

GENERAL ISSUE:

LearnNow BC, operated by School District 73 (Kamloops/Thompson) Business Company (SD73BC), is a web portal service providing students, teachers and parents access to online resources, tutoring and academic advising services, web conferencing services and access to flexible learning options.

FACTS AND FIGURES:

- **LearnNow BC was launched in 2006 to provide students with access to educational choice, flexible learning options and services that supported their learning needs.**
- **Over 140,000 learners/parents used the portal in 2013-14, accessing services that now include tutoring in 24 subjects, academic advising, trades and technical training course finder, online digital resources, web based conferencing and collaboration tools, and teacher professional development courses.**
- **In September 2012, SD73BC took over the full operations of the LearnNow BC portal. The agreement is in place until June 2015.**
- **The Province provides \$2.1 million per year to SD7BC to operate LearnNow BC. Provincial funds are used for software licencing, contracted tutoring and advising services, district support and operational costs.**
- **All districts offering a Distributed Learning (DL) program must provide information to LearnNow BC as part of their DL accountability agreement.**

BACKGROUND:

Effective August 1, 2012, the School District 73 (Kamloops/Thompson) business company (SD73BC) acquired the LearnNow BC portal for education services from the Virtual School Society (VSS), an independent non-profit society. Between 2006 and 2012, the VSS received close to \$17 million in grants from the Ministry of Education to support their mandate to:

- make British Columbia a recognized world leader in the delivery of educational programs through Distributed Learning; and
- enhance the achievement of students.

The VSS was dissolved in 2012, and its assets and responsibilities were transferred to SD73BC. There was no disruption in service to students during this transfer.

MINISTRY OF EDUCATION
ESTIMATES NOTE
LEARNNOW BC 2014

LearnNow BC fulfils the Province’s commitment to provide B.C. students with new options for learning and to help them successfully complete their studies. Since the 2006 launch of LearnNow BC, more than 300,000 students have taken at least one Distributed Learning course. This service is helping students in rural and remote areas of B.C. find courses that might be unavailable at their local school, and it is helping students in larger communities to take courses that might otherwise not fit into their timetable or lifestyle.

All contracted services are managed through the SD73BC in accordance with district procurement policy.

The services provided by LearnNow BC for students, parents, and educators include:

- Online Study Centre - Tutoring, Homework Help, Digital Resources.
- A Course Finder
- Daily Physical Activity Tracker
- Young Learning Centre
- Academic and Career Advising
- Web Conferencing Tools
- Professional Development online
- Parent Information Network

Operating Budget	<u>2013/14</u>	<u>2014/15</u>
TUA to SD 73 Business Co	\$2.1 million	\$2.1 million

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GENERAL ISSUE:

MyEducation BC is a new common student information service that will replace the British Columbia enterprise Student Information System (BCeSIS).

FACTS AND FIGURES:

- **BCeSIS is a web-based student information system used by boards of education, independent school authorities and the Ministry of Education.**
- **The cost to operate BCeSIS over 12 years (2003-2015) has been approximately \$94.8 million. In addition, \$15.9 million was spent in capital for licenses and customization.**
- **In 2012, due to concerns about software performance and usability and the discontinuation of vendor support, the Ministry began a procurement process for a new service to replace BCeSIS. This comprehensive process included extensive input from teachers, school/district staff, students, parents and the public.**
- **On November 5, 2013, the Ministry entered into a 12-year contract with Fujitsu Consulting (Canada) to provide MyEducation BC, a new student information service for public and independent schools in B.C.**
- **The total operating cost of MyEducation BC (2013-2025) will be \$95.6 million. Costs are shared between school authorities and the Ministry. Contributions from school districts will be \$10 per student per year, the same as for BCeSIS.**
- **Implementation plans allow for the operation of both MyEducation BC and BCeSIS during the two-year transition period, within the existing financial envelope.**

BACKGROUND:

- **BCeSIS is a shared, web-based student information system that stores student records, increasing efficiency and cost savings for school districts. It is made available through a collaboration with boards of education, independent school authorities, First Nations school authorities and the Ministry of Education. Fifty-six of 60 school districts, along with other school authorities in B.C. and the Yukon, adopted BCeSIS as their primary student record system.**

MINISTRY OF EDUCATION
ESTIMATES NOTE
MYEDUCATION BC 2014

- In November 2010, Pearson Canada Inc. acquired the vendor of the eSIS software, and announced that the product was being discontinued. In 2011, the Ministry commissioned Gartner Consulting to review BCeSIS and recommend a strategy for going forward. The Gartner Report concluded that BCeSIS would not meet the Province's long-term strategic needs. A business case recommended entering into a long-term contract with a single vendor to provide the student information software as a hosted service.
- Guided by SIS Executive Steering Committee, the Ministry conducted a thorough and inclusive selection process. Input regarding requirements for the new student information service was provided by teachers, school and district staff, students, parents, stakeholder groups and the public. A Request for Proposals (RFP) was issued to 16 pre-qualified vendors in December 2012, and six responses were received. A joint Core Evaluation Committee, with the assistance of 46 subject matter experts from school districts and independent schools, prepared requirements, reviewed and validated vendor responses and undertook demonstrations to assess functionality, the user interface, and system usability.
- The new student information service, known as **MyEducation BC**, is based upon Aspen SIS software from Follett Corporation. It also includes hosting in two secure datacentres, an integrated helpdesk, training, data conversion and implementation support.
- The transition to **MyEducation BC** began early in 2014, with full, province-wide implementation expected in 2015. BCeSIS will be decommissioned in March 2016.
- Currently, participation in **MyEducation BC** is voluntary, but all school districts and independent schools are being encouraged to enter into a Memorandum of Understanding (MOU) with the Ministry for the new service. As of April 24, 2014 **53/60 school districts and 110 independent schools had signed MOUs.**
- The availability of a common, high-quality student information service in all provincial schools is an opportunity to better serve teachers, parents and students and provide a foundation for personalized learning and the BC Education Plan.

Operating Budget	<u>2013/14</u>	<u>2014/15</u>
STOB 63 (Info. Systems Operating Cost)	\$10,563,000	\$10,500,000
Amorization Costs	\$ 219,000	\$ 0
Recoveries from districts and schools	(\$ 5,563,000)	(\$ 5,500,000)
Total	\$ 5,219,000	\$ 5,000,000

(Note: This includes both the cost of deploying **MyEducation BC** and the continued operation of BCeSIS during the first year of the transition to the new service)

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MINISTRY OF EDUCATION
ESTIMATES NOTE
SCHOLARSHIPS 2014

GENERAL ISSUE:

Grade 12 students completing secondary school may be eligible for scholarships and awards from the Ministry of Education which can be used to assist in tuition at designated post-secondary institutions.

FACTS AND FIGURES:

- **The Provincial Awards program has been in place since 1987, and includes the following annual awards:**
 - **Provincial exam scholarships (5,000 provincial exam scholarships at \$1,000 each);**
 - **District/authority awards (5,500 District/Authority awards at \$1,000 each);**
 - **Scholarships awarded to the top 20 academic students in the province (20 awards at \$2,500 each);**
 - **Passport to Education awards (18,000 awards - \$250 for Grade 11, \$500 for Grade 12);**
 - **Secondary School Apprenticeship scholarships (approximately 450 awards at \$1,000 each);**
 - **Pathway to Teacher Education scholarships (new in 2013; 20 awards at \$5,000 each).**
- **The grant budget for the Provincial Awards Program is \$15.6 million annually.**
- **Based on consultation with the field, the Passport to Education Program is being phased out over three years starting with Grade 10 in 2013, Grade 11 in 2014 and Grade 12 in 2015, and funds will be redirected to the District Award Program.**

BACKGROUND:

- **Until September 2012, the Provincial Awards Program was jointly managed by the Ministries of Education and Advanced Education (AVED). The \$17.6 million budget was held by AVED with the Program administered by the Ministry of Education. In September 2012, the awards budget was transferred to the Ministry of Education, with \$2 million retained by AVED for student services programs. This created a budget pressure of approximately \$1.5 million, which was resolved this summer through decision to phase out the Passport to Education Program over three years.**

MINISTRY OF EDUCATION
ESTIMATES NOTE
SCHOLARSHIPS 2014

- It was determined that savings from cancelling the Grade 10 Passports would be used to cover the funding pressure in fiscal year 2014/15. Savings from cancelling Grades 11 and 12 passports in the subsequent two years would be redirected towards district awards as a new graduation program was introduced.
- Ministry staff consulted with education stakeholders in 2012 regarding alignment of the Provincial Awards Program with new directions in personalized learning.
- Recommendations for aligning the Provincial Awards Program with new directions in personalized learning include:
 - transferring more scholarship dollars to school districts, where scholarships would be awarded based on community demographics;
 - recognition of all forms of authentic student learning, including trades and technical training;
 - ensuring equitable access and support for all learning pathways; and
 - recognizing student learning throughout K-12.
- Phasing out the Passport to Education awards is responsive to education stakeholder recommendations and will enable flexibility should the Provincial Awards Program move towards a more district-based program.

Appendix:

Overview of Provincial Award Program scholarship criteria for all awards.

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MINISTRY OF EDUCATION
ESTIMATES NOTE
SCHOLARSHIPS 2014

Overview of Provincial Awards Program Appendix

Grade 12 students completing secondary school may be eligible for scholarships and awards from the Ministry of Education. These awards can be used to assist in tuition at designated post-secondary institutions.

To qualify for an award, a student:

- must be a Canadian citizen or permanent resident (landed immigrant) at the time of writing the provincial exams
- must be a B.C. resident
- must be or must have been enrolled in, or registered as a home schooled student in:
 - a B.C. public school (including Distributed Learning schools), or
 - a Group 1, 2, or 4 B.C. Independent School
 - a Continuing Education Centre

Graduation Program Examinations Scholarships

A student who meets the basic criteria will qualify if he or she:

- fulfills the B.C. graduation requirements of either the 2004 Grad Program or the Adult Grad Program
- meets the following requirements:
 - writes and passes one exam in each of the five provincial exam categories from Grades 10 to 12;
 - achieves at least a “B” final mark in one of the Language Arts 12 subjects;
 - must have a final course mark for the exam to be counted towards scholarship; and
 - ranks among the top 5,000 scholarship students in B.C. based on their percentage score of all five provincial exams from Grades 10 to 12.

Passport to Education Program

The Ministry sets guidelines and criteria for Passport to Education stamps. Schools set their own specific criteria on the non-academic component following the general guidelines.

- For Grade 11, criteria are based on two-thirds academic achievement and one-third non-academic achievement such as work habits, citizenship and community involvement. A student does not have to have graduated to receive a stamp for Grade 11.
- For Grade 12, criteria are based on two-thirds academic achievement and one-third Graduation Transition standards, recognizing effort, work habits, etc. To receive a Grade 12 stamp a student should have graduated.

District/Authority Awards

The District/Authority Awards Program rewards graduating B.C. students for excellence in their chosen non-academic field(s). To be eligible, students must meet the criteria determined by the local District Scholarship Committee, which requires a student to demonstrate superior achievement in any of the following areas:

MINISTRY OF EDUCATION
ESTIMATES NOTE
SCHOLARSHIPS 2014

- Fine Arts (Visual Arts, Dance, Drama, Music)
- Applied Skills (Business Ed, Technology Ed, Home Economics)
- Physical Activity (not limited to Physical Education)
- Second Languages (including Aboriginal Languages) with Integrated Resource Packages or External Assessments, including Advanced Placement and International Baccalaureate courses
- Community Service (Volunteer Activity)
- Technical and Trades Training (e.g. Carpentry, Automotive, Mechanics, Cook Training)

Secondary School Apprenticeship (SSA)

The Secondary School Apprenticeship (SSA) is a work-based training program, which is skill development through practical, hands-on experiences. Students enrolled in SSA courses concurrently work and attend high school. SSA students formally register with the Industry Training Authority as Youth Apprentices. Successfully completing the program earns students 16 credits towards graduation, and may qualify them to apply for a \$1,000 scholarship. The SSA Scholarship, a \$1,000 cash award, is available to SSA students for sustained and exceptional work as an apprentice. The funds are intended to assist apprentices with the purchase of tools, equipment, materials, or post-secondary tuition.

Pathway to Teacher Education Scholarship (PTES)

The Pathway to Teacher Education Scholarship (PTES) is a \$5,000 annual scholarship that recognizes exceptional Grade 12 students planning to enter the field of teaching. The PTES will be awarded to 20 graduating students intending to enter a B.C. faculty of education program. This new scholarship will support outstanding students in pursuing a career path in teaching. Scholarship winners will be awarded a \$5,000 voucher to redeem upon entrance to one of B.C.'s faculty of education programs.

GENERAL ISSUE: BC Services Card and MyEducation BC

MyEducationBC, the new Student Information Service (SIS), is a major Education sector initiative planned for implementation across British Columbia schools, over the 2014/15 and 2015/16 school years.

An important component of MyEducation BC is the provision of secure electronic access for school district staff, parents, and students to a range of information services, including student records, parent and student communication, course selection, and learning resources.

Government's expectation is that ministries and the broader public sector will adopt the Provincial Identity Information Management (IDIM) services for all government services that require citizen authentication. In order to meet the implementation schedule and in response to requests from our districts, MyEducation BC has received a temporary exemption from this requirement.

FACTS AND FIGURES:

- **By September 2016, the potential number of users accessing MyEducation BC could be close to 1,000,000 (36,000 K-12 Staff and Teachers, 350,000 Grade 6-12 students, up to 600,000 parents).**
- **The BC Services Card has been identified as the provincial identity credential for parents and students. It is being rolled out over a five-year period (commencing February 2013), and is not aligned with the implementation schedule for MyEducation BC. The eventual BC Services Card user base is projected to be close to 4,000,000 by the end of 2018.**
- **District staff and teachers were expected to use Business BCeID for authentication to MyEducation BC. However, school districts do not have the resources available to create the 36,000 individual accounts required in time for the MyEducation BC implementation. Account creation is currently a manual process; for a large district, the estimate is an additional 450 resource hours.**
- **The native authentication system available in MyEducation BC is able to fulfil government's privacy and security requirements.**
- **The obligations of the service provider remain in place: MyEducation BC must be able to integrate with the Provincial Identity Information Management service, including eventual use of the BC Services Card.**

MINISTRY OF EDUCATION
ESTIMATES NOTE
BC SERVICES CARD 2014

BACKGROUND:

- It is the goal of the Ministry to integrate all MyEducation BC users, including parents and students, into the BC IDIM program when the BCSC is fully operational. The OCIO has communicated to the Ministry that the following identity services should be adopted for authenticating user access to MyEducation BC:
 - Business BCeID for K-12 Staff and Teachers
 - BC Services Card for BC Parents and Students.
- The current BC Services Card roll-out plan is a phased implementation to adults (19-75) over 2013 to 2018, aligned with the replacement cycle of the BC Driver’s License and Care Cards. During initial conversations with the OCIO, there was no plan or funding identified for issuing Services Cards to minors (0-19). This approach did not align with the implementation schedule for MyEducation BC.
- A temporary exemption from the requirement for parents and students to use the BC Services Card was granted by the OCIO in October 2013. The exemption is valid until February 2018,.
- During the work to integrate MyEducation BC and provincial identity systems, a number of issues arose that were likely to significantly impact the cost, performance, and education sector response to the roll-out of MyEducationBC.
- These challenges were largely due to unanticipated operational impacts for BCeID setup and technical incompatibilities between MyEducationBC and the older BCeID system:
 - A important requirement for MyEducation BC was a mobile-accessible interface. The current BCeID login page is not optimized for mobile devices, nor is there a plan to do so.
 - Creation of user accounts has to be done one at a time. Districts do not have the capacity, resources or funding to create these accounts prior to the September 2014 implementation. For a large district, it is estimated that an additional 450 hours of resource time would be required. This does not include the user validation, password reset and challenge question set-up needed before an account can be used.
- Upon the Ministry of Education’s request, the 2013 exemption was amended to include district staff and teachers. This amendment was approved by the OCIO in March 2014 and is valid until February 2018, at which time the use of provincial identity services would be revisited.

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5

MINISTRY OF EDUCATION
ESTIMATES NOTE
BC TRAINING AND EDUCATION SAVINGS PROGRAM 2014

GENERAL ISSUE:

Under the BC Training and Education Savings Program (BCTESP), Government will make a one-time contribution of \$1,200 into the Registered Education Savings Plans (RESPs) of eligible children who apply between their 6th and 7th birthday. To be eligible, a child must have been born on or after January 1, 2007, and at the time of application must have an RESP and be resident in B.C.

FACTS AND FIGURES:

- **The Children's Education Fund was set up in 2007 under the *Special Accounts Appropriation and Control Act* to enable government to invest \$1,000 for each child born on or after January 1, 2007, at the start of each fiscal year.**
- **In late 2012, the Cabinet Working Group on Family Affordability recommended the creation of an annual entitlement program under a new structure.**
- **On February 19, 2013, Government announced BCTESP in the 2013 Budget speech. The \$1,200 grant represents the initial \$1,000 Children's Education Fund investment plus projected investment returns accumulated from the year of birth to a child's 6th birthday.**
- **Employment and Skills Development Canada (ESDC) will administer the BCTESP grant on BC's behalf. ESDC administers similar grant programs for Alberta and Saskatchewan.**
- **A Developmental Agreement between ESDC and the Ministry of Education has been developed to implement the financial and administrative infrastructure, which will take 18 to 24 months to set up.**
- **BCTESP should be fully operational by August 15, 2015.**

MINISTRY OF EDUCATION
ESTIMATES NOTE
BC TRAINING AND EDUCATION SAVINGS PROGRAM 2014

BACKGROUND:

- In December 2012, following public consultation through the Families First website, the Cabinet Committee on Family Affordability (in discussion with Minister of Education) directed that the Children’s Education Fund (CEF) be restructured from an investment fund to an annual entitlement program – the British Columbia Training and Education Savings Program (BCTESP).
- The CEF balance is currently valued at approximately \$394 million at March 31, 2014, and held as a special account under the purview of the Ministry of Education. The balance is held as a part of consolidated revenue, with annual obligations expensed in the fiscal plan.
- The current budget for the 2007 cohort of children is \$30 million. However, based on the number of RESPS opened for children in B.C., the total annual BCTESP grant payments may grow as high as \$34 million.
- Section 9.4 of the *Special Accounts Appropriation and Control Act* is being amended to better reflect the intent and purpose of BCTESP; it is anticipated that amended legislation will come into force in Spring 2014. The regulations, which provide a legislative framework and establish the eligibility criteria for BCTESP, also require amendment.
- Amendments to the legislation and regulations will make BCTESP more accessible to families by increasing the application window to three years and allowing the grant to be paid into all RESP types (individual, family and group plans).
- Upon application, the grant will be paid retroactively to eligible beneficiaries born in 2007, 2008, and 2009 when the administrative system is operational starting in August 15, 2015.
- Families are encouraged to open RESPs now to start saving for their children’s post-secondary education and to access federal incentives such as the Canada Learning Bond and the Canada Education Savings Grant.
- The Ministry has developed an Outreach Plan to build partnerships with organizations that support low-income families. Outreach activities began in Fall 2013.
- The Ministry of Education is supporting the Ministry of Children and Family Development to ensure that Children in Care will have access to BCTESP.

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GENERAL ISSUE:

After consultation with education stakeholders in the Fall 2012, for the purpose of reviewing teacher bargaining structures and processes, Government released its “*Framework for Long Term Stability in Education: Toward a 10-Year Agreement with Public School Teachers*” for implementation post-election.

