*Universal care can't be delivered overnight, but – done right – will mean that all children will be able to find space at licensed family homes and child care centres. What's more, their parents will be able to afford to send them there.*



It will take time to achieve this vision – just as it took time to create public health care and to deliver public education to all children. But, by bringing fees down for parents, building more licensed spaces, and increasing the number of qualified Early Childhood Educators to support young children's care and learning needs, we are bringing universal child care closer to reality.

With Budget 2018, we are delivering immediate relief to tens of thousands of families. A new child care fee reduction will mean that, overall, fees at licensed child care centres will drop significantly for infants and toddlers and for children between the ages of three and five years old.

For families in unlicensed child care, we will support their child care providers and encourage them to become licensed. Licensing means they will get funding for enhanced supports and will be able to offer parents discounted fees.

Additionally, thousands of eligible families with children in all kinds of care will be able to receive a new affordable child care benefit that will provide full or partial relief, depending on family income, to help further cover the cost of child care. More families using unlicensed care will also be eligible to receive a partial benefit.

In order to improve access and support the transition to licensed care, we are:

- » boosting funding to build new licensed spaces province-wide,
- » working to increase the recruitment and retention of Early Childhood Educators, with training bursaries and other strategies aimed at boosting the availability of these important and valued child care experts,
- » providing start-up grants to unlicensed family providers to become licensed, and
- » enhancing the licensing capacity of Health Authorities to keep up with demand of new licensed spaces.

We invite all existing child care providers to join us on the path to universal child care. Budget 2018 includes many new supports to help them better serve their families and to maintain their operations.

These supports include:

- » an expanded and more flexible Child Care Major Capital program, an
- » an expanded Minor Capital program with a stream for family providers, and
- » an increase in operating funding for providers that offer the child care fee reduction.

## FROM A FRAGMENTED SYSTEM TO UNIVERSAL CARE

Currently, B.C. does not have a coordinated child care system. Child care providers operate independently and have to navigate their way through a range of provincial and municipal rules, an insufficient workforce, and rising costs. The current market-based system is not meeting the demand for spaces, resulting in higher prices, lower quality and fewer choices for parents.

Research indicates – and the current state of child care in B.C. confirms – that there are many challenges associated with market-based models when there is unmet demand, leaving them fragmented and unaccountable.





The Province's plan for early care and learning is to move from the current patchwork of programs and services – delivered with limited accountability and regulation, and with fees that are out of reach for many families – towards universal child care that is affordable and available for any family that wants or needs it.

## **OUR VALUES, OUR VISION**

Our kids are the future of our province – they will be our leaders, our entrepreneurs, and those who care for and build our communities. The care we give our kids in their early years will have deep and lasting effects, not just for people but for our province.

*Our vision of affordable, quality child care that is available to every family that wants or needs it was formed in response to advice from parents, child care providers, child care experts and Indigenous leaders.*



We have heard from people across the province and all wanted child care that was affordable and available for parents, and where all children, including those with diverse learning needs, are welcome. And they wanted child care that parents could trust, with rigorous quality

and accountability mechanisms in place for providers who are funded by government.

## **INCLUSIVE CARE, ACCESSIBLE TO EVERYONE**

Our vision for universal child care is inclusive. Our kids deserve to feel respected and included by those who are caring for them and teaching them. It's also important to recognize and address the needs of children who may be vulnerable and those of children with diverse learning needs.

## **CULTURALLY BASED CARE**

Connections to a child's home culture and language are critical to their long-term well-being. Universal care must honour and promote culture and language – this value must be at the core of all programs, supports and services.

## **CARE WHEN AND WHERE FAMILIES NEED IT**

Families are looking for flexible child care that meets their needs. As we work to deliver universal care, we will support a range of early care and learning programs located in schools, communities, workplaces and homes, so that parents – including parents who work irregular hours – can choose the options that work best for their family.

## CARE BUILT TOGETHER, IN PARTNERSHIP

Government can't deliver universal child care alone. We will need to support and encourage the expansion of community involvement and foster connections between government, Indigenous communities, non-profits and businesses in order to deliver the kind of care kids need and deserve, right across the province.

We will invite child care providers to be our partners in building our new universal system, and will offer expanded operating funds, minor and major capital grants and new supports for family child care providers.