FACTS AND FIGURES:

- There are approximately 42,000 public school unionized teachers represented by the British Columbia Teachers’ Federation (BCTF). The teachers’ collective agreement expired June 30, 2013.
- The expired two-year collective agreement was negotiated in 2011 after 78 bargaining sessions, a near year-long strike (withdrawal of administrative duties including school meetings, report cards and meetings with parents outside of the school day, etc.), a legislated “cooling off” period, and 16 mediated bargaining sessions.
- The current round of bargaining began February 4, 2013 with 70 bargaining sessions over 16 months. Progress has been exceedingly slow. While bargaining has not officially broken down, currently (July 2014) no further talks are scheduled*

*see Labour Relations note for more information.

BACKGROUND:

- British Columbia Public Schools Employers’ Association (BCPSEA) is the accredited bargaining agent for both teacher and support staff bargaining. BCPSEA negotiates directly with the BCTF on provincial items, primarily monetary matters, as outlined by the *Public Education Labour Relations Act*. BCPSEA delegates local teacher bargaining to boards of education.
- In January 2013, after consultation with the sector on the future of teacher bargaining, Government released the “*Framework for Long Term Labour Stability in Education; Toward a 10-Year Agreement with Public School Teachers*”. The Framework proposed substantive changes to the collective agreement and structural changes to the bargaining process including:
 - Bargaining directly between Government and the BCTF on provincial matters under a structured and transparent process, with mediation and conciliation.

MINISTRY OF EDUCATION
ESTIMATES NOTE
10-YEAR FRAMEWORK 2014

- Indexing of teacher compensation to an average of other major B.C. public sector compensation increases.
 - A Priority Education Investment Fund (PEIF) to address education priorities.
 - An Education Policy Council made up of representatives from government, the BCTF and school board trustees with a mandate to advise government on education priorities, including allocation of the PEIF.
- This round of bargaining between the BCTF and BCPSEA began in February 2013.
 - Government reiterated its commitment to a 10-year agreement in its 2013 election platform and appointed Peter Cameron in June 2013 as its lead on teacher collective bargaining matters. Shortly thereafter, to support the transition to new collective bargaining process and structures, government replaced the BCPSEA board with a public administrator. The public administrator subsequently appointed Peter Cameron as its lead negotiator for both teacher and support staff bargaining. These are interim measures; legislation may ultimately be required to implement governance aspects of the Framework.
 - The Framework was informed by submissions from key education partners, including the BCTF. It was also informed by careful review of past reviews, namely the 2004 Don Wright report and the 2007 Vince Ready report.
 - Government has built the BCTF’s four main requests into the framework:
 - Full right to strike.
 - A formal opportunity for teachers to shape education policy.
 - A voice for teachers in funding strategic education priorities.
 - Direct negotiation with government on provincial matters.
 - The intent of the Framework is to create long-term stability for students, families and the education system as a whole, and to improve how Government interacts and works with the BCTF to help reduce stress and disruption during and outside of contract negotiations.
 - The Minister’s June 2014 mandate letter includes further direction for the coming year:
 - Successfully achieve a new collective agreement with the BCTF that will lead to 10 years of educational stability
 - Once a new collective agreement has been completed, present options to Cabinet on ways to restructure collective bargaining with the BC Teachers’ Federation

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7

MINISTRY OF EDUCATION
ESTIMATES NOTE
INDEPENDENT SCHOOLS FUNDING AND ENROLMENT 2014

GENERAL ISSUE:

The Province provides grants to qualifying Group 1 and 2 independent schools. Grants are classified as either operating grants or special purpose grants. The majority of the special purpose grants are to support student with special needs enrolled in independent schools. The Office of the Inspector also administers reciprocal tuition grants to qualifying independent first nation's schools.

FACTS AND FIGURES:

- As of September 30, 2013, there were 348 independent schools in British Columbia, including 17 distributed learning with headcount enrolment of approximately 12% (76,072 Headcount) of a total provincial Kindergarten to Grade 12 headcount of 635,057 students.
- The Inspector of Independent Schools is responsible for regulating independent schools under the legislative authority of the *Independent School Act*.
- 2012/13 total funding for Independent Schools was \$295 million.
 - Operating Grants: \$245 million
 - This figure includes homeschooling grants and excludes special education.
 - Special Education: \$49.7 million
 - 3,239.5 FTE students with special needs enrolled in independent schools.
 - Since 2005, independent schools have received the same level of funding for students with special needs (100%) as in the public school system and must meet the same criteria as outlined in the document titled *Special Education Services: A Manual of Policies, Procedures and Guidelines*.
- 2013/14 estimated total funding for Independent Schools is \$321 million:
 - Operating Grants: \$267 million
 - Special Education: \$55 million
- Independent schools annual enrolment growth trend over the past 10 years has generally been about 2%.

MINISTRY OF EDUCATION
ESTIMATES NOTE
INDEPENDENT SCHOOLS FUNDING AND ENROLMENT 2014

- **In 2012/13 there was a 3.3% increase in independent schools enrolment. This larger increase has been attributed to labour unrest in public schools and increases in enrolment within specific faith and culturally based schools/communities.**

BACKGROUND:

- Independent schools serve a diverse range of students, communities and interests. Groups and communities that operate certified independent schools include religious schools, First Nations' Band schools, Waldorf, Montessori, university preparatory, and special education schools.
- In 1989, after the Report of the Sullivan Royal Commission on Education, the *Independent School Act* (ISA) was updated, requiring regulation for all independent schools, funded and non-funded.
- The Office of the Inspector of Independent Schools is responsible for the administration of the *ISA*, classification and funding of independent schools, and home schooling. The office functions as the regulatory agency of Government.
- Independent School Classification Summary:
 - **Group 1** schools receive 50% of their local board of education per student operating grant on a per full time equivalent (FTE) student basis. These schools are non-profit, offer educational programs consistent with the goals of the British Columbia curriculum, employ only British Columbia certified teachers, maintain adequate educational facilities and meet municipal building code requirements. There are currently 232 brick and mortar Group 1 schools (Distributed Learning schools excluded from this count) with 50,607 FTEs in the province.
 - **Group 2** schools meet same requirements as Group 1 schools, but receive per-student operating grants at 35% because their per student operating costs exceed the ministry per pupil grants for the local district. There are currently 69 Group 2 schools with 14,975 FTEs in the Province. Of these, there are 22 schools offering university-prep programs with high tuition rates. The remaining Group 2 schools are largely First Nations Band operated independent schools.
 - **Group 3** schools receive no funding, do not need to employ British Columbia certified teachers, and are not required to meet same criteria listed for Groups 1 and 2. They must, however, provide basic educational programs, maintain student safety standards, and maintain facilities that meet municipal/regional codes and by-laws. There are 18 Group 3 schools with 515 FTEs.

MINISTRY OF EDUCATION
ESTIMATES NOTE
INDEPENDENT SCHOOLS FUNDING AND ENROLMENT 2014

- **Group 4** schools are not funded because they are for profit and mainly enroll international or out of province students. These schools meet the same requirements as Group 1 and 2 schools and are bonded. Currently, there are 12 Group 4 schools with 958 FTEs.
- **Distributed Learning (DL)** schools offer distance delivered educational programs through a Ministerial DL Agreement. These schools are classified as Group 2 in the first year of operations and as Group 1 thereafter. Independent DL schools are funded at a percentage of the public DL schools' flat rate of \$5851; 63% for Group 1 schools and 44.1% for Group 2 schools. As at September 30, 2013, there were 17 DL schools enrolling 7,320 FTEs in the province.

NOTE: Independent first nation schools receive approximately \$6.5 million in reciprocal tuition grants for provincially eligible students who are funded at 100% of the local school district rate. Reciprocal tuition funding is a separate Ministry budget item and as such is not included within the total independent school funding envelope.

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8

MINISTRY OF EDUCATION
ESTIMATES NOTE
INTERNATIONAL EDUCATION 2014

GENERAL ISSUE:

The Ministry works with the international education sector to support over 14,000 fee-paying international students studying in B.C. public and independent schools, providing students with a globally-oriented education. The Ministry also regulates B.C. certified offshore schools.

FACTS AND FIGURES:

- In 2013/14, there were 14,135 non-resident students in B.C., an increase of 18% in support of the Provincial International Education Strategy, as compared to the strategy's K-12 baseline, including:
 - 11,073 students in 49 public school districts = \$146 million tuition
 - 3,062 students in 101 Independent Schools = \$43 million tuitionThe strategy sets a sector-wide target increase of 50% from 2012/13 to 2015/16.
- The Ministry is working with the sector to enhance B.C.'s reputation internationally for excellence in K-12 education.
- For the 2014/15 school year the Ministry has 41 certified B.C. offshore schools.
 - In 2013/14 there were 10,300 students enrolled in B.C. offshore schools.
 - Offshore schools operate in: China, Colombia, Egypt, South Korea, Thailand, and Qatar.
 - Offshore schools are run on a cost-recovery model and generated \$4.35million in recoveries in 2013/14.
- The Business Company for School District No. 73 – Kamloops / Thompson (SD73BC) delivers distributed learning to international students.
 - Nearly 400 students, comprising primarily students enrolled in B.C. Offshore Schools took distributed learning (DL) courses in 2012/13.
 - The Ministry and SD73BC signed a pilot agreement until June 30, 2015, allowing the SD73BC to be the sole authorized international DL provider.

BACKGROUND:

- In 2012, the Ministry developed a provincial K-12 international education strategic framework that sets out the vision, objectives, goals and actions to support the international education sector.

MINISTRY OF EDUCATION
ESTIMATES NOTE
INTERNATIONAL EDUCATION 2014

- A variety of perspectives exist within the international education sector on whether B.C. has sufficient supports and structures in place to enable the highest quality learning and living experiences for those international students that choose B.C. The Ministry has received feedback from students, teachers, parents and post-secondary universities raising quality control and risk management concerns.
- K-12 international education is a highly competitive and complex sector. Challenges include:
 - Capacity of large versus small programs;
 - Lack of program governance, oversight and support;
 - Homestay availability, quality and management strategies;
 - International partners engaging the sector to deliver the B.C. curriculum internationally, raising concerns about the quality and integrity of the B.C. brand; and
 - International education student fees being the primary driver for recruitment.
- The teacher’s strike is having significant impacts on International Education programs for School Districts and Independent Schools. If the strike continues into September 2014, it is possible that international education in the K-12 sector will be impacted for several years.
 - Many districts have cancelled summer international student programs; as summer program revenues are not large, the main impact is on BC’s reputation and on future recruitment;
 - More significant, international students are now withdrawing from fall programs and enrolling in schools from competing provinces and countries. Withdrawals will continue until the strike is resolved.
 - This loss of 2014/15 student enrolments potentially represents millions of dollars in lost revenue that districts rely on to supplement and balance their budgets.
- In spring 2014, the Ministry undertook a review of the offshore program to determine its future ^{s.12, s.13}
s.12, s.13

Also, as a result of the review, some program requirements were revised to ensure quality of delivery of the BC program and support the growth and success of the current schools. These changes included:

- Discontinuing the requirement of a semester in BC for graduating offshore students
- Implementing a 25% exam/classroom mark differential whereby if the classroom mark is 25% or more higher than the exam mark, the exam mark stands as the final grade
- Along with teachers with Certificates of Qualification, teachers with independent school subject-restricted teaching certificates with two years experience teaching in a BC independent school are now allowed to teach in Offshore Schools.

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GENERAL ISSUE:

The Ministry supports the work of the Public Sector Employers' Council Secretariat to coordinate teacher and support staff bargaining in the Kindergarten – Grade 12 sector. This includes providing policy direction and representation at the teachers' bargaining table.

FACTS AND FIGURES:

- The Public Sector Employers' Council, under authority of the *Public Sector Employers Act*, supports government in setting and coordinating strategic directions in human resource management and labour relations for the broad public sector.
- The public sector employs approximately 386,000 people of whom approximately 311,000 are unionized.
- There are approximately 42,000 unionized teachers represented by the British Columbia Teachers' Federation. The last collective agreement expired on June 30, 2013. Total annual compensation costs for teachers is \$3.036 billion.
- The current round of bargaining began February 4, 2013 with 70 bargaining sessions over 16 months. Progress has been exceedingly slow. While bargaining has not officially broken down, currently (July 2014) no further talks are scheduled.
- Teachers began job action April 21, 2014 with a withdrawal of administrative duties ("Stage 1"), and accelerated that action by implementing rotating strikes May 26, 2014. Government responded by implementing a partial lockout on May 26, 2014. A full withdrawal of services was initiated by the BCTF as of June 17, 2014, which led to the cancellation of the final (2) weeks of the school year.
- BCPSEA applied to the LRB for essential service designations covering services such as provincial exams and remedial summer school.
- Both BCTF strike and BCPSEA lockout provisions remain in effect. The impact on the start of the 2014/15 school year in September remains to be seen.

MINISTRY OF EDUCATION
ESTIMATES NOTE
LABOUR RELATIONS 2014

- **The approximately 34,000 Kindergarten–Grade 12 support staff are represented by 12 unions and professional associations across 69 separate collective agreements. Total annual compensation costs for support staff is \$1.119 billion.**
- **The Presidents’ Council for Support staff unions has recently (June 2014) concluded a framework agreement under the Economic Stability mandate. Local support staff unions are currently in the ratification process, which is expected to conclude by November 30, 2014.**
- **Annual total compensation costs for unionized employees in the Kindergarten – Grade 12 sector are approximately \$4.1 billion.**

BACKGROUND:

- The BC Public School Employers’ Association (BCPSEA) is the accredited bargaining agent for both teacher and support staff bargaining. BCPSEA delegates local teacher, and support staff bargaining to boards of education.

Support staff:

- BCPSEA and the support staff unions have engaged in central negotiations on common items (e.g., wage increases and sector-wide policy issues) through a support staff representative Presidents’ Council for the last four rounds of negotiations.
- The most recent negotiations, in June 2014, were concluded with a provincial framework agreement reached after 5 days of intense negotiations.
- The agreement covers a five-year term, from July 1, 2014, through June 30, 2019. It provides for wage increases in keeping with the Economic Stability Mandate.
- The provincial framework agreement covers about 34,000 support staff, most of whom are members of the Canadian Union of Public Employees (CUPE).
- Ratification is currently (July 2014) underway at the district level. This is expected to be concluded by November 30, 2014.

Teachers:

- The current round of collective bargaining began in March 2013. Bargaining continues, but the parties remain very far apart on major cost items.
- Teachers are covered by a single provincial collective agreement dealing with provincial matters, and local agreements for each school district dealing with local matters. These agreements cover approximately 42,000 teachers, all of whom are represented by the BC Teachers’ Federation. School districts are represented in bargaining by BCPSEA. BCPSEA negotiates directly with the British Columbia Teachers’ Federation (BCTF) on provincial items, including all cost items.

MINISTRY OF EDUCATION
ESTIMATES NOTE
LABOUR RELATIONS 2014

- With a view to addressing what has been a highly dysfunctional collective bargaining relationship, government released the “*Framework for Long Term Labour Stability in Education: Towards a 10-year Agreement with Public School Teachers*” in January 2013. The Framework proposed substantive changes to the collective agreement and structural changes to the bargaining process (see “10-Year Framework” note).
- In July 2013, government appointed a public administrator to BCPSEA as an interim measure until legislation to restructure the bargaining process is in place.
- In January 2014, the BC Supreme Court issued its judgment on Bill 22, government’s response to the Bill 28 decision. The court held that the re-deletion of collective agreement provisions deleted by legislation in 2002 was unconstitutional and restored those clauses retroactive to July 1, 2002.
- While government will appeal and request a stay of the decision, the current state of uncertainty is a barrier to collective bargaining because it reinforces the BCTF’s position that the baseline for a new contract should include the class size and composition restrictions and staffing ratios in place in 2002.
- Results to date under the new Economic Stability Mandate for 2014 negotiations are very encouraging in other sectors. Key agreements were reached in advance of contract expiry dates with the Health Science Professionals Bargaining Association; the B.C. Government and Service Employees’ Union for workers in direct government; and with the Community Health and Community Social Services bargaining associations.

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GENERAL ISSUE:

Ongoing litigation involving the Ministry of Education.

FACTS AND FIGURES:

- The litigation in which the Ministry of Education is currently involved can be organized into some general categories:
 - abuse cases at the Jericho Hill School for the Deaf;
 - human rights proceedings related to students with special needs; and
 - constitutional challenges concerning specific topics, including actions by the BC Teachers' Federation regarding the constitutionality of Bill 22, and by the Conseil Scolaire Francophone and francophone parents respecting minority language education rights.
- We cannot predict future potential awards, judgments or litigation.

s.14

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- Government has retained the law firm McCarthy Tetrault to conduct the Conseil Scolaire Francophone litigation on its behalf.

s.12, s.13, s.14

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BACKGROUND:

- The estimated costs of legal services relate to routine litigation matters and include an allowance for major litigation cases. The Ministry of Justice provides the Ministry of Education with cost projections and revises them throughout the year as necessary.

Bill 22

- In January 2014, the British Columbia Supreme Court issued its judgment on the British Columbia Teachers' Federation (BCTF) constitutional challenge of the *Education Improvement Act* (Bill 22). Bill 22 was the Province's legislative response to the British Columbia Supreme Court decision that struck down several provisions of Bill 28 as violating

MINISTRY OF EDUCATION
ESTIMATES NOTE
LITIGATION 2014

the Charter right to freedom of association. The court held that the Bill 22 provisions that re-enacted the Bill 28 collective agreement deletions were unconstitutional. ^{s.12, s.13, s.14, s.17}
s.12, s.13, s.14, s.17

s.12, s.13, s.14, s.17

The Province is appealing the BC Supreme Court judgment, and the BC Court of Appeal granted a stay of the judgment, pending the resolution of the Province's appeal.

Minority Language Education Rights

- The Conseil Scolaire Francophone (CSF) and francophone parents have initiated two separate legal proceedings alleging violations of the section 23 Charter right to minority language education.
- The francophone parents allege that the current state of funding for transportation and new school facilities in relation to a specific CSF school violates minority language education rights.
s.12, s.13, s.14, s.17
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- The trial in the CSF action commenced at the end of 2013 and is expected to conclude in late 2014 or early 2015.

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11

MINISTRY OF EDUCATION
ESTIMATES NOTE
SCHOOL FEES 2014

GENERAL ISSUE:

With some exceptions, boards of education generally are not permitted to charge fees for educational programs that lead to graduation, or for required education resource materials.

FACTS AND FIGURES:

- **Section 82 of the *School Act* requires boards of education to provide to students an educational program and required educational resource materials free of charge.**
- **However, boards can charge fees for some items, including fees associated with extra costs of operating specialty academies, purchase or rental of musical instruments or tools used in trades programs, and for other goods and services, such as yearbooks and non-mandatory field trips.**
- **Boards may only charge fees if they establish policies to facilitate participation by students who would otherwise be excluded from a course or program due to financial hardship.**
- **The Ministry does not track or monitor fees charged by boards.**

BACKGROUND:

- **On September 29, 2006, the British Columbia Supreme Court rendered a decision that substantially limited boards' ability to charge fees. The Court did not rule on specific fees charged by individual boards but provided direction to boards on the interpretation of the legislation concerning school fees.**
- **The Court found that fees could not be charged for any course (including electives) leading to graduation, mandatory field trips, rental fees for musical instruments, and materials used in courses such as home economics, art, and woodworking, unless the student wished to take the finished project home.**
- **The *School Act* has since been amended to permit boards to charge fees for specialty academies, international baccalaureate programs, and the purchase or rental of musical instruments or tools used in trades programs.**
- **Boards can also charge fees for "goods and services", defined in the School Regulation to include: materials and equipment that are not necessary to meet the required learning outcomes or assessment requirements of an educational program; school supplies and equipment for a student's personal use; and the payment of expenses associated with optional field trips or special events.**

MINISTRY OF EDUCATION
ESTIMATES NOTE
SCHOOL FEES 2014

Specialty Academies

- A specialty academy is an educational program that emphasizes a particular sport, activity or subject area.
- A board may offer a specialty academy with the approval of a school planning council; a school planning council must consult with a parents' advisory council before approving a specialty academy.
- A board and school planning council must review specialty academy fees annually and a school planning council must approve the fee schedule.

International Baccalaureate

- The International Baccalaureate (IB) program is an academically rigorous education program with final exams that prepare students, normally aged 16 to 19, for university. Post-secondary institutions may, at their discretion, grant first year credit for IB courses.
- The International Baccalaureate Organization sets IB curriculum and assessment requirements.
- Legislation to explicitly authorize boards to charge fees for IB programs was passed in May 2012.

Summer School Fees Lawsuit

- Before 2007, boards of education routinely charged fees for summer school. After the 2006 British Columbia Supreme Court decision on school fees, the Ministry advised boards that they could no longer charge fees for summer school.
- A class action lawsuit was subsequently initiated against a number of boards for the return of summer school fees paid before 2007. Under a court-approved settlement agreement reached in 2013, parents will be able to recover 70% of fees paid during the mid-2000s.
- Government contributed to the settlement, but has not commented publicly about its contribution because the settlement discussions were confidential.
- Since 2007, the Ministry has funded districts for summer school courses; funding for summer 2013 classes was \$15.2 million. A similar level of funding was anticipated for Summer 2014, however, due to strike action summer school is not being offered by most school districts

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12

MINISTRY OF EDUCATION
ESTIMATES NOTE
Third Party Distributed Learning Cap 2014

GENERAL ISSUE:

A \$600 cap on third party resources and services provided by Distributed Learning schools has been implemented.

FACTS AND FIGURES:

- **Funding for Distributed Learning (DL) schools has not changed. Students enrolled in a public DL program will continue to be funded at \$5,851 and independent DL students will continue to be funded at \$3,686 – 63% of \$5,851.**
- **There are exceptions to the \$600 cap for third party resources and services, including a portion of internet access costs if required to participate in a DL program or course.**
- **Combining the \$600 cap amount with the amount that most schools are reimbursing for internet service results in a total allocation amount approaching \$1,000. This is comparable to the range of funds being made available for third party resources/services prior to the cap.**

BACKGROUND:

- Current base funding for a DL FTE student attending public school is \$5,851.
- A Group 1 independent DL school receives \$3,686 for full time students enrolled in the DL program (63% of the public school flat rate).
- Many DL schools (public and independent) offered between \$500 and \$800 for enrolled students in grades K-9 as a third party resource/service allocation while some DL schools offered up to \$1,200 per student.
- Some DL schools do not provide any sort of third party resource allocation, but instead provide materials, resources and services centrally from the school.
- Requirements regarding DL third party service payments prevent DL schools from using these payments as marketing and enrolment incentives, but parents are fully aware of the allotment amounts that each DL school provides and “shop” for the DL school which offers the most in third party allocation amounts.

MINISTRY OF EDUCATION
ESTIMATES NOTE
Third Party Distributed Learning Cap 2014

- Limiting the amount available for third party allocations in grades K-12 for both public and independent DL schools will:
 - Align both public and independent DL schools with regard to third party resources and services, shifting educational program choice to program quality, merits and uniqueness rather than the amount of money available to families for 3rd party services.
 - Remove ability for larger DL schools with greater economies of scale to offer greater amounts of 3rd party service funds and thereby gaining competitive advantage for student enrolment.
 - Ensure that greater proportion of operating grant remains at the DL school for improving program quality rather than the amount of third party services.
 - DL schools have been informed of specific exclusions from the capped third-party service/resource allocation, the cap does not apply to:
 - the special purpose grant (supplementary funding) to support students with special needs in levels 1, 2 and 3 in achieving the goals in their Individual Education Plans;
 - career technical centre program courses;
 - post-secondary transition program courses; or
 - a portion of internet access costs if required to participate in a DL program or course.
 - By combining the \$600 cap with reimbursement for a portion of the cost of internet connectivity (a standard allocation supported by many DL schools), the overall resource allocations available to a DL student still approaches \$1,000.

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GENERAL ISSUE:

The Ministry works to enhance the success of B.C.'s Aboriginal students.

FACTS AND FIGURES:

- The completion rate for Aboriginal students in B.C. schools has risen to about 60 per cent.
 - In fact, it is 59.4 per cent in public and independent schools, and it is 59.6 per cent in public schools only.
 - These 2012/13 figures mark an increase of more than 20 per cent from 1999/00, compared to an approximately eight per cent increase for non-Aboriginal students.
 - However, the target for Aboriginal students completing in 2013/14 in public and independent schools is 58 per cent or better, compared to 82 per cent for non-Aboriginal students.
- Aboriginal Education Enhancement Agreements are commitments made by Aboriginal communities, school districts, and the Ministry to work in collaboration to improve the success and educational experience of Aboriginal students in British Columbia.
 - A total of 54 districts have signed at least one agreement.
 - In fact, 26 districts are on their second agreement, and five are on their third.
 - Districts with agreements have seen improved completion rates, academic achievement, and cultural awareness.
- The Ministry has also supported Aboriginal student achievement through curriculum and related initiatives:
 - development of Aboriginal content-focused curriculum and associated examinations for courses including English First Peoples 10, 11, 12 and BC First Nations Studies 12;
 - approval of 15 Indigenous language curriculum documents; and
 - integration of authentic Aboriginal content and perspectives into all manner of provincial curriculum and assessments.

MINISTRY OF EDUCATION
ESTIMATES NOTE
ABORIGINAL EDUCATION ACHIEVEMENT 2014

- **While the Ministry’s superintendents of achievement have long drawn attention to Aboriginal education, the Ministry added, starting August 2012, a superintendent of achievement dedicated to the task.**

BACKGROUND:

- In the 2013/14 school year, 61,947 students or 11.1 per cent of the provincial public school student population self-identified as Aboriginal. The Aboriginal student population for B.C. schools has remained constant at about 10 per cent since 2003/04.
- The Ministry has collected data on self-identified Aboriginal students since 1991, and, since 1998/99, it has published an annual report called *Aboriginal Report—How Are We Doing?* to help the public school system serve Aboriginal students.
- School districts with Aboriginal education enhancement agreements submit an annual report that outlines how they are meeting their targets for their goals, whether academic achievement, a sense of belonging, or knowledge and appreciation of Aboriginal culture, history, and language.
- Enhancement agreement development costs, and programs and services resulting from the agreements, are funded primarily through core and targeted funding.
- Agreements reflect the Ministry’s collaborative approach to Aboriginal education.
- An important shift is occurring in the education system as the view of Aboriginal Education moves from 'Aboriginal education for Aboriginal students' to 'Aboriginal education for everyone'.
- In the process for redefining curriculum and assessment, Aboriginal worldviews, knowledge, and history are being considered and included.
- In addition, the First Peoples Principles of Learning, which have been affirmed within First Peoples societies to guide the teaching and learning of provincial curricula, are being included in all curriculum documents.

Appendix: B.C.’s Six-Year Completion Rate

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MINISTRY OF EDUCATION
ESTIMATES NOTE
ABORIGINAL EDUCATION ACHIEVEMENT 2014

Appendix: BC's Six-Year Completion Rate

(The percentage of students who complete school within six years of first starting Grade 8)

	ABORIGINAL		NON-ABORIGINAL		ALL STUDENTS	
	Public Only	Province	Public Only	Province	Public Only	Province
1999/00	38.8 %	38.8 %	77.6 %	78.2 %	74.6 %	75.4 %
2000/01	42.1 %	42.3 %	78.6 %	79.3 %	75.7 %	76.5 %
2001/02	42.5 %	42.6 %	79.7 %	80.4 %	76.5 %	77.4 %
2002/03	46.1 %	45.9 %	81.4 %	81.9 %	78.5 %	79.1 %
2003/04	46.8 %	46.6 %	81.9 %	82.6 %	78.9 %	79.6 %
2004/05	48.6 %	48.0 %	82.2 %	82.7 %	79.1 %	79.7 %
2005/06	48.3 %	47.7 %	82.7 %	83.4 %	79.4 %	80.2 %
2006/07	47.6 %	47.3 %	82.9 %	83.5 %	79.4 %	80.1 %
2007/08	47.0 %	46.9 %	81.5 %	82.3 %	77.9 %	78.8 %
2008/09	49.0 %	48.8 %	81.7 %	82.6 %	78.3 %	79.2 %
2009/10	50.9 %	50.4 %	82.4 %	83.1 %	79.0 %	79.7 %
2010/11	54.1 %	53.7 %	83.5 %	84.0 %	80.3 %	81.0 %
2011/12	56.9 %	56.4 %	84.1 %	84.6 %	81.2 %	81.8 %
2012/13	59.6%	59.4%	85.9%	86.3%	83.1%	83.6%

15

MINISTRY OF EDUCATION
ESTIMATES NOTE
ABORIGINAL EDUCATION FUNDING 2014

GENERAL ISSUE:

The Province provides Aboriginal education funding and reciprocal tuition.

FACTS AND FIGURES:

- **For 2013/14, B.C. is investing \$64.2 million—\$1,160 per student who self-identifies Aboriginal ancestry—into Aboriginal education.**
- **These targeted funds are used to support Aboriginal language and culture programs, Aboriginal support service programs, and other locally developed Aboriginal education programs.**
- **B.C. has also recognized the power of First Nations participating in jurisdiction to make laws regarding education on their own lands.**
 - **A total of 63 First Nations have submitted Letters of Intent to become Interested First Nations.**
 - **Of those, 14, preparing to exercise educational jurisdiction, have engaged in funding discussions with Canada, all assisted by the First Nations Education Steering Committee (FNESC).**
- **In advance of education jurisdiction, the Province agreed to provide reciprocal tuition for school-aged students who, while the funding responsibility of B.C., choose to attend band-operated schools.**
 - **B.C. paid almost \$3 million (2008/09), around \$4 million (2009/10), over \$5.5 million (2010/11), \$6.5 million (2011/12), over \$8 million (2012/13), and almost \$10 million (2013/14).**
- **Likewise, to continue to make progress while the implementation of jurisdiction awaits funding agreements between Canada and Interested First Nations, BC has helped Canada and FNESC reach the Tripartite Education Framework Agreement (TEFA).**
 - **Through TEFA implementation committees, the parties are working to build capacity in the First Nations school system. For example, the Ministry is exploring how to issue all on-reserve students Personal Education Numbers, and how to grant them access to provincial exams.**

MINISTRY OF EDUCATION
ESTIMATES NOTE
ABORIGINAL EDUCATION FUNDING 2014

BACKGROUND:

- In 2006, Canada recognized B.C. First Nations' power to make laws regarding education on their own lands, including certificating teachers and schools, granting credentials, developing curriculum, and establishing education standards.
- In 2007, B.C. enacted the *First Nations Education Act* to formalize its commitment to recognize that a Participating First Nation may enact First Nation laws with respect to education provided by that First Nation on First Nation land.
- The Province and Interested First Nations agreed to work on the following:
 - consulting on changes to education policy, legislation, and standards that affect First Nations education;
 - supporting First Nations in negotiating with the federal government funding levels equitable when comparing First Nations schools and public schools;
 - reciprocal tuition agreements;
 - equivalent standards between First Nations schools and public schools, and recognition of the certification of First Nations schools by the First Nations Schools Association (FNSEA) or another authority;
 - teacher certification in band schools by the First Nation Education Authority;
 - sharing information between band-operated and public schools; and
 - developing curriculum, such as the English First Peoples courses.
- First Nations will need time to establish education authorities, reach funding agreements with Canada, and develop capacity to draw down their jurisdiction.
- To address the tuition inequity immediately, FNEESC asked B.C. to pay full tuition for provincial students attending on-reserve band schools as of September 30, 2008. The Province needed to amend the Independent School Regulation and develop a Reciprocal Tuition Agreement for use with an authority operating a band school.
- TEFA, signed January 27, 2012, restated B.C.'s 2006 commitments, including supporting the transfer of students at similar levels of achievement and creating with FNEESC a process to issue the Dogwood to students who have attained outcomes comparable to B.C.'s graduation requirements.
 - At the same time, this agreement formalized the Ministry's practice of consulting with FNEESC, in lieu of a First Nations Education Authority; we are now obligated to work collaboratively, to share expertise, and to provide, where possible, free access to provincial learning resources.

MINISTRY OF EDUCATION
ESTIMATES NOTE
ABORIGINAL EDUCATION FUNDING 2014

(Here's an example: the Ministry has collaborated with FNEESC/FNSA to extend to band-operated schools the standing offer pricing negotiated to save school districts money when buying school buses.)

- The Ministry must also consult FNEESC concerning changes to provincial education legislation, policy, and standards, and that includes tweaks to the funding formula because federal government funding has been structured to mirror what the Ministry provides this province's smaller school districts.
- The Ministry and Aboriginal Affairs and Northern Development Canada (AANDC) have a cost-sharing agreement to support FNEESC operations. The Ministry's annual contribution, once \$230,000, was reduced in 2009/10; last year, it was \$115,000.

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GENERAL ISSUE:

The Representative for Children and Youth has documented that the achievement of children in government care should be comparable to other children in the community.

FACTS AND FIGURES:

- **Children in government care are the responsibility of the Ministry of Children and Family Development (MCFD). The Ministry of Education supports the work of MCFD.**
- **The MCFD or a Delegated Aboriginal Authority (DAA) is responsible for assigning a social worker to each child in government care, who is to act as a prudent parent (or legal guardian).**
- **There are about 8,200 children and youth in government care, with about 4,400 (54%) authorized through a Continuing Custody Order (CCO) and about 1,300 through a Temporary Custody Order (TCO).**
- **There are approximately 4,000 school-aged CCO children enrolled in B.C. schools, about 0.6 percent of all students. Of these, about:**
 - **40% (1,600) are between the ages of 15 and 18;**
 - **70% (2,800) are 10 years of age or older;**
 - **50 percent (2,000) are identified with special needs; and**
 - **over 60% (2,400) are Aboriginal.**
- **Day-to-day arrangements for CCO children are most often through a foster parent arrangement, facilitated by MCFD or a DAA.**

BACKGROUND:

- **In 2007 the Representative for Children and Youth (RCY) recommended that MCFD report on the educational achievement of children in continuing government care.**
- **In 2008, Ministry and MCFD jointly developed guidelines for educational planning to establish consistent expectations for supporting children in government care.**

MINISTRY OF EDUCATION
ESTIMATES NOTE
CHILDREN IN CARE 2014

- In 2009, the RCY and the Provincial Health Officer recommended “every school in B.C. assign a single staff person to oversee education planning, monitoring and attainment of the children in continuing government care that attend their school.”
- In March 2013 the RCY reiterated the need for MCFD to continue to work in collaboration with the Ministry to promote and support educational achievement of children in continuing government care ensuring they achieve educational outcomes comparable to other children in the community. For each school-age child in continuing government care, their social worker is expected to:
 - Understand the educational progress of the child;
 - Review report cards, attend parent-teacher meetings, and have ongoing discussions with the child about school;
 - Document for each school year, the child’s school, grade, principal and teacher and their contact information, along with all report cards; and
 - For each child with special needs to be involved in developing the Individual Education Plan and retain a copy in the child’s file.
- The superintendents of achievement (SOAs) monitor the implementation of the RCY recommendations by requiring that districts report annually on their processes and efforts to support children in continuing government care. Current status:
 - The Ministry and MCFD annually provide school districts with a list of all children in continuing government care;
 - All school districts supplement the list by identifying changes and students in other levels of government care;
 - Every school district has a school-based educator with responsibility to monitor and mentor children in government care;
 - Student achievement data is tracked to each student in continuing government care at the school level;
 - SOAs are monitoring school district implementation and compliance on an annual basis through visits and annual updates included in the Superintendent Reports on Student Achievement; and
 - An information sharing agreement between the Ministry and MCFD to facilitate school district support of children in continuing government care is currently being updated.

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MINISTRY OF EDUCATION
ESTIMATES NOTE
CURRICULUM 2014

GENERAL ISSUE:

Curriculum redesign, review and feedback continues for grades Kindergarten to Grade 9; redesign for Grades 10 – 12 curriculum is about to begin.

FACTS AND FIGURES:

- **The Ministry of Education and stakeholders throughout the province are continuing to help transform education in B.C. to better meet the needs of all learners.**
- **The Province needs a flexible but balanced curriculum that maintains strong foundational skills while emphasizing important concepts and competencies.**
- **Redesigned draft curricula for Kindergarten to Grade 9 are available for a number of subjects; remaining subjects will be completed soon.**

BACKGROUND:

- For the last several years, the Ministry of Education and stakeholders throughout the province have been engaged in consultations to help transform education in BC to better meet the needs of all learners.
- The following guiding principles for the redesign of provincial curricula emerged:
 - Making curriculum more flexible to better enable innovation and more personalized learning.
 - Ensure a solid focus on essential learning.
 - Focusing new curricula on higher order learning, giving emphasis to the key concepts and enduring understandings (big ideas) that students need to succeed in their education and their lives.
 - Making explicit the core competencies that support life-long learning.
 - Respecting the inherent logic and unique nature of the disciplines while supporting efforts to develop cross-curricular units.
 - Integrating Aboriginal worldviews and knowledge.
 - Developing assessment and evaluation programs that align with the changed emphases in curriculum.

MINISTRY OF EDUCATION

ESTIMATES NOTE

CURRICULUM 2014

- In February/March 2013, curriculum development teams of educators were formed via the British Columbia Teachers' Federation (BCTF), the Federation of Independent School Associations (FISA), and the First Nations Schools Association (FNSA).
- In April 2013, curriculum development for Kindergarten to Grade 9 began in nine subject areas.
- Draft curricula for Science, Social Studies, English Language Arts, Mathematics, and Arts Education were posted online for review beginning in October 2013; remaining subjects are in progress and will be posted online beginning April 2014.
- Reviews of the drafts, classroom trials, and refinement will occur in the 2014/15 school year.
- Central to the curriculum transformation, development of the thinking, communications and social/personal competencies is also underway in 12 school districts. Draft competency work developed to date will be posted online in April 2014.
- Grade 10 through 12 curriculum development will begin with the creation of a prototype in the 2014/15 school year; Grade 10 to 12 curriculum development is dependent on the outcome of graduation consultations.
- Total budget for the curriculum redesign this fiscal year is approximately \$500,000.
- Total Ministry FTEs working on the redesign is 8.5.

Appendices:

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GENERAL ISSUE:

The Ministry's approach to Distributed Learning.

FACTS AND FIGURES:

- **In 2013-14, 47 Boards of Education are operating 56 public Distributed Learning. There are an additional 17 independent Distributed Learning schools.**
- **In 2013-14, Distributed Learning enrolment is expected to be near 80,000 students, up from 33,000 in 2006-07.**
 - **77,913 distinct people took 164,136 individual courses, primarily Grade 10-12 courses. 83% of these courses are provided by the public system, 17% are provided by the independent system.**
 - **Independent DL school enrolment for K-9 students exceeds that of public DL schools**
 - **Public DL schools account for 61.27% of all FTE enrolments. Independent DL schools account for 38.73% of all FTE enrolments.**
- **Bill 36, the *School Amendment Act, 2012* came into full effect through an Order in Council in February 2013.**
 - **This bill enables all learners, Kindergarten through Grade 12, to enrol in neighbourhood schools and Distributed Learning schools concurrently.**
 - **The Ministry staged implementation for students in Grades 8 through 12, and will continue consulting internally and externally to establish a plan for all students.**
- **Boards and Authorities may provide supplemental services to students through the use of third party providers. This amount has been capped by the Ministry at \$600/year with the following exceptions:**
 - **Certain special needs students, to achieve the goals of their Individual Education Plans;**
 - **Career technical centre program courses;**
 - **Post-secondary transition program courses and;**

MINISTRY OF EDUCATION
ESTIMATES NOTE
DISTRIBUTED LEARNING 2014

— A portion of Internet access costs if required to participate in a DL program or course.