## CARE BUILT FOR THE LONG-TERM

Given the time it takes to build new spaces, train workers, and deliver new services, our partners need to know that quality early care and learning programs will be supported with long-term funding.

We are committed to a sustainable path to universal child care, so that it's available for generations of kids to come.

## SAFE AND ACCOUNTABLE CARE

Creating universal child care is a major investment by government. It's important for outcomes to be monitored and reported, and for the quality of care being delivered to be consistently monitored so parents can breathe easy, knowing their kids are being well-cared for.

## EARLY LEARNING AND EDUCATION

There is significant support for doing more to integrate child care and education. Early Childhood Educators working in licensed child care settings are valuable educators who help children get a head start in life. Universal child care will offer better links between child care and our school system.









# **DELIVERING AFFORDABLE CARE**

# DELIVERING AFFORDABLE CARE

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*Families across the province are struggling to find affordable child care, particularly infant and toddler care.*

Vancouver is one of the most expensive cities for child care in the country with a median fee of \$1,250 per month for infant and toddler care, but costs are high across the province. Fees for infant and toddler care average \$1,000 a month on south Vancouver Island and the Kootenays, and it's almost as high in the Okanagan and in the Interior. For many, the cost of child care is almost the same as their monthly rent.

Throughout our consultations, we heard people asking for government to focus on infant and toddler care first, where costs are the highest, and to make sure that child care is affordable for Indigenous families and for families whose children have extra support needs. People also asked for child care subsidies to be made better for families in the short-term, and phased out over time as affordable, licensed care becomes more available.

The focus of government's new investments is in reducing the cost of licensed care. This is so we can meet our commitment to quality care, and further our goal of replacing the current, fragmented system with universal care.

## IMMEDIATE RELIEF FOR PARENTS

*We know parents are struggling today. That's why we are investing \$630 million over 3 years to improve affordability, including a child care fee reduction that will offer immediate relief for parents with children up to age 5 in licensed care.*





In the first year, priority will be given to infant and toddler care and care for 3- to 5-year-olds, which are the most expensive types of child care.

Starting on April 1, 2018, parents with children in licensed care will be eligible for the following fee reductions if their child care provider opts in to the program:

- » up to \$350/month for group infant/toddler care
- » up to \$200/month for family infant/toddler care
- » up to \$100/month for group care for children aged 3-5
- » up to \$60/month for family care for children aged 3-5.

These fee reductions are expected to benefit up to 50,000 families.

## **A NEW AFFORDABLE CHILD CARE BENEFIT**

In addition to directly lowering fees for families with children in licensed care, Budget 2018 will also fund a new affordable child care benefit to help bring more relief to parents.

This new benefit, which families will be able to apply for beginning in September 2018, will significantly lower the cost of child care for more B.C. families. Families with pre-tax incomes of \$45,000 or less will receive the full

benefit, up to the cost of care, while those who make up to \$111,000 will receive a reduced amount, scaling according to income.

An online benefit calculator will help parents budget for what they will receive based on their income and the type of licensed care.

Benefit amounts will ramp up, helping up to 86,000 families by the end of 2020-21.

## **INCREASING AFFORDABILITY IN THE FUTURE**

As part of our funding agreement with the federal government on Early Learning and Child Care, we are exploring ways to make child care even more affordable for everyone.

Working with our federal partners, we will launch prototype projects that will offer families reduced-cost child care spaces regardless of their income.

The operators that are selected for these sites will be representative across the province, in both urban and rural settings, so that the prototype centres can build the model of reduced fees, supported ECE workers and early learning centres in a representative range of communities in B.C., including in more vulnerable or underserved communities. What we learn from these prototypes will inform the build out of universal child care across the province.





# **ACCESS FOR ALL FAMILIES**

# ACCESS FOR ALL FAMILIES

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*There has been a chronic shortage of licensed child care spaces in our province that has left many families struggling to find quality care. For families whose children have diverse needs, it is even more difficult to find the kind of care their kids need and deserve.*



Improving access isn't just about delivering more licensed child care spaces. It's about inclusion for all children. That means working with Indigenous communities to create culturally centred child care services, increasing access to specialized care for children with diverse needs, and making sure that our universal child care system is welcoming for children who may be vulnerable due to family circumstances.