- As part of the Ministry’s review of the funding formula, per-pupil allocations for DL schools are under review.
- School administrators of public DL schools have formed a professional association to work collaboratively with the Ministry to co-ordinate and promote the interests of Public Distributed Learning in the province of British Columbia.

JOB ACTION:

- Minimal impact for the DL schools that operate year-round; potential sizeable growth of Independent DL schools.

BACKGROUND:

- The Distributed Learning (DL) strategy, initiated in 2006, is a partnership between:
 - Ministry of Education (funding, governance, quality measures);
 - SD 73 Business Company (LearnNowBC Course Finder, tutoring, etc.); and
 - Boards of Education (instructional program delivery).
- Based on published information available, British Columbia has the highest participation rate in North America.
- Growth in DL has attracted BC Teachers’ Federation attention to workload issues.
- Funding for cross-enrolled Grade 8 and 9 students has been set at \$400 per course.
- Ministry is working on processes and policies to implement new distributed learning choice legislation for students in Grades K-7.

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**MINISTRY OF EDUCATION
ESTIMATES NOTE
DIVERSITY 2014**

GENERAL ISSUE:

Educators are increasingly aware of how the characteristics of race, culture and ethnicity; sex and gender; sexual orientation; and physical and mental ability – characteristics that are fundamental to the identity of an individual – impact the access to and outcomes of education.

Addressing the needs of an increasingly diverse student population presents an ongoing challenge.

FACTS AND FIGURES:

- **Government is firmly committed to recognizing and honouring the diversity of all British Columbians.**
- **Diversity among people is one of the most prominent features of B.C.'s society. This diversity is mirrored in our student population and in the complexity of the teaching and learning environments of our classrooms.**
- **Over the years, B.C. has made an increasing commitment to a school system with teaching and operational practices that honour the diversity of our student population.**
- **People of diverse talents and abilities from all parts of the globe contribute to the social, cultural, and linguistic fabric of our province.**
 - **Boards of education, school district administrators and other school leaders have a unique responsibility and challenging duty to address increasing student diversity in both the educational and operational aspects of schooling.**
 - **Education leaders must continually strive to create and maintain learning and working environments that are responsive to the diverse communities they serve.**
 - **In order to carry out this responsibility, it is important that boards of education determine how comprehensively the diverse needs of students are being addressed. Areas that require improvement can then be identified and plans made for changes to educational or operational policies and practices.**

MINISTRY OF EDUCATION
ESTIMATES NOTE
DIVERSITY 2014

- **Over the last decade, overall student enrolment in the province has decreased; however, diversity among learners and the percentage of students with complex learning needs has increased.** (classroom complexity)
- ***BC's Education Plan* is based on a simple principle: *a personalized learning experience for every student* so that every learner will realize their full potential and contribute to the well-being of our province.**
- **B.C.'s school system is moving towards delivery of supports and services *for all students* that addresses a continuum of student learning *needs*, reflects innovative and well-established research-based *practice*, and reshapes specialist *support* for teachers and students.**
 - ***Personalized learning plans* for every student that describe individualized goals and address diverse student learning *needs*; and *Individual Education Plans (IEPs)* – personalized learning plans for students with special needs that describe individualized goals, adaptations, modifications, and specialized services to be provided.** (supports and services *for all students*)
 - ***Differentiated Instruction and Early Intervention Strategies* – personalized instruction and assessment to support each student's interests and ways of learning – i.e., student-centered learning that's focused on the needs, strengths and aspirations of each individual young person.** (innovative, research-based *practice*)
- **The system is also engaged in developing innovative strategies to support teachers as they adjust to the complexity of today's classroom and strive to meet the needs of all students.** (specialist *support* for teachers and students)
 - **New models for allocating district resources and delivering learning support services for all students.**
 - **Professional development that is relevant and ongoing.**
 - **School and district Resource and Support Specialists to provide support to teachers as they work with students in classrooms.**
 - **English Language Learning (ELL).**
 - **Provincial Resource Programs or PRPs – specialized services for students with special needs provided throughout the province, either on an outreach basis or within a provincial centre to help teachers meet the educational needs of students with *exceptional* needs.**

MINISTRY OF EDUCATION
ESTIMATES NOTE
DIVERSITY 2014

- **From 2007/08 to 2013/14 the ELL student population, as a percentage of of the overall student population, has increased from 10.5% to 11.2%. The Richmond, Surrey and Vancouver school districts have the highest ELL student enrolment.**
- **The overall percentage of students with special needs in the public and independent school systems has remained relatively constant over the past decade (10–11%).**
- **Since 2001, funding for students with special needs has increased more than 60%.**
- **In 2013/14, Government is providing more than \$870 million to support students with special needs.**
- **Additionally this year, Government’s Learning Improvement Fund (LIF) established to help teachers meet complex needs of learners in their classrooms, will provide \$60 million.**
- **In 2013/14, there are 2,865 more Educational Assistant positions than there were in 2003/04 – an increase of 42%.**

BACKGROUND:

Diversity is an overarching concept that relies on a philosophy of equitable participation and an appreciation of the contributions of all. It is a concept that refers both to our uniqueness as individuals and to our sense of belonging or identification within a group or groups.

Diversity refers to the ways in which we differ from each other. Some of these differences may be visible (e.g., race, ethnicity, gender, age, ability), while others are less visible (e.g., culture, ancestry, language, religious beliefs, sexual orientation, socioeconomic background).

Honouring diversity is based on the principle that if these differences are acknowledged and utilized in a positive way, it is of benefit to the quality of our learning and working environments.

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MINISTRY OF EDUCATION
ESTIMATES NOTE
EARLY YEARS PARTNERSHIPS 2014

GENERAL ISSUE:

Several provincial organizations, in addition to the Ministry of Education, share an interest in supporting the emotional, social, cognitive, physical, and language development of children in their early years.

FACTS AND FIGURES:

- **The early years, from birth to age 8, set the foundation for lifelong learning. Offering our children a wide range of experiences in the early years can help achieve Government's commitment to make B.C. the best-educated, most literate jurisdiction on the continent.**
- **The Ministry of Education, responsible for B.C.'s K-12 education system, has introduced some very successful early learning initiatives.**
 - ***Full day kindergarten*, available now for all five-year-olds in B.C.; is helping improve reading and numeracy, smoother transitions to Grade 1, and increased post-secondary graduation rates.**
 - ***StrongStart BC* school-based early learning services for adults and their children, aged birth to five, at no cost to families; parents/caregivers learn ways to support their children's development and support learning at home, as well as make valuable connections with other parents in their community. In 2012/13, over 34,200 children (0-5 years) attended a StrongStart BC program province-wide, and there were over 669,000 visits to StrongStart BC programs during the school year.**
 - ***Ready, Set, Learn* for families and their three-year-olds; provides play-based learning activities and information about programs and services offered by the local school district and/or school and community.**
- **The *Human Early Learning Partnership* (HELP) at the University of British Columbia is a research consortium of six major B.C. universities: UBC, UVic, SFU, UNBC, TRU, and UBCO.**
 - **Are making a unique international research contribution to understanding the biological, psychological, and societal factors influencing children's health and development.**

MINISTRY OF EDUCATION
ESTIMATES NOTE
EARLY YEARS PARTNERSHIPS 2014

- ***Early Childhood Educators of BC (ECEBC)*** is the professional association for early childhood educators in B.C.
 - **Liaises with other early childhood associations; develops Early Childhood Education (ECE) training programs; promotes professional development and high standards of practice; advocates for ECE practitioners, young children, and families.**

- ***BC Association of Family Resource Programs (FRP-BC)*** is a not-for-profit provincial organization dedicated to raising the awareness of the importance of community-based Family Resource Programs.
 - **Offers parent/child interactive drop-in programs for families with children 0-6; parents attend with their children; the drop-in is free or low cost, and five core areas of service are offered.**

- ***BC Healthy Child Development Alliance (BCHCDA)*** is a coalition of health, social, education, research and community organizations that share an interest in supporting the healthy development of children in B.C.
 - **Grew out of the 2004 Healthy Child BC Forum in part from the identification of healthy child development as a core public health function.**
 - **Provides leadership and support for development & implementation of policies and strategies essential to ensuring healthy child development.**

- ***BC Aboriginal Child Care Society (BCACCS)*** is an organization committed to nurturing excellence through research, community outreach, education and advocacy.
 - **Goal is to ensure every Aboriginal child in B.C. has access to spiritually enriching, culturally relevant, high quality early childhood development services.**

BACKGROUND:

There is a strong correlation between early childhood experiences, adult health status and social well-being, including intellectual development and lifelong learning. Early learning takes place in multiple settings: homes, preschools, child care environments, early learning centres, and other community settings. Children's early learning is supported by parents, family members, the broader community, early childhood educators, and multiple other service providers.

MINISTRY OF EDUCATION
ESTIMATES NOTE
EARLY YEARS PARTNERSHIPS 2014

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MINISTRY OF EDUCATION
ESTIMATES NOTE
EDUCATION GUARANTEE 2014

GENERAL ISSUE:

Update on Education Guarantee, tuition-free courses for previously graduated adults.

FACTS AND FIGURES:

- **The Education Guarantee is funded through a Special Purpose Grant. In 2013/2014, program costs were \$15.9 million, exceeding budget allocation by over \$8 million.**
- **Two mitigation strategies introduced in 2012 will reduce budget pressure, but not completely:**
 - **Reduction in number of eligible courses**
 - **Funding divided between enrolment and completion**
 - **Projected cost for 14/15 is \$10.2 million, or \$2.7 million over allocation**

s.12, s.13

- **For all schools, 50% of course funding for previously graduated adults is based on eligible enrolments reported through regular 1701 data collection, and the other 50% of course funding is based on course completions reported through student achievement data collection (SADE).**
- **Definition for completion and determinations of evidence were created in collaboration with both relevant associations - BC Distributed Learning Administrators' Association and BC School District CE Directors' Association.**
- **A review committee reviews the course list on a regular basis. Due to funding pressures, no adjustments have occurred since 2012.**

MINISTRY OF EDUCATION
ESTIMATES NOTE
EDUCATION GUARANTEE 2014

JOB ACTION IMPLICATIONS:

- None specific to this issue

BACKGROUND:

- The Education Guarantee (EG) was introduced as a Throne Speech commitment in 2007 to allow tuition-free course options to graduated adults. Until this time, only adults who had not completed secondary school were provided with tuition-free courses leading to graduation.
- Tuition-free courses for graduated adults is not a *School Act* entitlement.
- Exceeding expenditures of the EG budget forced the Ministry to look at options to reduce the costs to the special purposes grant. Originally, DL students could take any courses that the Ministry of Education offered, tuition-free, but this policy was widely abused after a few years. CE students always had a set list of academic courses that were allowed for graduated adults.
- To contain costs and ensure that the Ministry was only funding those adults who were taking courses needed for upgrading purposes, the policy of funding 50% based on enrolments and 50% based on submission of final marks via SADE (“the 50/50 policy”) was implemented in May, 2013. The Ministry will accept as “complete” a final mark based on a minimum of 65% of total course work attempted.
- The impact of changes for the 2013/2014 school year is projected to be about \$3 million, for a total cost of over \$13 million.
- EG supports the BC Jobs Plan by allowing graduated adults to acquire needed numeracy and literacy skills, particularly for refugees and immigrants.
- Open School content is also available for free to support informal learning and to permit Challenge credits.
- Boards of Education are able to charge full tuition fees for courses not covered under the revised list of fundable courses (under the Education Guarantee).

Appendices: List of eligible courses, attached

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MINISTRY OF EDUCATION
ESTIMATES NOTE
EDUCATION GUARANTEE 2014

APPENDIX 1

Courses Funded Under the Education Guarantee - June 2012

Literacy Foundation Courses	Academic Upgrading Courses
<ul style="list-style-type: none"> • English Level 1/2: Companion-Reading • LF English Level 1/2: Companion-Speaking & Listening • English Level 1: Core • English Level 2: Core • English Level 3/4: Companion -Reading • English Level 3/4: Companion -Writing • English Level 3: Core • English Level 4: Core • English Level 5/6/7: Companion -Writing • English Level 5: Core • English Level 6: Core • English Level 7: Core • Information & Communications Technology • Math Level 1 • Math Level 2 • Math Level 3 • Math Level 4 • Math Level 5 • Math Level 6: Apprenticeship & Workplace • Math Level 6: Math Foundations • Math Level 7: Apprenticeship & Workplace • Math Level 7: Math Foundations • Science: Biology • Science: Chemistry • Science: Physics • Social Studies 	<p>Language Arts</p> <ul style="list-style-type: none"> • First Peoples English 12 • Communications 11 • Communications 12 • English 11 • Français langue première 11 • English 12 • Français langue première 12 <p>Math 11</p> <ul style="list-style-type: none"> • Apprenticeship and Workplace Math 11 • Mathématiques pour les métiers et le milieu de travail 11 • Foundations of Math 11 • Fondements mathématiques 11 • Pre-Calculus 11 • Pré calcul 11 <p>Math 12</p> <ul style="list-style-type: none"> • Apprenticeship and Workplace Math 12 • Mathématiques pour les métiers et le milieu de travail 12 • Foundations of Math 12 • Fondements mathématiques 12 • Pre-Calculus 12 • Pré calcul 12 • Calculus 12 • Calcul différentiel et intégral 12

MINISTRY OF EDUCATION
ESTIMATES NOTE
EDUCATION GUARANTEE 2014

Literacy Foundation Courses	Academic Upgrading Courses
	<p data-bbox="829 348 946 373">Sciences</p> <ul data-bbox="829 432 1040 968" style="list-style-type: none"><li data-bbox="829 432 1003 457">• Biology 11<li data-bbox="829 478 1015 504">• Biologie 11<li data-bbox="829 525 1010 550">• Biology 12<li data-bbox="829 571 1021 596">• Biologie 12<li data-bbox="829 617 1040 642">• Chemistry 11<li data-bbox="829 663 1003 688">• Chimie 11<li data-bbox="829 709 1045 735">• Chemistry 12<li data-bbox="829 756 1003 781">• Chimie 12<li data-bbox="829 802 1008 827">• Physics 11<li data-bbox="829 848 1024 873">• Physique 11<li data-bbox="829 894 1010 919">• Physics 12<li data-bbox="829 940 1027 966">• Physique 12

MINISTRY OF EDUCATION
ESTIMATES NOTE
ENGLISH OR FRENCH LANGUAGE LEARNING 2014

I. ISSUE:

The Ministry provides supplemental funding to Boards of Education for English Language Learning (ELL) services and Apprentissage de la langue anglaise (ALA) services in the Conseil scolaire francophone .

II. FACTS AND FIGURES:

- **English Language Learning (ELL/ALA) supplemental funding is \$1,340 per full-time equivalent (FTE) student.**
- **In 2013/14, the Ministry of Education is providing approximately \$79 million for ELL services.**
- **ELL enrolment has increased 3.7 % over the last 7 years, from 56,861.5 FTE students in 2007/08 to 58,979 FTE students in 2012/13.**
 - **Of the 2013/14 ELL enrolment, the CSF will receive funding for 1,669 FTE students for either ELL or Apprentissage de la langue anglaise (ALA) programs and services.**
- **From 2007/08 to 2013/14, the ELL population as a percentage of the overall student population increased from 10.5 to 10.8 %.**
- **Students registered with the Ministry as ELL outperform non-ELL students on school completion.**

III. BACKGROUND:

- **In November, 2011, the Minister agreed to a name change for this program area from English as a Second Language (ESL)/Francisation-Langue Seconde (FSL) to English Language Learning (ELL)/Apprentissage de la langue anglaise (ALA) to focus on the activity of the students (English or French language learning) instead of a term (i.e., ESL) that students report feels like a label.**
- **This government is committed to improving achievement for all students, including students whose first language is not English (or not French for students enrolled in the CSF).**
- **ELL funding is not targeted and some districts report under spending their ELL funding. Others overspend the amount they receive for ELL.**

MINISTRY OF EDUCATION

ESTIMATES NOTE

ENGLISH OR FRENCH LANGUAGE LEARNING 2014

- Students may be funded for up to 5 years in ELL. In May 2007, the Deputy Minister consulted the Education Advisory Council (EAC) about a possible change in the five-year period for districts to access ELL funding. EAC examined the issue thoroughly and did not recommend a change.
- School districts report Aboriginal students in the ELL category for funding, based on English dialectical differences (English as a Second Dialect). In 2012/13, districts reported 7,002 FTE Aboriginal students in ELL. This policy is under review.
- Since 2007, the Settlement Workers in Schools (SWIS) program has provided Boards of Education approximately \$9 million annually in federal funding for school-based settlement services. In April 2012, the federal government announced it would be resuming responsibility for the delivery of settlement services in British Columbia. As of April 1, 2014, the Province will no longer receive federal funding for settlement services, and these services instead will be provided by contracted services through the Federal Government. Boards have been encouraged to submit proposals through a Federal Government RFP process. To date, successful applicants have not been announced.

Provincial K to 12 ELL Enrolment and Funding Allocations: 2007/08 to 2013/14

Year	Provincial ELL Enrolment (FTEs)	% of Overall Student Population	ELL Funding Allocated
2007/08	56,861.5	10.5	\$66,755,401
2008/09	57,658.0	10.7	\$67,690,492
2009/10	57,796.5	10.8	\$67,853,091
2010/11 *	57,836.5	10.8	\$77,500,910
2011/12	59,164.0	11.0	\$79,279,760
2012/13	59,048.0	11.2	\$79,124,320
2013/14	58,979.0	11.2	\$79,031,860

* per FTE amount increased from \$1,174 to \$1,340

- Approximately 1.0 ministry FTE supports ELL.

MINISTRY OF EDUCATION
ESTIMATES NOTE
ENGLISH OR FRENCH LANGUAGE LEARNING 2014

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GENERAL ISSUE:

B.C.'s Foundation Skills Assessment (FSA) is a key system achievement indicator and provincial examinations ensure that graduating students have solid foundation skills.

FACTS AND FIGURES:

FSA:

- **FSA is an annual province-wide assessment in reading, writing, and numeracy, involving approximately 90,000 students in Grades 4 and 7.**
- **FSA is the earliest provincial indicator of student performance prior to Grade 10.**
- **For 2012/13, 71% of Grade 4 students and 66% of Grade 7 students met or exceeded expectations in reading.**
- **Performance rates are affected by participation in the assessment. All students in Grades 4 and 7 are expected to participate in the assessment; however, participation levels are hovering around 85%.**
- **There is a strong relationship between FSA scores and eventual school completion. Students meeting expectations in Grade 4 reading see a Six-Year Dogwood Completion Rate of over 90% and those students exceeding expectations see a completion rate of 99-100%.**
- **The Ministry's annual budget for the FSA is \$1.7 million (representing the work in the Learning Division and Services and Technology Division).**

Provincial Examinations:

- **Provincial examinations certify students for graduation; they allow students to demonstrate they have met provincial graduation requirements.**
- **In Grades 10, 11 and 12, there are 13 courses that have required provincial exams. Students must write five exams for graduation.**
- **Provincial exams at Grades 10, 11, and 12 help ensure all students have a firm foundation in language arts, math, science, and social studies.**

MINISTRY OF EDUCATION
ESTIMATES NOTE
ASSESSMENT – FSA AND EXAMS 2014

- **Exam marks are joined with classroom marks to create a final grade for the course. Grade 10 and 11 exams count for 20% of a student’s final mark and Grade 12 language arts exams are worth 40% of the final mark.**
- **Most students are passing the courses and earning the credits they need to graduate (See Appendix B for examples of the provincial average differences in classroom vs. exam results).**
- **There are six exam sessions annually. Four sessions are delivered online only; January and June have both paper and online versions for some examinations.**
- **The annual budget for Provincial Examinations is \$3 million (representing the work in the Learning Division and Services and Technology Division).**

BACKGROUND:

FSA:

- Standardized tests managed by the Ministry provide benchmarks and assurance that students are meeting provincial standards.
- FSA is a legislated activity set out in the Student Learning Assessment Order under the authority of the *School Act*.
- The British Columbia Teachers’ Federation (BCTF) has opposed FSA since the assessment began in 1998/99 and opposition has intensified since the publication of the Fraser Institute’s school rankings.
- The BCTF has called for either a random sample, or the outright cancellation of the program, removing the education system’s only standardized and reliable source of information about the performance of individual elementary school students:
 - schools, districts and the Ministry would have less information about which students and groups of students need support;
 - no information would be available about Aboriginal students, students with special needs or other vulnerable students, and the Ministry would be unable to support districts through research about the patterns of student difficulty and success; and
 - if eliminated, parents and citizens would be left with no system-wide information about how well students are performing prior to Grade 10.
- FSA is based on the B.C. curriculum and is designed, developed, reviewed, and marked by B.C. teachers, according to provincial standards.

MINISTRY OF EDUCATION
ESTIMATES NOTE
ASSESSMENT – FSA AND EXAMS 2014

- Student achievement results over the last four years have remained relatively consistent. Please see Appendix A: Provincial FSA Results 2009/10-2012/13.
- An Advisory Group on Provincial Assessment (AGPA), made up of key education stakeholders, met to discuss the future of provincial assessment in BC and provide advice to the Minister. The report from AGPA was submitted May 2014. The Ministry will use the recommendations of this report in its redesign of provincial assessments.

Provincial Examinations:

- The purpose of the required provincial examinations is to certify students for graduation. Provincial scholarship eligibility is also based on results from these exams.
- To earn credit in specific courses, students must take five course-based provincial examinations:
 - Language Arts 10
 - Science 10
 - Mathematics 10
 - Social Studies 11/12
 - Language Arts 12
- Provincial exams are based on the B.C. curriculum and are designed, developed, reviewed, and marked by B.C. teachers, according to provincial standards.
- The Ministry began implementing online electronic exams in 2004. Electronic exams: reduce costs; reduce environmental impacts; increase administrative flexibility and turnaround time; allow for more sessions; increase access for Yukon, off-shore and out-of-country students; and improve flow of information.
- School districts arrange local marking of the written portions of Grade 10 language arts and Grade 11 social studies exams. Written sections of Grade 12 language arts exams are centrally marked by B.C. teachers during Ministry managed marking sessions.

Appendices: FSA and Exams

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MINISTRY OF EDUCATION
ESTIMATES NOTE
ASSESSMENT – FSA AND EXAMS 2014

Appendix A: Provincial FSA Results – 2009/10-2012/13

Reading Results (Percent Meeting or Exceeding Expectations)

Grade 4				Grade 7			
2009/10	2010/11	2011/12	2012/13	2009/10	2010/11	2011/12	2012/13
67%	69%	70%	71%	65%	66%	64%	66%

Writing Results (Percent Meeting or Exceeding Expectations)

Grade 4				Grade 7			
2009/10	2010/11	2011/12	2012/13	2009/10	2010/11	2011/12	2012/13
69%	73%	72%	73%	68%	72%	71%	72%

Numeracy Results (Percent Meeting or Exceeding Expectations)

Grade 4				Grade 7			
2009/10	2010/11	2011/12	2012/13	2009/10	2010/11	2011/12	2012/13
64%	67%	68%	68%	62%	62%	60%	63%

Appendix B: Classroom, Exam and Course Results for Select Examinations (2012/13 Provincial Averages)

Course	Classroom Pass Rate	Exam Pass Rate	Final Course Pass Rate
ENGLISH 10	96	93	96
ENGLISH 10: FIRST PEOPLES	93	80	92
FRANÇAIS LANGUE PREMIÈRE 10	99	95	99
MATHEMATICS 10, FOUNDATIONS OF AND PRE-CALCULUS	94	83	93
MATHEMATICS 10, APPRENTISHIP AND WORKPLACE	93	71	91
SCIENCE 10	96	92	96
SOCIAL STUDIES 11	97	94	97
CIVICS STUDIES 11	97	92	98
BC FIRST NATIONS STUDIES 12	95	90	96
ENGLISH 12	98	92	98
ENGLISH 12: FIRST PEOPLES	97	74	95
COMMUNICATIONS 12	96	90	98
FRANÇAIS LANGUE PREMIÈRE 12	99	98	99

MINISTRY OF EDUCATION
ESTIMATES NOTE
GRADUATION 2014

GENERAL ISSUE:

The Ministry is reviewing graduation requirements and the graduation program to better meet the needs of all students in preparing them for the 21st century.

FACTS AND FIGURES:

- **Graduation requirements were last changed in 2004.**
- **As part of personalized learning transformation, the Ministry initiated an extensive consultation process with citizens and educators to collect perspectives for changing graduation requirements and the graduation program. Over 3,000 individuals participated in the consultations.**
- **Participants and partners—including associations representing BC post-secondary institutions—support significant change, provided the change is well supported with appropriate strategies, including phased implementation.**
- **In January 2014, Government appointed a new Superintendent of Graduation and Student Transitions to, among other things, provide advice into and lead the development of new graduation requirements and a new graduation program. The new Superintendent, Jan Unwin, was previously a member of the advisory group.**
- **Work is currently underway on following aspects of Graduation Program that will require co-construction with stakeholders:**
 - **Provincial assessment, informed by AGPA (Advisory Group on Provincial Assessment) and graduation consultation**
 - **Curriculum prototype**
 - **Graduation requirements**

JOB ACTION IMPACT:

- **Significant, as teachers are essential participants in co-construction activities. Consultation activities scheduled for September may be delayed.**

MINISTRY OF EDUCATION
ESTIMATES NOTE
GRADUATION 2014

BACKGROUND:

- The Ministry established an advisory group of experienced educators to seek regional input into, and make recommendations for, the development of new graduation requirements.
- Advisory group members represent each of the six British Columbia School Superintendents Association (BCSSA) regional chapters, and span many roles within the education system.
- Education partner groups were involved in planning the consultation process, and were also invited to make their own submissions to the Ministry. The BC Teachers' Federation and the First Nations Education Steering Committee provided submissions.
- Advisory group members hosted consultation sessions in their region between September and November 2012.
- Summary results for each of the six regional consultations have been posted to the Ministry website, along with partner group submissions and ideas consolidated from various other consultation sessions held by the Ministry.
- Ministry personnel are now discussing the possible directions for new graduation requirements and a new graduation program with BC educators, the Ministry of Advanced Education, representatives of BC post-secondary institutions, and other partner groups, with a view to developing recommendations for Government consideration in the near future.

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MINISTRY OF EDUCATION
ESTIMATES NOTE
NATIONAL AND INTERNATIONAL ASSESSMENTS 2014

GENERAL ISSUE:

National and international assessments help us determine how the British Columbia education system performs in relation to other education systems.

FACTS AND FIGURES:

- **B.C. participates in several national and international assessments which provide useful comparators to other jurisdictions and information about policies and promising practices in other jurisdictions.**
- **B.C. is considered both a high-performing jurisdiction and one with high equity.**
- **Current assessments include:**
 - **The Programme for International Student Assessment – a 65-country assessment of 15 year olds’ abilities in reading, math and science;**
 - **The Progress in International Reading Literacy Study – a 45-country assessment of reading performance at Grade 4; and**
 - **The Pan-Canadian Assessment Program – a national Grade 8 assessment of reading, math and science.**

BACKGROUND:

- Participation in national and international assessments is a legislated activity set out in the Student Learning Assessment Order under the authority of the *School Act*.
- **The Programme for International Student Assessment (PISA)**
 - PISA is a collaborative effort among member countries of the Organisation for Economic Co-operation and Development (OECD).
 - PISA is held every three years. Each assessment tests reading, math and science, while putting a major focus on one.
 - The latest PISA assessment occurred in spring 2012, with a major focus on math. B.C. students performed very well, and B.C. was praised as a jurisdiction that demonstrates both high achievement and equity.
 - In math, only nine jurisdictions statistically outperformed B.C.; 10 jurisdictions performed in the same range as B.C., and 54 jurisdictions performed below B.C.
 - Over time, B.C.’s performance in math decreased between the 2003 and 2006 assessments, but has remained stable since 2006.
 - B.C. students performed especially well in the minor domains of reading and science. In reading, only one jurisdiction statistically outperformed B.C., in science

MINISTRY OF EDUCATION
ESTIMATES NOTE
NATIONAL AND INTERNATIONAL ASSESSMENTS 2014

only two jurisdictions statistically outperformed B.C., and in online problem-solving only three jurisdictions statistically outperformed B.C.

- **The Progress in International Reading Literacy Study (PIRLS)**
 - PIRLS is administered every five years and is carried out by the International Association for the Evaluation of Educational Achievement (IEA).
 - B.C. performed very well in 2006, with no jurisdictions statistically outperforming B.C.
 - In 2011, B.C. students again performed very well, with only four jurisdictions statistically outperforming B.C. The province scored significantly above both the international and the Canadian averages. B.C. was the only province to perform above the Canadian average.
 - B.C. measures provincial performance on Foundation Skills Assessment against PIRLS standards.
- **The Pan-Canadian Assessment Program (PCAP)**
 - PCAP is organized by the Council of Ministers of Education, Canada (CMEC), and held every three years.
 - Each assessment tests reading, math and science, while putting a major focus on one.
 - On the 2010 math assessment, three provinces performed above B.C.; B.C. performed slightly below the Canadian average.
 - The latest PCAP assessment was conducted in the spring of 2013 with science as the major focus. Results will be available in the Summer of 2014.
- The budget for national and international assessments is coordinated through B.C.’s overall participation in CMEC activities. The staffing dedicated to the administration of these assessments is one Full Time Equivalent.
- B.C. does limit involvement in these types of assessments due to the growing burden these tests place on students and schools (e.g., access to computers, time, test fatigue).

Table: Recent Results on National and International Assessments

Assessment	Jurisdictions...		
	above BC	same as BC	below BC
PISA 2012 (15 year olds; Math)	9	10	54
PISA 2009 (15 year olds; Reading)	3	8	62
PISA 2006 (15 year-olds; Science)	1	14	50
PIRLS 2011 (Grade 4; Reading)	4	10	36
PIRLS 2006 (Grade 4; Reading)	0	8	36
PCAP 2010 (Grade 8; Math)	3	3	4
PCAP 2007 (13-year-olds; Reading)	2	2	6

Note: These numbers do not include BC or Canada as a whole.

MINISTRY OF EDUCATION
ESTIMATES NOTE
NATIONAL AND INTERNATIONAL ASSESSMENTS 2014

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MINISTRY OF EDUCATION
ESTIMATES NOTE
PHYSICAL RESTRAINT AND SECLUSION 2014

GENERAL ISSUE:

Inclusion BC released a report in November 2013 entitled *Stop Hurting Kids* about alleged use of physical restraint and seclusion in school settings. In response, the Ministry has undertaken a process of consultation with BC school districts about current policies and practices, and engaged representatives of Inclusion BC, the Family Support Institute, the BC Confederation of Parent Advisory Councils (BCCPAC), the BC School Trustees Association (BCSTA) and the BC Council of Administrators of Special Education (BC CASE) in the Ministry's development of provincial guidelines.

FACTS AND FIGURES:

- **The safety and wellbeing of all children is a priority of the Ministry of Education and Boards of Education and Independent School Authorities throughout British Columbia's public and independent school systems.**
- **Many school districts have local policies and procedures in place based on the Council for Exceptional Children's (CEC's) guidelines for the use of physical restraint and seclusion in school settings.**
- **The Ministry has consulted BC school districts about current policies and practices, and met (February 11 2014) with representatives of Inclusion BC, the Family Support Institute, BCCPAC, BCSTA and BC CASE to discuss the use of physical restraint and seclusion in school settings and inform the Ministry's development of provincial guidelines.**
- **Development of the provincial guidelines document is near completion. A final draft is currently being reviewed by representatives of Inclusion BC, the Family Support Institute, BCCPAC, BCSTA and BC CASE. It is anticipated that the guidelines will be distributed to the school system before the end of the current school year (2013/14).**

BACKGROUND:

- Student access to an effective educational program is a basic right of each student in British Columbia's K-12 education system. Positive and 'least restrictive' approaches to student supports, especially as these pertain to the use of physical restraint and seclusion, are considered best practice. Respect for student rights, maintaining student dignity and the safety of all involved is paramount.
- Learning environment design has a direct impact on teacher-student and student-student interaction and, consequently, on student learning and achievement. The overarching goal of learning environment design is the creative use of space to facilitate and support positive student learning experiences rather than punitive, disciplinary ones.

MINISTRY OF EDUCATION
ESTIMATES NOTE
PHYSICAL RESTRAINT AND SECLUSION 2014

- Every effort should be made to structure learning environments, and to provide learning supports that make physical restraint and seclusion unnecessary.
- It is expected that school personnel implement effective supports and interventions to prevent and de-escalate potentially unsafe situations.
- The provincial guidelines currently under development include the following statement:

“Physical restraint or seclusion is used only in exceptional situations where the behaviour of a student, poses imminent danger of serious physical harm to self or others, including school personnel, and where less restrictive interventions have been ineffective in ending imminent danger of serious physical harm”.
- There is no evidence that physical restraint or seclusion is effective in reducing the occurrence of the kind of problematic behaviours that frequently precipitate their use.
- There is evidence that the effective implementation of School-wide Positive Behaviour Intervention Supports (PBIS) is linked to greater academic achievement among students, significantly fewer disciplinary problems, increased constructive instructional time, and to increased perception of safer teaching and learning environments.
- The Ministry’s purpose, in providing guidelines for the use of physical restraint or seclusion in school settings, is to assist boards of education and independent school authorities in creating and maintaining learning environments that are as safe as possible for all children and adults.

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MINISTRY OF EDUCATION
ESTIMATES NOTE
REPORTING AND COMMUNICATING STUDENT LEARNING 2014

GENERAL ISSUE:

As part of B.C.'s transformation efforts, educators and districts from across the province are looking at ways to more effectively communicate about student learning, with a major focus on improvements to report cards.

FACTS AND FIGURES:

Reporting (Communicating Student Learning)

- **Students have a better chance of being successful when they have meaningful information about their performance as compared to expectations.**
- **No changes to legislation are being considered at this time and current legislation and policy are in effect; however, a number of school districts are currently exploring ways to communicate about student learning.**
- **New approaches to reporting may not follow exact policy guidelines. For example, some districts may be moving away from mandated letter grades; however, in all cases where such changes are being made, parents are provided with letter grades if requested in order to comply with policy and legislation.**
- **Changes in Communicating Student Learning (CSL) should not be confused with a “no-fail” approach. The changes that are proposed are based on standards and are informed by best practices in assessment for learning.**
- **Efforts to change reporting practices are aligned with sound assessment practices, for example, feedback on learning progress that is ongoing, specific, and timely and that has the ability to inform both learner and teacher actions.**

MINISTRY OF EDUCATION

ESTIMATES NOTE

REPORTING AND COMMUNICATING STUDENT LEARNING 2014

BACKGROUND:

- To support transformation efforts in this area, an informal network of public and independent school representatives was established in 2013 to share and discuss local practices and to increase understanding of possibilities for improving communicating about student learning (reporting) as well as to help inform provincial directions.
- School districts that are currently re-examining their student reporting approaches include:
 - 36 Surrey
 - 41 Burnaby
 - 42 Maple Ridge-Pitt Meadows
 - 48 Sea to Sky
 - 72 Campbell River
 - 83 North Okanagan-Shuswap
- To date, consultations regarding communicating student learning (reporting) have resulted in the following recommendations:
 - shift from “reporting” to “communicating student learning”;
 - support meaningful communication between teachers, parents and learners;
 - report on core competencies and key areas of learning;
 - focus on learning standards (curricular competencies and content/concepts) in areas of learning (subjects);
 - enable ongoing communication (with provincial guidelines and supports);
 - maintain formal, written summative reports a key times in the year;
 - use clear performance standards-based language; and
 - move toward meaningful descriptions/collections/demonstrations of student learning.
- Input will continue to be sought from all stakeholders to inform future directions in the area of Communicating Student Learning.

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MINISTRY OF EDUCATION
ESTIMATES NOTE
SPECIAL EDUCATION 2014

GENERAL ISSUE:

Government provides considerable support to boards of education and independent school authorities for services for students with special needs.

FACTS AND FIGURES:

- **Boards of education and independent school authorities received \$457.5 million in Level 1, 2, and 3 supplemental funding in 2013/14 (\$403.7 million to public boards; \$53.8 million to independent school authorities), an overall increase of \$20.5 million over 2012/13.**
- **In 2013/14 school year, 28,020 FTEs have been reported by boards of education and independent school authorities for supplemental funding at Level 1, 2, and 3 (24,964 public; 3,056 independent)—an increase of 1,128 FTEs over 2012/13.**
- **In addition, boards of education and independent school authorities reported 33,891 FTEs (public 32,010; 1,881 independent) in special needs categories not funded through Level 1, 2, 3 supplementary funding.**
- **The overall percentage of students with special needs in the public and independent school systems has remained relatively constant over the past decade (10–11%).**
- **As well, the Learning Improvement Fund is providing \$195 million to districts over three years to support students with special needs.**

BACKGROUND:

Funding Levels and Categories

- Supplemental special education funding is not targeted; boards of education and independent school authorities are responsible for resource allocation decisions.
- Since 2002, the funding for high incidence special needs categories (and other funding envelopes for special education services such as assessment/identification and learning assistance) has been included in the per pupil funding allocation.
 - High incidence students with special needs include students with severe learning disabilities, mild intellectual disabilities, students requiring moderate behavior supports and those who are gifted. These students can be readily accommodated in a regular classroom.
- Students with low incidence disabilities generate Ministry funding to school districts and independent school authorities that is in addition to the regular per pupil funding allocation. There are three supplemental funding levels:
 - Level 1 (\$36,600): students who are dependent handicapped or deaf/blind.
 - Level 2 (\$18,300): students with moderate to profound intellectual disability, physical disability/chronic health impairment, visual impairment, are deaf or hard of hearing, or have autism spectrum disorder (ASD).
 - Level 3 (\$9,200): students with intensive behaviour interventions/serious mental illness.

MINISTRY OF EDUCATION
ESTIMATES NOTE
SPECIAL EDUCATION 2014

- A summary of 2013/14 supplemental special needs funding is available in Appendix 1. Key information (public system headcount only):
 - *Autism Spectrum Disorder (ASD)*: ASD FTE has increased by 3.7% (from 6,285 students in 2012/13 to 6,745 in 2013/14).
 - *Physical Disabilities and/or Chronic Health Impairments* [including Fetal Alcohol Spectrum Disorder (FASD)]: FTE has increased by 1.4% (from 7,213 to 7,422).
 - *Moderate Behaviour/Mental Illness*: FTE has decreased by 1% (from 5,740 to 5,523).
 - *Learning Disabilities*: FTE has increased by 0.3% (from 18,312 to 18,372).

Increases in Annual Special Education Funding

- Increases over time in the amount of Level 1, 2, and 3 supplementary funding (see Appendix 2) are the result of a range of policy changes and demographic shifts:
 - Increases in the number of students reported in Levels 1, 2, and 3 funding categories;
 - Expansion of the eligibility criteria for Autism to include Autism Spectrum Disorder (July 2006);
 - Inclusion of Complex Developmental Behavioural Conditions (CDBC), including fetal alcohol spectrum disorder, in the Physically Disabled/Chronic Health Impairment funding category (Fall 2007);
 - Opportunity for funded independent schools to apply mid-year for special education funds (Feb. 2006);
 - Increases to the grant amounts for special needs FTEs to assist Boards of Education and Independent School Authorities support their special needs students (March 2010).