Creating new spaces will take time, and it will take a plan. That's why we're focusing not just on helping to build new spaces, but on making sure child care providers can find the skilled child care workers they need, and parents can afford child care fees.

## LICENSED CHILD CARE FOR MORE KIDS

There are already too few licensed spaces for the number of children in need. Some parents even put their children on wait lists for child care before their children are born, and still don't get a space when they need one.

As part of Budget 2018, we're investing \$237 million to improve access, including delivering more

than 22,000 new spaces throughout the province. Combined with the new spaces we're creating with the federal government as part of the Early Learning and Child Care agreement, we are creating room for 24,000 more children to access quality, affordable child care, and laying a strong foundation for universal child care in B.C.

## IMPROVING FLEXIBILITY FOR FAMILIES

Right now, there are simply not enough licensed child care spaces for everyone. Families who have different needs, such as irregular work hours, have even less access.

*As we build more spaces throughout the province, we will provide grants to communities to create plans to inform local needs and priorities for child care spaces.*



We will make it easier for family child care providers to receive support for their operations and to accelerate the availability of child care that is co-located on school grounds so we can deliver more spaces in more neighbourhoods and more communities. This includes bringing in full-day early care and learning centres at up to eight existing StrongStart BC Centres.

## **IMPROVING ACCESS FOR ALL CHILDREN**

We recognize that child care needs to meet the needs of kids and their families. These needs differ depending on the circumstances of the child and, in many cases, the situation in their home community.

Recognizing that one size doesn't fit all, and with the support of the federal government, we're taking action to make our child care supports more inclusive for every family.

By providing additional funding to reduce waitlists for Supported Child Development and Aboriginal Supported Development programs, we are helping children access the services they need to succeed.

We're also lifting up vulnerable families by increasing supports for young parents as they complete their secondary-school education, including providing access to no-fee child care.

## **INDIGENOUS-LED CHILD CARE**

While Indigenous children and families are expected to have full access to the enhancements made to the provincial child care system, there is also recognition that we have an obligation to ensure that Indigenous kids, their families and their communities have access to child care that meets their specific needs.

The B.C. government is guided by its commitment to the United Nations Declaration on the Rights of Indigenous People (UNDRIP) – supporting Indigenous peoples' rights to self-determination and governance. In addition, staff in all ministries are reviewing policies, programs and legislation to

implement the principles of the Declaration and the calls to action of the Truth and Reconciliation Commission. These steps are especially important when it comes to designing services for Indigenous children.

Transformation will take time and considerable effort on behalf of all levels of government and all partners. We support this process; true and lasting reconciliation is a priority for this government.

But we also know there are Indigenous children and families throughout B.C. that are facing service gaps – they need access to supports and services today. So while we engage in longer-term transformative and systemic change with our partners, we are also acting quickly to offer more supports to Indigenous children and families.

We're starting by investing significant new funding from the federal government into an expansion of the Head Start program both on and off reserve. We know this family-focused program has a big impact on the kids that use it, and it's a great resource for families.

Expansion of Head Start programming is just the beginning. We will work in full partnership with Indigenous communities and leaders throughout B.C. to determine how we can deliver universal child care in a way that meets the needs of Indigenous families and our commitment to UNDRIP.









# **QUALITY CARE FOR OUR KIDS**



## QUALITY CARE FOR OUR KIDS

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*Kids are precious and irreplaceable. That's why our plan for universal child care is focused on delivering quality, licensed spaces across the province.*

By working to bring care providers into our licensed system, we can provide the accountability, oversight and monitoring needed to give parents confidence that their children are being well cared for.

But quality is about more than licensing. It's also about supporting children's healthy development and early learning. Child care can and should be an important part of a child's learning journey.

### **SUPPORTING EARLY CHILDHOOD EDUCATORS THROUGH RECRUITMENT AND RETENTION**

The backbone of quality child care is quality staff. Like most Canadian provinces, British Columbia's early care and learning sector faces chronic challenges, including high employee turnover, and workforce shortages, especially in licensed, centre-based programs.

Early Childhood Educators are critical to the quality of care and learning in licensed facilities. Budget 2018

provides \$136 million over three years to enhance quality of care, including important new supports for training and development, as well as a workforce development strategy. Working with our partners in child care, we will establish the human resource strategies needed to attract and retain skilled and experienced early learning and child care workers, including consideration of appropriate remuneration.