Provincial Alignment and Accountabilities

- The ministries of Education, Children and Family Development, and Health Services are aligned in their eligibility criteria for identifying students with complex needs, including those with Autism/ASD, or FASD.
- Public system: the Ministry conducts enrollment reviews (audits) of selected districts each year to ensure that districts follow Ministry requirements for students with special needs. The audit verifies the number of students with special needs and ensures the district has followed Ministry policy.
- Independent system: this school year, the Ministry initiated special education enrolment reviews (audits) of selected independent schools. The enrolment reviews will ensure independent schools also follow Ministry requirements and policies for students with special needs.

Related Programs and Information

- In 2012/13, the Ministry provided over \$30 million to host school boards to operate 53 Provincial Resource Programs (PRPs). For example, the Provincial Outreach Program for Autism and Related Disorders (POPARD) provides supports to assist teachers in meeting the needs of students with autism and related disorders.
- Approximately 2.5 Ministry FTEs support Special Education.

MINISTRY OF EDUCATION
ESTIMATES NOTE
SPECIAL EDUCATION 2014

Attachments:

Appendix A: 2013/14 Supplemental Funding for Students with Unique Needs (Levels 1, 2, and 3)

Appendix B: Enrollment Trends 2008/09 to 2013/14

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MINISTRY OF EDUCATION
ESTIMATES NOTE
SPECIAL EDUCATION 2014

Appendix A: 2013/14 Supplemental Funding for Students with Unique Needs (Levels 1, 2, and 3)

Funding Level	Funding Categories	Public Schools		Independent Schools		System Totals	
		FTEs	Funding by Category	FTEs	Funding by Category	FTEs	Level Funding
Level 1 (\$36,600/FTE)	Dependent Handicapped	538	196,908,000	60	2,196,000	670	27,852,600
	Deafblind	64	2,342,400	522	292,800		
	Level 1 Total	602	25,363,800	68	2,488,800		
Level 2 (\$18,300/FTE)	Moderate to Profound Intellectual Disabilities	1,818	33,269,400	121	2,214,300	19,931	364,737,300
	Physical Disability/Chronic Health Impairment	7,422	135,822,600	1,063	19,452,900		
	Visual Impairment	316	5,782,800	27	494,100		
	Deaf/Hard of Hearing	1,012	18,519,600	153	2,799,900		
	Autism/ASD	6,745	123,433,500	1,254	22,948,200		
	Level 2 Total	17,313	316,827,900	2,618	47,909,400		
Level 3 (\$9,200/FTE)	Intensive Behaviour Interventions/Serious Mental Illness	7,049	64,850,800	370	3,404,000	7,419	68,254,800
	Level 3 Total	7,049	64,850,800	370	3,404,000		
SES (\$2200/FTE)**	Special Education School	n/a	n/a	366	805,200	366	805,200

**During the 1991/92 school year, some independent schools were designated as Special Education Schools and exclusively serve students with learning disabilities, behavioural disorders, or who are deaf or hard of hearing. The only schools designated as such were funded before mainstreaming became the norm in the public school system. These schools are: Discovery School, Fraser Academy, Glen Eden School, James Cameron School, Kenneth Gordon School, and the Children's Hearing and Speech Centre of BC (formerly known as the Vancouver Oral Centre for Deaf Children).

MINISTRY OF EDUCATION
ESTIMATES NOTE
SPECIAL EDUCATION 2014

Appendix B: Enrollment Trends 2008/09 to 2013/14

School Year	Public Schools			Independent Schools			Provincial Totals		
	Funded FTE			Funded FTE			Funded FTE		
	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3	Level 1	Level 2	Level 3
2008/09	673.5	14,272.5	7,249.0	48.0	1,312.5	442.0	721.5	15,585.0	7,691.0
2009/10	657.0	15,254.0	7,435.5	49.0	1,498.0	443.5	706.0	16,752.0	7,879.0
2010/11	656.5	15,931.5	7,317.0	51.0	1,813.5	415.0	707.5	17,745.0	7,732.0
2011/12	622.0	16,325.0	6,923.0	54.5	1,993.5	320.0	676.5	18,318.5	7,243.0
2012/13	629.0	16,764.0	6,903.0	63.0	2,433.5	371.0	692.0	19,197.5	7,274.0
2013/14	602.0	17,313.0	7,049.0	68.0	2,618.0	370.0	670.0	19,931.0	7,419.0

GENERAL ISSUE:

StrongStart BC early learning programs and the status of pre-Kindergarten for 3-year-old and 4-year-old children.

StrongStartBC

FACTS AND FIGURES:

- **StrongStart BC centres and outreach programs are part of Government's comprehensive strategy to reduce young children's vulnerability and increase their success in school and life.**
- **Government has committed \$64 million to the StrongStart BC program.**
- **StrongStart BC was not expanded in 2012/13 or 2013/14 due to Ministry fiscal constraints. See Appendix A.**

Pre-Kindergarten for 3 and 4-year-olds

FACTS AND FIGURES:

- **In 2008, Government, through the Early Childhood Learning Agency, studied the feasibility of offering pre-Kindergarten (Pre-K) to three and four-year-old children; the consultation showed considerable support for pre-K for four-year-old and less for three-year-old children.**
- **The 2010 Throne Speech committed Government to introduce expanded early childhood education for four and three-year-old children over the next five years.**
- **Government put the planning and implementation of pre-K on hold in January 2011.**

BACKGROUND:

StrongStart BC programs

- **Based on the idea that parents and caregivers of young children, when supported by programs like StrongStart BC programs, can increase both their own confidence and parenting skills and their children's early learning and school readiness.**

MINISTRY OF EDUCATION
ESTIMATES NOTE
STRONGSTART BC PRE-K 2014

- Funded by the Ministry (\$20,000 for start-up costs and up to \$32,000 for annual operating costs based on when they open).
- Programs are located in available school space and in some cases other sites; are operated five days per week; and could include a week-end day or evening sessions if the district so chooses.
- Of the 326 programs, 35 were outreach programs that served over 95 small or remote communities where there were not enough children to create a full-fledged centre.
- Outreach programs operate in multiple small communities and operate on a reduced schedule due to the remoteness of the program (e.g. one to two days a week in three communities).

Pre-Kindergarten

- Several provinces and other jurisdictions already offer pre-K, and others are considering offering it in the future.
- In 2010 and 2011, the Ministry of Education and the Ministry of Children and Family Development involved the Ministry of Health Services and Ministry of Advanced Education in the pre-K planning activities.
- Public schools, independent school, preschools, and other community-based programs could potentially be partners in realizing this expansion.
- Some advocates for child care expansion and funding increases have concerns about resources being focused on pre-K rather than child care.
- Introducing pre-K, even if only for four-year-olds, has significant funding and capital implications.
- Pre-K planning included drafting a program guide and curriculum standards through engagement with early childhood educators, teachers, academics, and government staff.

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MINISTRY OF EDUCATION
ESTIMATES NOTE
STRONGSTART BC PRE-K 2014

Appendix A
 StrongStart BC Program

School Year	Number of StrongStart BC Programs	Budget by Fiscal Year (\$Million)	Unique Participants	Visits
2006/07	37	\$5M	No data	No data
2007/08	87		6,000	91,000
2008/09	219	\$7.7M	14,900	278,000
2009/10	315	\$11.2M	24,271	473,490
2010/11	315	\$9.51M	30,918	592,987
2011/12	326	\$10.346M	33,110	643,645
2012/13	326	\$10.346M	34,270	669,037
2013/14	326	\$10.346M	<i>No data until July 2014</i>	

MINISTRY OF EDUCATION
ESTIMATES NOTE
SUPPORTING POSITIVE BEHAVIOUR 2014

GENERAL ISSUE:

School leaders and teachers need support in learning how to effectively manage behaviour issues in school that interfere with learning, instruction and positive school climate.

FACTS AND FIGURES:

- **Teachers report that problem behaviour is interfering with their ability to deliver effective instruction. Problem behaviour unless managed effectively escalates, affects student learning, and leads to parent dissatisfaction.**
- **B.C. schools are required to set, communicate and consistently reinforce clear expectations of acceptable behaviour (*Provincial Standards for School Codes of Conduct Order*). They are also expected to teach and model social skills that lead to personal and social responsibility (*Core Competencies–Personal Responsibility/ and Social Responsibility; BC Performance Standards –Social Responsibility*).**
- ***Committed leadership* is key to setting a tone in schools that ensures this critical aspect of student development receives the kind of focus and support that is required for success.**
- **The Ministry contracted with *The Society for the Promotion of Social and Academic Success for All Students* to plan and deliver Positive Behaviour Support (PBS) training in regional centers throughout the province. Financial support beginning in fiscal 2011/12 (\$100,000) continued in fiscal 2012/13 (\$109,000).**
- **The intent of the training has been to increase leadership and support capacity among school/district leaders and school/ district specialists in supporting positive behaviour by providing critical social and academic supports to help students achieve success at school and beyond.**
- **The training provides schools with an organizing framework and tools to support proactive efforts (both operational and educational) to address behaviour issues for all students, including those who, for a variety of reasons, may not understand acceptable social behaviour, are unable, or are unwilling to meet the school’s behavioural expectations.**
- **To date, more than 600 school/school district leaders and school/school district specialists have participated in intensive two-day training and coaching sessions in summer institutes and regional training sessions**

MINISTRY OF EDUCATION
ESTIMATES NOTE
SUPPORTING POSITIVE BEHAVIOUR 2014

offered during the school year. It is anticipated that this number will double by the end of 2014. Hundreds more B.C. educators have attended the annual PBS training/networking conferences that have been held in the fall of each school year for the last 15 years.

- Participants report that they are gaining critical skills to better manage behaviour problems, and learning how to shift the culture in their schools to create and maintain predictable, positive environments for teaching and learning, i.e., environments in which
 - students know what is expected of them and comply because they know what to do, have the necessary skills, and see the benefits of acting responsibly;
 - adults and students are able to focus on relationships, and instruction; and
 - there is an instructional approach to discipline, i.e., instances of problem behaviour are treated as opportunities to learn & practice pro-social behaviour.
- This training initiative complements the Ministry’s ERASE strategy introduced in the fall of 2012 designed to address bullying and other harmful behaviours in schools.
- It is the Ministry’s intention to continue to support this initiative in the upcoming fiscal year with ongoing training and implementation support to schools throughout the 2014/15 school year.

BACKGROUND:

- Being able to interact positively with others is essential in social situations at school, at home and at work throughout one’s life. Schools play an important role in helping children and youth develop this essential aspect of their social development both by teaching socially responsible behaviours and by modeling socially responsible behaviours in practice.
- *The Society for the Promotion of Social and Academic Success for All Students*, a group of highly experienced, provincially respected special education/behaviour experts, is uniquely qualified to support schools in meeting this legislated obligation and responding to parent expectations regarding student behaviour.

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MINISTRY OF EDUCATION
ESTIMATES NOTE
TRADES AND TRAINING 2014

GENERAL ISSUE:

The Ministry is committed to improving access to skills and career training.

FACTS AND FIGURES:

- **According to the Industry Training Authority (ITA), as of Decemeber 2013, a total of 3,061 secondary students across the province were enrolled in industry training programs:**
 - **1,574 students registered in the Secondary School Apprenticeship program;**
 - **1,687 students registered in the Accelerated Credit Enrolment in Industry Training (ACE IT) program; and**
 - **200 registered in both.**
- **The Ministry allocates up to \$500,000 for Secondary School Apprenticeship scholarships, which is in addition to the regular course-based funding. The allocation is shared equally between the Ministry and the ITA.**
- **The ITA allocated \$5.1 million for their youth programs, including ACE IT and Secondary School Apprenticeship.**
- **The Ministry appointed Larry Espe to the position of Superintendent of Trades and Transitions in March 2013.**
- **Ministry of Education and Ministry of Advanced Education are supporting Ministry of Jobs, Tourism, and Skills Training in the creation of a 10-year Skills Training Plan for Youth.**
- **In further support of the 10-year Plan, the Ministry of Education is involved in the Aboriginal Skills Training Initiative, led by the Ministry of Aboriginal Relations and Reconciliation, to increase training and jobs for Aboriginal people arising from regional development opportunities.**

MINISTRY OF EDUCATION
ESTIMATES NOTE
TRADES AND TRAINING 2014

BACKGROUND:

- The Ministry of Education continues to improve access to trades training for secondary school students with key programs:
 - Secondary School Apprenticeship (SSA) allows students to train on-the-job and earn credits toward graduation.
 - Accelerated Credit Enrolment in Industry Training (ACE IT) allows students to earn course credit toward graduation while completing provincially recognized Level 1 technical training.

- The Ministry of Education works in partnership with the Industry Training Authority (ITA), which was created in 2004. The ITA is the provincial crown agency responsible for overseeing B.C.'s industry training and apprenticeship system.

- A decline in SSA enrolment in recent years likely occurred because of the economic downturn and the fact that students need to find employers to participate in SSA. Some employers may be opting to hire qualified journeymen instead of students. The Industry Training Authority reports that numbers in ACE IT and SSA have increased significantly this year.

- Since 2004, enrolment in ACE IT has roughly doubled. This may be due to the increased partnership between post-secondary institutions and school districts, and because more students have become aware of the program.

- The Ministry is working with the BC Construction Association on a grant program to upgrade technology education (“shop class”) equipment and facilities in schools.

- The Ministry and ITA are working together on a Skills Exploration sampler program for students in Grades 10-12. Learning outcomes are based on industry training program guides. The program guide is now available for schools wishing to pilot it this school year, and supporting learning resources will be available online by Spring 2014.

Appendices:

Appendix 1: SSA and ACE IT Enrolment

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MINISTRY OF EDUCATION
ESTIMATES NOTE
TRADES AND TRAINING 2014

SSA and ACE IT Enrolment – Based on registrations with the ITA

SSA	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012
Registrations	854	791	1,024	1,078	1,040	883	714	935

ACE IT	2004/2005	2005/2006	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012
Registrations	1,202	2,652	2,280	2,600	2,543	2,240	2,100	2,065

MINISTRY OF EDUCATION
ESTIMATES NOTE
FUNDING FORMULA FOR PUBLIC SCHOOLS

GENERAL ISSUE:

There are no changes to the operating grant funding formula taking effect in 2014/15.

A number of changes to the operating grant funding formula took effect in 2012/13 that provided additional support for rural and remote districts and for vulnerable students.

FACTS AND FIGURES:

- **The formula changes that took effect in 2012/13 were in response to input received from the British Columbia School Trustees' Association (BCSTA) and were reviewed within government and by the Technical Review Committee.**
- **In 2012/13, \$10.7 million was allocated out of the operating block to help school districts introduce elements of the new BC Education Plan. \$10.5 million is being allocated for this purpose in 2014/15.**
- **An \$11.2 million Supplement for Vulnerable Students has been put in place beginning in 2012/13 for districts where the number of vulnerable students has increased, supplementing the \$51.1 million CommunityLINK program.**
- **Funding for districts' differing geographic circumstances – including districts in rural and remote areas – was increased by \$21.8 million in 2012/13. This includes \$10 million as part of a new Student Location Factor, which benefits districts located in sparsely populated areas.**

BACKGROUND:

- **The BCSTA committee collected input from school districts and submitted to the Ministry a report entitled *A Commentary on the Operating Grant Allocation Process* which made recommendations for funding formula changes under the principles of equity, predictability, stability, flexibility and transparency.**
- **The BCSTA recommendations were reviewed by government and by the Technical Review Committee, which is comprised of Ministry staff, as well as three superintendents and three secretary-treasurers representing a cross-section of districts: both urban and rural, and those with large and small enrolment.**

MINISTRY OF EDUCATION
ESTIMATES NOTE
FUNDING FORMULA FOR PUBLIC SCHOOLS

- Current CommunityLINK funding amounts for all districts are being maintained, while the Supplement for Vulnerable Students provides additional resources to districts with growing vulnerable student populations. The Supplement is based on socio-economic factors from Census and government data for every district, including the number of children in care, adults without high school graduation, the rate of serious crime, single parent households, Aboriginal population, the number of recent immigrants, and the number of individuals on income assistance.
- A number of changes to the Supplement for Unique Geographic Factors added a total of \$21.8 million to this supplement in 2012/13:
 - The **Student Location Factor** is a new supplement resulting from the reallocation of the former Supplement for Transportation and Housing. It uses school-age population density and enrolment data to allocate funding in a fair and equitable manner, with additional support for special needs students
 - **Student Location Factor Transition**: this factor is being phased in over three years, beginning 2012/13, for districts experiencing declines in funding resulting from the implementation of the Student Location Factor.
 - **Small Community Supplement**: additional funding is provided to support small, remote elementary schools with fewer than 75 students and that are located at least 40 kilometres from the next nearest school.
 - **Low Enrolment Factor**: additional funding is provided to districts with the smallest enrolments. The formula now provides \$1.375 million to every district with 2,500 or fewer full-time equivalent students.
 - **Sparseness Factor**: additional funding is provided to districts with large water distances. For every school where there is at least a 50 kilometre distance between the school and board office community, \$200,000 is added to this factor.
- The BCSTA report recognized that the current level of Funding Protection was not sustainable or predictable and requested it be phased out and replaced. As a result, beginning in 2012/13, Funding Protection ensures that no school district experiences a decline of greater than 1.5% when comparing estimated September operating grants to September grants from the previous year.
- A supplement was in place for 2012/13 and is again in place for 2014/15 to assist districts with implementing initiatives as part of the Education Plan. Further details will be provided to districts in the near future.

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MINISTRY OF EDUCATION
ESTIMATES NOTE
ASSET SALES 2014

GENERAL ISSUE:

The disposal of board-owned properties supports Government's Release of Assets for Economic Generation (RAEG) program, which promotes the sale of public sector real estate assets to generate revenues that may be booked by the Province to balance its 2013/14 and 2014/15 budgets.

FACTS AND FIGURES:

- **Treasury Board directed the generation of \$500 million by government ministries for 2013/14 and 2014/15.**
- **The 2013/14 estimated net proceeds (ENP) target for the Ministry of Education was set at \$102.4 million.**
- **The total property sales reported by school districts to March 31, 2014 was \$47.8 million.**
- **The 2014/15 ENP target for the Ministry of Education is set at \$81.4 million.**

BACKGROUND:

- The Release of Assets for Economic Generation (RAEG) program was introduced under Government's Budget 2012, announced in February 2012.
- The intention of the RAEG program is to facilitate the sale of provincial assets that are currently surplus to public sector capital needs.
- School districts are part of the Government Reporting Entity (GRE), such that the net proceed amount from the sale of a board of education-owned asset may be booked by the Province as revenue.
- All sales proceeds will continue to be retained by boards of education for capital reinvestment in their school districts.
- The Disposal of Land and Improvements Order was amended in September 2008 to again require Minister of Education approval for the disposal of board of education-owned property.
- The disposal of property (e.g., complete or partial school sites, administrative offices, maintenance yards, residential lots) includes sales, land exchanges, and leases of greater than 10 years.

MINISTRY OF EDUCATION
ESTIMATES NOTE
ASSET SALES 2014

- Land Title Office requires an approval form signed by the Minister of Education before completing the transfer of title from a board of education to the new property owner.
- Properties that are the subject of a Crown land grant are exempt from the Order.
- Since the initiation of the RAEG program, 35 property disposals were granted ministerial approval, including:
 - 33 school sites
 (i.e., a property with an existing school; a vacant property no longer having a school building on-site; or an undeveloped property acquired for a proposed new school).
- In the nearly six years since the amended Disposal of Land or Improvements Order came into force, 113 properties have been approved for disposal, including:
 - 53 school sites
 (i.e., a property with an existing school; a vacant property no longer having a school building on-site; or an undeveloped property acquired for a proposed new school).

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MINISTRY OF EDUCATION
ESTIMATES NOTE
CAPITAL PROGRAM 2014

GENERAL ISSUE:

Overview of the Ministry of Education's Capital Program.

FACTS AND FIGURES:

- **There are about 1,600 public schools in BC, down from about 1,800 in 2001.**
- **Since 2001, more than \$4.1 billion of capital funding has been committed to school capital and maintenance projects in BC, including 99 new and replacement schools, 151 additions, 27 renovations, and 26 site acquisitions.**
- **Most years, boards of education submit 5-year capital plans to the Ministry.**
- **The principal drivers for school district capital planning are student enrolment and facility condition.**
- **The Ministry typically provides a \$110 million Annual Facility Grant (AFG) to Boards for routine maintenance requirements. This is normally split between about 1/3 operating and 2/3 capital funding.**

BACKGROUND:

- The move to student-based funding in 2002 incited school districts to utilize their facilities more efficiently. Since 2001, student enrolment has declined by over 72,000 students, leaving many school districts with excess capacity and leading to the closure of 225 schools since 2001.
- Despite enrolment decline in most school districts across the province, enrolment has been increasing in some communities (e.g. Surrey, Langley, Kelowna, Langford), leading to requirements for new school space in those school districts.
- In October 2011, the Province announced \$353 million of new space projects to meet enrolment demand in growth districts.
- In 2012, the Ministry of Education announced a \$16.9 million pilot program to explore the use of Full-Day Kindergarten modular classrooms in the renewal of aging infrastructure in rural BC. In 2013, three classroom replacement projects using modular classrooms were approved for Prince George, Nicola-Similkameen and Nechako Lakes school districts. A higher priority mechanical/electrical system

MINISTRY OF EDUCATION
ESTIMATES NOTE
CAPITAL PROGRAM 2014

- upgrade project was also approved for Nisga'a School District under the pilot program.
- Annual Facility Grant (AFG) funding is split between operating and capital funding. Based on recent assessments of the existing stock of schools in the province, at current funding levels, deferred maintenance requirements will continue to grow each year.
 - BC Housing manages the Building Envelope Program (BEP) on behalf of the Ministry. The BEP assists school districts with remediation of schools built between 1985 and 2000 that are encountering water ingress resulting from premature failure of the building envelope. Some BEP projects were completed in 2013 and a few more are planned for 2014, but at least \$160 million of work remains incomplete, resulting in further deterioration and additional costs.

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MINISTRY OF EDUCATION
ESTIMATES NOTE
CASH MANAGEMENT 2014

GENERAL ISSUE:

In a 2010 report, updated in March 2014, the Auditor General advised government that the cash balances held by school districts were more than what was needed for operational purposes.

FACTS AND FIGURES:

- **As of June 30, 2014, 41 school districts had a total of \$591M of cash on deposit with Provincial Treasury's Central Deposit Program (CDP).**
- **As at June 30, 2013, school districts had a combined total of \$1.1B in cash and short-term investments.**
- **After accounting for cash held to meet short-term obligations, contributions restricted by an external contributor, school-generated funds, and cash restricted for capital projects, school districts had a combined total of \$258M in cash and short-term investments as at June 30, 2013.**

BACKGROUND:

- During the 2011 school year, the Ministry of Education, working collaboratively with secretary-treasurers, used forecasting of cash flow requirements to adjust the timing of grant payments to school districts to more closely match their cash spending patterns.
- From 2011 to 2012, Provincial Treasury, the Ministry of Education, and secretary-treasurers of select school districts worked together to pilot a program where their idle cash balances were deposited with Provincial Treasury to earn a competitive rate of return. These deposits were used to offset government cash requirements, reducing debt costs and debt levels.
- As a result of a 2012 Lean initiative, the Central Deposit Program (CDP) was launched by Provincial Treasury in February 2013. Deposits to the program from Education, Health and the Crown Corporations have grown to a current total of more than \$1.3B, with \$591M deposited from forty-one school districts.
- Balance sheet management involves the review of existing cash balances across all government organizations to identify amounts not required for ongoing operational needs.

MINISTRY OF EDUCATION
ESTIMATES NOTE
CASH MANAGEMENT 2014

- Ongoing balance sheet management will involve discussions with individual government organizations (ie. school districts) on the eventual use of any available cash to address jointly-determined objectives.
- School district available cash may be used to finance government approved capital projects in order to reduce projected capital debt requirements and achieve interest cost savings.
- Government funds both operating and capital spending requirements. Under the new process, operations continue to be funded however school districts are expected to contribute available cash to upcoming capital project budgets, thereby reducing provincial capital requirements.
- Capital grants are still anticipated to fund the majority of Education projects, and projects with existing Project Agreements will be unaffected.
- Details of the proposed balance sheet management process have been discussed with Boards of Education and the Boards' senior employees.
- School districts and SUCH sector entities in general, have resisted government direction on the utilization of cash balances for capital projects.

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MINISTRY OF EDUCATION
ESTIMATES NOTE
ENROLMENT TRENDS 2014

GENERAL ISSUE:

Since 2000/01, September FTE enrolment has declined by more than 70,000 FTEs.

FACTS AND FIGURES:

- **Since 2000/01, September enrolment has declined by more than 70,000 FTEs.**
- **43 of B.C.'s 60 school districts served fewer FTEs in 2013/14 than they did in 2012/13.**
- **Ministry enrolment projections currently indicate that the enrolment decline will slow in 2014/15, and enrolment will again begin increasing slowly by 2016.**

BACKGROUND:

- School districts have enrolled 543,034 FTEs at BC's public schools in 2013/14 a decrease of 3,798 FTEs over 2012/13 totals.
- The Supplement for Enrolment Decline provides additional funding support to school districts where enrolment is declining. In 2013/14:
 - a total of \$5.4 million was provided to 29 districts that have a decrease in enrolment that is greater than one percent (1%) but less than four percent (4%),
 - a total of \$368,000 was provided to five districts that have an enrolment decline of more than four percent (4%), and
 - a total of \$2.7 million was provided to 15 districts that have an enrolment decline of seven percent (7%) or more over the previous three years.
- Generally, rural districts have been more heavily affected by enrolment decline than urban areas.
- Local boards of education are in the best position to make decisions around how to manage a decline in their student population.
- Between June 2001 and June 2012, school districts have closed 211 schools due to declining enrolment across the province.
- A total of \$31.0 million is being provided to school districts with declining enrolment to ensure funding levels as of September 2013 are at least 98.5% of September 2012 amounts. 2014/15 operating grants have not yet been announced.

MINISTRY OF EDUCATION
ESTIMATES NOTE
ENROLMENT TRENDS 2014

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MINISTRY OF EDUCATION
ESTIMATES NOTE
OPERATING FUNDING 2014

GENERAL ISSUE:

2014/15 preliminary operating funding for school districts was announced on March 14, 2014.

School districts' operating funding remains unchanged in 2014/15 at a total of \$4.725 billion.

FACTS AND FIGURES:

- **In 2014/15, \$4.725 billion is going directly to BC school districts in operating grants.**
- **In 2014/15, the average per-pupil operating grant is now \$8,624, a slight decrease (\$64) over 2013/14 – this is due to enrolment decline beginning to slow and the holdback being slightly larger than 2013/14 at \$61.1 million.**
- **The Basic Allocation (per FTE) remains unchanged at \$6,900.**
- **Annual operating grants are now over \$981 million more than they were in 2000/01.**

BACKGROUND:

- Operating funding is based on the number of full-time equivalent (FTE) students enrolled by boards of education for the 2014/15 school year.
- Approximately 80% of a district's funding is based on enrolment. The other 20% is provided as a supplement to meet district specific needs, including:
 - Unique Student Needs: for students with special needs, English Language Learning, Aboriginal students, and vulnerable students;
 - Enrolment Decline;
 - Salary Differential, for districts that have higher average educator salaries; and,
 - Unique Geographic Factors, to assist districts that operate schools in rural and remote areas.
- Funding Protection ensures that no school district will experience a decline of greater than 1.5% when comparing estimated September 2014 operating grants to September 2013 grants.

MINISTRY OF EDUCATION
ESTIMATES NOTE
OPERATING FUNDING 2014

- A total of 5 school districts are estimated to receive increase in operating grants in 2014/15 compared to 2013/14.
- A total of 45 school districts are estimating declines in enrolment for the 2014/15 school year, 41 of which are currently projected to be in Funding Protection.
- The Supplement for the Education Plan, at \$10.5 million in 2014/15 is again being provided to all school districts as part of this year’s operating grants the funding is intended to be used for reading and skills training initiatives.

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MINISTRY OF EDUCATION
ESTIMATES NOTE
SEISMIC MITIGATION PROGRAM (SMP) 2014

GENERAL ISSUE:

The primary objective of the Seismic Mitigation Program (SMP) is to achieve a life-safety standard for public schools by minimizing the probability of local structural collapse as a result of a seismic event.

FACTS AND FIGURES:

- **Since the inception of the SMP:**
 - **140 projects completed;**
 - **8 under construction;**
 - **11 proceeding to construction; and**
 - **54 supported.**
- **With the above 213 projects underway, there are another 104 schools remaining to be addressed.**
- **Since 2001, government has spent or committed \$2.2 billion to seismically upgrade or replace 213 high-risk schools. It is anticipated it will cost a further \$600 million to address the remaining 104 high-risk schools in the province.**

BACKGROUND:

- In March 2004, the Ministry initiated seismic assessments of 877 schools within 37 school districts located in high-risk seismic zones.
- In November 2004, Government committed to a \$1.5 billion plan for the seismic upgrading of 749 schools over 15 years to make BC schools earthquake safe.
- In 2005, SMP approval of 95 projects announced as part of a 3-year SMP capital plan.
- Since 2005, a technical team with members from the Association of Professional Engineers and Geoscientists (APEGBC) and the University of BC's (UBC) Earthquake Engineering Research Facility has continued to refine the risk assessment and mitigation strategies through experience in actual seismic upgrade projects, extensive laboratory testing at UBC's world-class shake table lab, and peer review by leading international structural experts.

MINISTRY OF EDUCATION
ESTIMATES NOTE
SEISMIC MITIGATION PROGRAM (SMP) 2014

- APEGBC's work was the basis of a new assessment methodology that led to a reassessment of the remaining high-risk schools in 2010.
- Schools were categorized as:
 - High 1** - Most vulnerable structures; at risk of widespread damage or structural failure; not repairable after event. Structural and non-structural upgrades required.
 - High 2** - Vulnerable structures; at risk of widespread damage or structural failure; likely not repairable after event. Structural and non-structural upgrades required.
 - High 3** - Isolated failure of building elements such as walls are expected; building likely not repairable after event. Structural and non-structural upgrades required.
 - Medium** - Isolated failure to building elements is expected; non-structural elements (such as bookshelves, lighting) are at risk of failure. Non-structural upgrades required.
Buildings to be upgraded or replaced within the Capital Plan when it has reached the end of its useful life.
 - Low** - Least vulnerable structure. Would experience isolated damage and would probably be repairable after an event. Non-structural upgrades may be required.
- The SMP now focuses on addressing schools with high risk blocks (H1/H2/H3).
- In May 2012, APEGBC's new reassessment results were made public, along with the role APEGBC had been fulfilling under contract with the Ministry. The results reduced the number of projects that had not been addressed from 522 to 152 at that time.
 - The 152 remaining projects were identified as Phase 2 of the SMP with an estimated total cost of \$1.3 billion.
 - (Note: Government had already identified \$1.05 billion in the 10-year capital plan for Phase 2 seismic projects).
 - 14 projects were supported to proceed at an estimated cost of \$122 million.
- In March 2013, feedback from school districts increased the number of remaining Phase 2 projects from 152 to 161.
- In May 2013, Government approved a three-year spending plan that supported an additional 45 projects to proceed at an estimated cost of \$584 million.
-
- The Seismic Retrofit Guidelines have received a number of awards from the engineering community, both provincially and nationally:

MINISTRY OF EDUCATION
ESTIMATES NOTE
SEISMIC MITIGATION PROGRAM (SMP) 2014

In 2013, the Ministry (in partnership with APEGBC, UBC’s Earthquake Engineering Research Facility and four structural engineering firms) won the following awards:

- The *Award of Excellence* and the *Engineering a Better Canada Award* at the 2013 Canadian Consulting Engineering Awards Gala; and,
- The *Lieutenant Governor’s Award for Engineering Excellence* and an *Award of Excellence* at the 2013 Awards for Engineering Excellence in British Columbia.

The *Excellence in Innovation in Civil Engineering* from the Canadian Society of Civil Engineering in 2010.

- The Ministry of Education, APEGBC and UBC agreed to share the Seismic Retrofit Guidelines with the US Federal Emergency Management Agency (FEMA).
- As of April 2014, the following numbers represent progress of schools that have been or are in progress of being seismically upgraded, either through the SMP, or through the capital plan:

SMP Status	
Completed schools	140
Under construction	8
Proceeding to construction	11
Supported	54
Total of Above	213
Remaining to be addressed	104

July 2014 UPDATE

- The ministry has recently been notified by APEGBC that 22 high-risk schools need to be added to the SMP on the not yet supported list. This will increase the number of schools remaining to be addressed from 104 to 126.
- The cause is two-fold; 2 schools in Ucluelet as a result of changes to estimated ground force motions from a Cascadia subduction event, and 20 schools in Richmond due to recent analysis on the performance of wood-frame structures on soft soils.
- The cost of these new projects has yet to be estimated, however, APEGBC is reviewing the cost estimates for Phase 2 of the SMP which will include these schools, and the new numbers are to be available in the fall.

MINISTRY OF EDUCATION
ESTIMATES NOTE
SEISMIC MITIGATION PROGRAM (SMP) 2014

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MINISTRY OF EDUCATION
ESTIMATES NOTE
SERVICE DELIVERY PROJECT 2014

GENERAL ISSUE:

The Ministry is supporting a service delivery project to provide workable, cost-effective opportunities for school districts so that available dollars can be focused on the classroom.

FACTS AND FIGURES:

- **Boards of education spend \$842 million, or 16.80% of their budget annually in non-instructional areas.**
- **Report in 2012 by Deloitte & Touche LLP outlined 25 possible actions to generate cost savings within the education sector. Of the actions identified, 14 opportunities are being evaluated as part of the service delivery project at this time.**
- **Estimated cost savings of between \$20 and \$50 million with adoption of 14 potential shared services initiatives; implementation investments, including one-time upfront costs, are more than \$20 million. Fourteen opportunities are being evaluated in the project.**
- **Organizational and succession planning are becoming increasingly important in the sector as the work force ages and there is continued risk due to the loss of expertise.**
- **Annual cost pressures since 2001 total 3% to 4% of school district budgets net of the provincial funding increases and cost reductions for enrolment decline.**
- **The Ministry is in the process of working with stakeholders to develop a shared, longer-term vision on how to effectively deliver education programs in the Province within existing resource levels with maximum allocations to the classroom. The work that has taken place as part of the Service Delivery Project is critical to this long-term planning process.**

BACKGROUND:

- **Since 2001, the Province has provided a number of services to school districts in a shared service model:**
 - **The Provincial Learning Network (PLNet) provides a cost-effective network and communications infrastructure;**
 - **School Protection Plan provides insurance and risk management support;**

MINISTRY OF EDUCATION
ESTIMATES NOTE
SERVICE DELIVERY PROJECT 2014

- A common student information system, and school districts shared in the cost of operation;
- A common data base of HR and Payroll Data that can be mined for bargaining questions and costing;
- Sharing the position of Secretary-Treasurer for small enrolment school districts;
- Shared purchasing opportunities for school buses.

The Service Delivery Project contracted a project lead to support the sector in this work. The work is strongly supported by 32 school district representatives with the Ministry providing only travel expense reimbursement. Focus areas:

Procurement	Provincial Learning Network
Print services	e-mail and communications
HR/Payroll	Attendance and Wellness
Legal services	

- The Minister of Education, in his letter of August 24, 2012, outlined that savings would be reinvested into the public education system.
- The project is providing options and implementation plans for boards of education to consider and implement. The overall project will be ongoing through the 2014/15 school year.
- There are no budgets for initial implementation costs.

Project Recommendations and Early Successes:

- Recommendation of a Shared Procurement Entity estimated to save \$5 million annually with full implementation in 3 years.
- Recommendation to implement a Labour Litigation Risk Pool estimated to save \$1 million in legal costs annually.
- Implementation of an HR/Payroll pilot project in Vancouver to utilize the same software system as the Province and provide another option for the system.
- Evaluation of savings in Attendance and Information Technology services.
- Procurement savings implemented of:
 - Participation in the voice services contract of the Province to save \$1.6 million, or 22% of those costs;
 - 29 school districts invested their cash deposits with the Province to net \$1.95 million in additional local investment revenue;

MINISTRY OF EDUCATION
ESTIMATES NOTE
SERVICE DELIVERY PROJECT 2014

— Participation in the government procurement offerings for vehicles and purchasing cards.

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MINISTRY OF EDUCATION
ESTIMATES NOTE
VOTE STRUCTURE CHANGES AND IMPLICATIONS 2014

GENERAL ISSUE:

The Education Programs sub-vote has been divided into four new sub-votes starting in Budget 2014; thereby, increasing the number of Ministry of Education sub-votes from three to six.

FACTS AND FIGURES:

- **Previously the Ministry has presented its budget with all government transfers rolled into a single large sub-vote *Education Programs* since 2007/08.**
- **While the overall budget amount is unchanged since Budget 2013, the four new sub-votes are:**
 - **Public Schools Instruction**
 - **Public Schools Administration**
 - **Independent Schools**
 - **Transfers to Other Partners**
- **The Ministry's other two sub-votes remain unchanged:**
 - **Learning Improvement Fund**
 - **Executive and Support Services**
- **The division of the two public schools components is to make the distinction between grant funding to school districts to deliver classroom services (e.g., teacher wages) and other costs to support the sector (e.g. maintenance, transportation).**
- **The main portion of each public school sub-vote is the Block Operating Grants, but each also includes several special purpose grants.**

BACKGROUND:

- **Ministry budgets in the *Estimates* are intended to be divided into business lines or sub-votes. There is Ministry discretion in that presentation. It is determined in consultation with Treasury Board Staff. Users of the *Estimates* expect consistency from year to year to allow comparison.**
- **The Ministry of Education changed the vote structure because the Minister of Finance directed it to do so.**

MINISTRY OF EDUCATION

ESTIMATES NOTE

VOTE STRUCTURE CHANGES AND IMPLICATIONS 2014

- While it is not the case, the restructuring of the Ministry Vote will give users of the *Estimates* the impression that the Ministry has revamped its business lines, thus making the old Vote structure obsolete.
- This new vote structure is more transparent for *Estimates* users, especially with regard to the independent schools budget, and that will likely invite new questions.
- Segregating the administration component of public school funding can be argued to be consistent with the *Executive and Support Services* sub-vote of each ministry. This is where the budgets for overhead costs and program administration reside.
- Stakeholders will be interested to know that the main expenses in the *Transfers to Other Partners* sub-vote are:

Provincial Learning Network (PLNet). The Ministry provides funding to Shared Services BC for the secure, high-speed network used by public schools;

First Nations Reciprocal grants to band schools;

Scholarships and awards to students;

Funding to the Public Education Benefit Trust for CUPE long term disability;
and

Public library grants.