The recruitment and retention of qualified Early Childhood Educators and other child care providers is one of the most pressing challenges to developing universal child care. Low wages and lack of benefits is common across the sector. Early Childhood Educators have in-demand skills, and many experienced educators are moving to more lucrative careers in other sectors.

Our immediate actions will include increasing the number of spaces available to train these early-learning experts, including exploring innovative ways to deliver training. Expanded access to grants and bursaries will support certification for new

Early Childhood Educators and professional development opportunities for people already in the sector, while the existing Early Childhood Educator Bursary Program will be improved to better address the costs associated with training for this career.

We will also invest in the University of Victoria's Community Facilitators Program to provide support and mentorship for Early Childhood Educators, and engage Deans of Education to include early learning in elementary teacher training programs.

## **HELPING EXISTING CHILD CARE PROVIDERS BECOME LICENSED**

One of the most efficient and effective ways to expand licensed child care across British Columbia is to help existing providers become licensed.

Recognizing the cost of this change, we will provide start-up grants to offset the cost of becoming licensed for these providers. Once they become licensed, they will be able to pass on a child care fee reduction to parents using their services, as part of our affordability commitments under Child Care B.C.

Family providers will also be supported with a new training model to deliver quality care.

## **PROTECTING KIDS WITH ENHANCED ACCOUNTABILITY**

One of the biggest benefits to moving to universal child care will be enhanced safety and improved accountability from child care providers.

As our licensed system grows, we must scale up our efforts to maintain the quality of care offered to kids. To do that, we will increase capacity in Health Authorities to license new spaces, conduct investigations and monitor compliance.

Our laws will also be strengthened to make sure that unlicensed child care providers who are acting outside of their legal operating mandate are identified and held accountable.

## **JOINING PROVIDERS IN CONTINUOUS IMPROVEMENT**

As part of improvements to quality, we will update the Early Learning Framework that guides programs for children up to the age of eight years in both early care and learning facilities and in schools. This will help children be better prepared for the transition to kindergarten and ensures that they are well supported once they get there.



Child Care Resource and Referral programs are already doing valuable work to improve the quality of child care available in B.C., and we will work closely with these community organizations as we improve our child care system.

Quality decisions are guided by quality information. We will upgrade and enhance data collection through the Human Early Learning Partnership (HELP) to help us better understand the child care and early learning system as it currently exists and make evidence-informed policy decisions as we move forward.

## **BUILDING PARTNERSHIPS, DELIVERING CARE**

We are working closely with other governments, child care providers, parents and communities to strengthen early childhood development and early learning care as we lay the groundwork for universal child care.

The federal government is a valuable partner in child care. They are investing \$153 million into Child Care B.C. as part of the Early Learning and Child Care Framework. This funding will be put towards increasing the number of infant and toddler child care spaces in areas of highest need and providing low-cost infant and toddler care spaces, supporting culturally appropriate care for Indigenous families, as well as other initiatives meant to support vulnerable families.

Local governments can also be valuable partners. They know their communities well and they are well placed to help plan the expansion of licensed child care. Through grants, we will support them to build more spaces and create plans to inform their local needs and priorities for child care. By enhancing collaboration between provincial and local governments, we will streamline the process of creating child care for families in communities that need it.

Child care has a long-standing relationship with school districts in our province, and many school districts already support child care in their schools. Child care in schools or on school grounds supports seamless transitions for children between programs and into school. It also reduces the burden on parents in dropping off and picking up children, and it effectively utilizes public resources through the use and retrofitting of existing buildings and infrastructure.

In the coming years, we will build more relationships with school districts to create space and infrastructure plans that enable us to know where space exists, and to prioritize communities that need child care.

Child care partners, parents and other stakeholders have been critical to the development of this strategy to address B.C.'s child care needs. Engagement will continue in the coming months and years as we move towards our goal of universal child care. The goal is to monitor and track the impacts of investments and to continually improve as we move forward with developing a system that works for B.C. families.





# **CONCLUSION**

## CONCLUSION

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*We are confident in our plan, as it provides the first concrete steps towards our long-term vision of universal child care in B.C. Under Budget 2018, significant benefits will begin flowing to families immediately and over the next three years.*

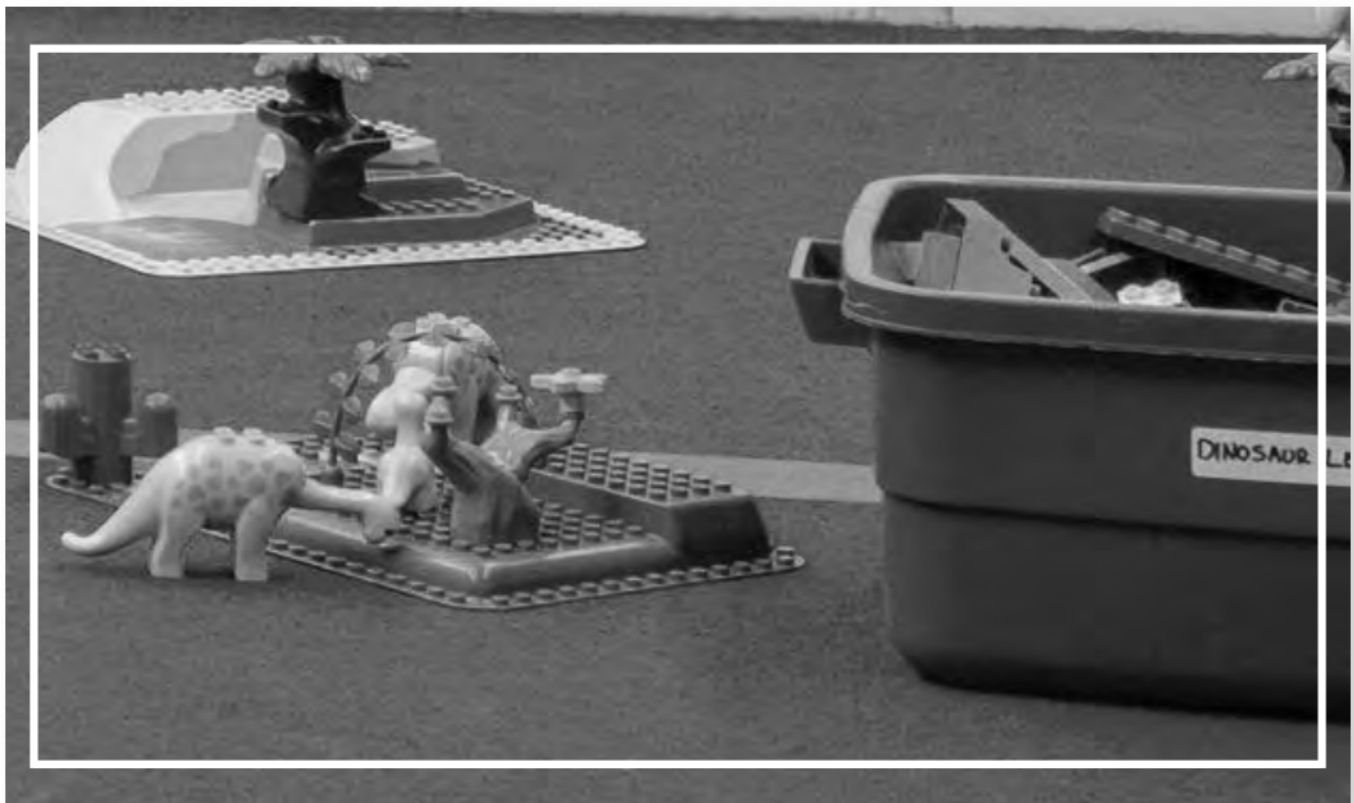
Families can look forward to funding for more than 24,000 new child care spaces over the next three years.

Up to 50,000 families will benefit from child care fee reductions, with thousands of families seeing reduced costs starting in April 2018.

Nearly 27,000 families with incomes below \$45,000 will pay little or nothing for licensed care. And 21,000 families using unlicensed care will be eligible for full or partial benefits from the affordable child care benefit.

Early Childhood Educators will receive enhanced support for their education and development.

We look forward to working with our many partners to realize our vision and establish a system of governance for universal child care in British Columbia. The path won't be short and it won't be easy, but we're working hard to make it a reality, and to make a real difference in the lives of B.C. families today.





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