Appendices: see next page

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MINISTRY OF EDUCATION
ESTIMATES NOTE
VOTE STRUCTURE CHANGES AND IMPLICATIONS 2014

Appendix

Previous Vote Structure	
	Estimates 2014/15
Education Programs	5,229,596
Learning Improvement Fund	75,000
Executive And Support Services	45,765
Ministry Operations	5,350,361

New Vote Structure	
	Estimates 2014/15
Public Schools Instruction	4,495,835
Public Schools Administration	368,974
Learning Improvement Fund	75,000
Independent Schools	280,700
Transfers To Other Partners	84,087
Executive And Support Services	45,765
Ministry Operations	5,350,361

MINISTRY OF EDUCATION
ESTIMATES NOTE
LIBRARY FUNDING AND SUPPORT 2014

GENERAL ISSUE:

The Province funds public libraries to support library operations, resource sharing, literacy, and new technologies. The level of funding decreased in fiscal year 2009/10 and has remained stable since that time.

FACTS AND FIGURES:

- **Public libraries are key community partners with 243 locations serving over 360 communities, covering 99% of B.C.'s population.**
- **The Province continues to invest in libraries, with the following funding levels totaling \$56 million over 3 years.**
 - \$28 million in FY2012/13**
 - \$14 million in FY2013/14**
 - \$14 million in FY2014/15***
- *** Funding for 2014/2015 was sent in March 2014**
- **The 71 public libraries, 6 library federations, two library associations and the BC Libraries Cooperative will receive library grants totaling \$14 million in each of their fiscal (calendar) years in 2012 to 2014.**
- **Funding remains up 46% from 2001/02 levels although current funding levels are down 22% from 2008/09. The Province has invested more than \$192 million in public libraries since 2002.**
- **Provincial funding accounts for an average of 5% of public library budgets. Most library funding comes from local government.**
- **As of 2014/15 Public library funding is included in the sub-vote Transfers to Other Partners budget line. It was previously included in the Education Programs sub-vote budget line.**

BACKGROUND:

- **As an investment in the provincial plan for libraries, Libraries Without Walls, the Province increased funding to public libraries during FY2005-FY2008, reaching a record high of \$17.7 million in FY2008/09.**
- **Provincial library funding decreased by 22% to \$13.7 million in FY2009/10, and increased by \$288,000 to \$14 million in 2010/11.**
- **Current funding remains up 46% from 2001/02 levels**

MINISTRY OF EDUCATION
ESTIMATES NOTE
LIBRARY FUNDING AND SUPPORT 2014

- The Province contributes approximately 5% of public libraries' overall funding, Provincial funding is weighted by population with smaller libraries receiving up to 52% of their funds from provincial support
 - On average, 87% of funding for libraries comes from local government and self-generated revenues (e.g. donations, fundraising, fines) make up the remainder.
 - Provincial funding in 2013/2014 focused on Library Transformation through collaboration and shared services, resource sharing, community engagement, improved accessibility and equity.
- Staff allocated to the Libraries Branch was reduced to four FTE in January 2014. Given budgetary and staffing constraints within the ministry, the legislated requirement to fill the position of Director for public library services needs to be revisited. This is a challenge with the library sector, which sees the Director position as a vital signal of government's continued commitment to public libraries. **Public Library Trends and Service**
- Libraries offer support services to citizens in the access to accurate and current information and a full range of recreational and skill building activities for people of all ages.
 - Areas of the greatest change in libraries include the rising demands for digital collections, increased access to broadband and rapid speed of technological change.
 - Families and children account for 40% of library use. Students rely on libraries for homework help, collaborative learning and study space, and recreational reading. Libraries offer important pre-literacy programs for pre-schoolers and babies and reading support programs for children.
 - Provincial funding provides supports to province-wide services and programs such as BC OneCard, Interlibrary Loan, BC Summer Reading Club and National Network for Equitable Library Service (NNELS) and New to BC.

Education Transformation Support

- The Province is working collaboratively with public libraries to develop a more integrated, seamless library network.
- The Province is striving to foster greater collaboration between public, academic, and school libraries in support of transformation in both the formal and informal education system;
- The Province provides funding to shared technology infrastructure supports to ensure that citizens across the province continue to have access to library services, community space and online resources where and when they need it.

MINISTRY OF EDUCATION
ESTIMATES NOTE
LIBRARY FUNDING AND SUPPORT 2014

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MINISTRY OF EDUCATION
ESTIMATES NOTE
LITERACY 2014

GENERAL ISSUE:

- **Literacy is one of the nine essential skills identified by the federal government as critical to success, in life and the workplace.**
- **While essential skills deficits can be found throughout the population, some key populations are particularly vulnerable to literacy challenges, including young children, the elderly, Aboriginal populations and new immigrants.**
- **While literacy is a basic outcome of K-12 education, it is a broad-based societal issue, and cannot be viewed as the sole responsibility of any one ministry or sector.**
- **The Ministry of Education's focus regarding literacy is on early intervention with struggling readers within the K-12 system; not on community literacy more broadly.**
- **The Ministry of Education is currently reviewing options to support effective community literacy coordination within a constrained funding environment.**

FACTS AND FIGURES:

- **The Province provided more than \$27 million in 2013/14 to help British Columbians overcome literacy and essential skills challenges, through a number of programs offered through several ministries - such as Changing Results for Young Readers (Education), the Community Adult Literacy program (Advanced Education), WelcomeBC's language training for newcomers, and the Essential Skill Workplace Training program (JTST).**
- **The Ministry of Education took on a more active role in community literacy in 2005, and provides limited funding to Decoda Literacy Solutions for the development and maintenance of a network of local literacy coordinators.**
- **District Literacy Plans remain a legislated requirement of the Ministry of Education.**

MINISTRY OF EDUCATION
ESTIMATES NOTE
LITERACY 2014

BACKGROUND:

- Since 2001, the B.C. government has invested more than \$1.5 billion in literacy and literacy-related including:
 - Ready, Set, Learn;
 - StrongStart BC;
 - Full Day Kindergarten;
 - Changing Results for Young Readers;
 - Community and District Literacy Plans;
 - Raise-a-Reader campaign;
 - Dollywood Imagination Library; and
 - Public Library Literacy Grants.
- Since 2003, the Ministry has invested approximately \$33 million with Decoda Literacy Solutions (formerly 2010 Legacies Now). In 2013/14, Decoda received a \$2.0 million grant for Community and District Literacy Plans, and \$500,000 for the Raise-a-Reader campaign.
- Funding pressures across government have contributed to the reduction in grants to Decoda from \$2.5 million in 2010/11 to \$1 million in 2011/12 and 2012/13. In 2011/12, Decoda made up for the difference in funding through its own reserves. In both 2012/13 and 2013/14, after significant lobbying, Decoda secured an additional \$1 million from the Province to maintain the Literacy Outreach Coordinator network.
- Since 2012/13, the Ministry has invested \$20.4 million in early reading through the Changing Results for Young Readers initiative.
- According to international assessments, B.C. is one of the top jurisdictions in the world for K-12 literacy, and is performing at the Organisation for Economic Cooperation and Development (OECD) average in adult literacy.
 - B.C. students were ranked among the top seven in the world in the Progress in International Reading Literacy Study (PIRLS), a global assessment of reading literacy among Grade 4 students. Forty-five countries and nine Canadian provinces took part in the 2011 study. B.C. students achieved an average score significantly above both the international and Canadian averages.
 - B.C. students were ranked among the top six in the world in the 2012 Programme for the International Student Assessment (PISA), a global assessment of reading, mathematics, and science among 15 year olds in 65 jurisdictions. B.C. students have the highest average score in reading across Canadian provinces, and it is the only province that performed above the Canadian average.
 - B.C. adults aged 16-65 had a literacy score at the OECD average, according to the Programme for the International Assessment of Adult Competencies (PIAAC). B.C. adults performed above the OECD average in ‘problem solving in a technology rich environment’. This Survey of Adult Skills was implemented in 24 countries. Results were published in November, 2013.

MINISTRY OF EDUCATION
ESTIMATES NOTE
LITERACY 2014

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GENERAL ISSUE:

The *Teachers Act* sets out the regulatory model for educators working in the B.C. K-12 public and independent school systems, and in B.C.-certified offshore school systems.

FACTS AND FIGURES:

- **The *Teachers Act* came into force on January 9, 2012, replacing the *Teaching Profession Act* (1996) and dissolving the British Columbia College of Teachers (BCCT).**
- **The regulatory model - based on the guiding principles of public interest and transparency - ensures educators meet and maintain the high standards of competence and conduct required to meet students' learning needs, keep students safe and foster public trust in the profession.**
- **There are approximately 69,000 certificate holders in British Columbia. Certificate holders include classroom teachers, vice-principals, principals, directors and superintendents in the B.C. public and independent school systems and in B.C.-certified offshore schools.**
- **Annually, the Teacher Regulation Branch (TRB) processes and issues approximately 3,300 certificates.**
- **Annually, the Commissioner for Teacher Regulation receives approximately 235 reports and complaints about certificate holder conduct and competence.**
- **The regulatory model is designated a 'Special Account' and funded through revenue from application and annual practice fees. In 2013, the TRB's operating budget was \$7.0 million. The TRB budget forecast for fiscal 14/15 is also \$7.0 million.**

BACKGROUND:

- **The BCCT, established in the 1980's as a self-regulating body for the teaching profession, was replaced by the current regulatory model in January 2012. This change was precipitated by concerns being raised about the BCCT's functionality/ ability to ensure student safety, and following recommendations made in a report by Don Avison.**
- **This legislation which received unanimous support in the legislature created four distinct bodies that share responsibility for the regulation of K-12 educators in the B.C. public and**

MINISTRY OF EDUCATION
ESTIMATES NOTE
TEACHER REGULATION 2014

independent school systems, and in B.C.-certified offshore schools. The TRB and the Independent School Teaching Certificate Standards Committee (ISTCSC) support this work.

Teacher Regulation Branch (TRB)

The TRB, within the *Partner Relations* Division of the Ministry, serves as the operational arm of the regulatory structure providing administration support to the BC Teachers' Council (BCTC), the Commissioner for Teacher Regulation, the Director of Certification and the Disciplinary and Professional Conduct Board (DPCB). With 33 staff, the TRB operationalizes the certification process under the guidance of the Director of Certification, and disciplinary and professional conduct processes, under the direction of the Commissioner.

BC Teachers' Council (BCTC)

The BCTC, comprised of 16 elected and appointed members, is responsible for approving teacher education programs and setting teacher education program approval standards, certification standards, and professional conduct and competence standards for certificate holders. Council meets three times a year.

Disciplinary and Professional Conduct Board (DPCB)

The DPCB, comprised of nine members of the BCTC, is responsible for serving on hearing panels for discipline and professional conduct matters. The Commissioner draws from the DPCB and from a pool of public hearing panel members to construct three-member hearing panels.

Director of Certification

The Director is responsible for overseeing certification processes and determining fitness of applicants for certification. In addition, the Director is responsible for maintaining the public online registry of all certificate holders and Letter of Permission holders. The registry identifies the certification status of all certificate holders and makes note of any discipline history.

Commissioner for Teacher Regulation

The Commissioner, an Order in Council appointment, is an independent decision maker who oversees all discipline processes and considers certification appeals. Former B.C. Superior Court Judge Bruce Preston was appointed in November 2012, on the recommendation of the Minister of Education for a term of five years.

Independent Teaching Certificate Standards Committee (ISTCSC)

The ISTCSC is composed of current or former independent school educators appointed by the Minister of Education under section 5 of the *Independent School Act*. The ISTCSC establishes standards for receiving and maintaining an independent school teaching certificate. At the request of the Inspector of Independent Schools or the Director of Certification, the ISTCSC provides advice about independent school teaching certificate criteria and applications.

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*MINISTRY OF EDUCATION
ESTIMATES NOTE
BULLYING PREVENTION - ERASE 2014*

GENERAL ISSUE:

There are still high rates of bullying and harmful behaviours, as well as serious risks and threats to schools around the world. Educators and community partner groups need to be supported to know how to prevent and intervene in a consistent manner across the province.

FACTS AND FIGURES:

- **In B.C., there have been a number of serious incidents that involved school-aged children, where warning signs were not recognized, missing an opportunity to provide intervention and supports to students, parents, teachers and administrators.**
- **In June 2012, the Ministry launched the Expect, Respect and A Safe Education (ERASE) strategy. It is a comprehensive prevention and intervention strategy focused on addressing bullying and student safety matters in schools.**
- **The strategy includes a comprehensive five-year training program for educators and community partners that began in October 2012.**
- **Over 8,000 people have been trained including public, independent and First Nations educators, as well as community partners from police, probation, youth mental health and child protection agencies.**
- **As part of the ERASE strategy, we have also put the following supports in place:**
 - **Dedicated District Safe School Coordinators, in every public school district and in many independent schools in B.C.;**
 - **Online parent resources:**
 - **ERASE Bullying Website over 8,300 visits in December 2013; and**
 - **@ERASEbullyingBC twitter feed with over 2,400 followers.**
 - **A confidential and anonymous, online reporting tool for students;**
 - **As of December 31, 2013 a total of 350 reports had been submitted; and**
 - **High numbers of reports were submitted for verbal, social and emotional bullying, cyberbullying and fights.**

*MINISTRY OF EDUCATION
ESTIMATES NOTE
BULLYING PREVENTION - ERASE 2014*

- **A multi-agency ERASE Provincial Advisory Council to develop information sharing and threat assessment guidelines;**
- **An ERASE Student Advisory to develop social media guidelines and advise the Minister of Education and Premier on student safety issues;**
- **School districts are signing formal protocols to guide and coordinate the work of schools and community partners to work together to address student safety concerns; and**
- **Codes of Conduct are also in place in all 60 school districts. The importance of having school Codes of Conduct translate into action is an integral part of the ERASE training.**
- **It is known that in order to reduce the number of bullying incidents in B.C. there needs to be a culture shift in the Province and the best place to model positive behaviours and culture is within schools.**
- **Over a period of five years, government has committed approximately \$3.147 million to Bullying Prevention initiatives throughout the province for:**
 - **Five year multi-level training regime for educators, staff and community agencies, costing \$2.16 million over five years from June 1, 2013 to February 16, 2017, for; and**
 - **An online Reporting Tool for students, costing \$987,000 over five years from October 31, 2012 to October 31, 2017. There is no cost to schools to onboard the Reporting Tool.**
- **Government funds all training sessions including trainer costs, training material, venue, catering and audio visual equipment, which amounted to approximately \$200,000 in fiscal 2013/14.**
- **Government has committed \$250,000 annually for Pink Shirt Day initiatives in support of bullying prevention.**
- **Government provided Me to We with \$100,000 in funding to deliver their Stand Up! Leadership program in seven school districts across northern B.C. Stand Up! empowers students with leadership skills required to build and promote positive school climates.**

*MINISTRY OF EDUCATION
ESTIMATES NOTE
BULLYING PREVENTION - ERASE 2014*

BACKGROUND:

- Every child in B.C. deserves to feel respected and accepted, regardless of their gender, race, culture, religion or sexual orientation and to enjoy a safe learning environment.
- Bullying and harmful behaviours in our schools, on our playgrounds, and online, or anywhere else for that matter are just not acceptable.
- ERASE strategy is about providing a safe school environment for our students, and ensuring school districts have consistent approaches to addressing bullying and harmful behaviours.
- Diversity is at the heart of this strategy, valuing all students in all schools across B.C.
- Government recognizes that to truly address the issue of bullying, it is not just laws that need to change - a fundamental change in society has to take place.
- Part of the ERASE training focuses on addressing systemic racism and homophobia. Educators are encouraged to engage students in dialogue to better understand issues confronting LGBTQ youth and their straight allies. Schools are encouraged to have student-led clubs such as gay straight alliances in an effort to ensure positive, safe and inclusive school environments.
- Training sessions are evaluated and have been extremely positive, with high numbers of attendees reporting they gained substantial knowledge about bullying prevention.
- The ERASE strategy includes 10 key elements:
 - A five-year, multi-level training regime for educators, staff and community agencies, focused on bullying prevention and threat assessment;
 - A confidential and anonymous, online reporting tool for students;
 - Online resources for parents (www.erasebullying.ca);
 - Provincial Advisory Committee with representatives from police, school and social agency partners;
 - Enhanced codes of conduct for schools;
 - Provincial guidelines for threat assessments;
 - Formal protocols to guide and co-ordinate the work of school and community partners;
 - Safe schools coordinator in every school district;
 - Bullying prevention and threat assessment pre-service training for new teachers;
 - and
 - Designated professional development day focused on bullying prevention.

MINISTRY OF EDUCATION
ESTIMATES NOTE
CLASS SIZE AND COMPOSITION 2014

I. ISSUE:

Class size and composition have been regulated by legislation since 2002. The Ministry has reported trends in class size since 2005-06. This issue is of interest to parents and teachers.

Class size refers to the number of students assigned to a class. Class composition is dependent on the nature and number of students (e.g. students with special needs) assigned to the class. Teacher workload and student learning conditions are dependent on class size and class composition. Principals are responsible for organizing classes within a school in consultation with teachers.

II. FACTS AND FIGURES:

- **Class size has been relatively stable over the past decade (2002-03 to 2013-14). The FTE Enrolment- FTE Educator ratio for public schools has varied between 16.2 and 17.5.**
- **Research shows that smaller class sizes have only a small effect on student learning. Other factors, including teacher quality and student home environment are far more important.**
- **The number of educator FTEs in the province has declined since 2000-01 by approximately 3,450 but the number of enrolment FTEs has also declined by 58,900. The number of enrolment per educator has varied slightly but is basically unchanged. Class size is unchanged.**

MINISTRY OF EDUCATION
ESTIMATES NOTE
CLASS SIZE AND COMPOSITION 2014

School Year	Educator FTE	Enrolment FTE	Ratio
2000-01	36,113.3	598,934.5	16.6
2001-02	35,929.6	596,575.4	16.6
2002-03	33,900.8	588,989.4	17.4
2003-04	33,344.9	582,658.7	17.5
2004-05	33,145.8	577,156.2	17.4
2005-06	33,700.8	570,912.2	16.9
2006-07	33,965.7	559,615.5	16.5
2007-08	33,800.9	547,368.9	16.2
2008-09	33,585.4	552,812.8	16.5
2009-10	33,053.7	551,109.1	16.7
2010-11	32,694.4	549,106.2	16.8
2011-12*	33,008.1	549,849.3	16.7
2012-13*	32,966.3	542,641.1	16.5
2013-14*	32,658.3	540,005.0	16.5

*with update of 2011-12 to 2013-14 school year only. Data for previous years are not updated.

- An annual detailed class size data collection and report has been completed since 2005-06 school year. This report provides details about the size of each class at the school level, the average size of classes and the numbers of students with special needs at the district level and summary information at the provincial level. The reports show that the number of classes over 30 in the province has declined. In 2005-06 there were 9,253 and in 2011-12, there were 3,188. In 2013-14, the number has dropped to 1,067 classes. In many cases, like music, band and choirs, classes over 30 are appropriate for instruction. Most classes over 30 are actually at 31 and accommodate student course choices in grades 11 and 12.
- There were approximately 558,980 students within the public school system in 2013-14. Among these there were approximately 57,000 students with special needs. 91% of classes have five or less students with special needs. In organizing classes, students with special needs are often grouped in particular classes so their needs can be supported.
- Non-enrolling teachers are teachers who are not directly responsible for a class such as teacher librarians, counselors, learning assistance teachers and special education resource teachers. The total number of these types of non-enrolling teacher has declined since 2000-01 from 6,150 to 5,500 in part because of enrollment decline.

MINISTRY OF EDUCATION
ESTIMATES NOTE
CLASS SIZE AND COMPOSITION 2014

III. BACKGROUND:

- In January 2002, government introduced Bill 28, which removed class size and composition requirements from teacher collective agreements and replaced these with legislated requirements. This has resulted in a charter challenge by the teachers' union seeking to strike down amendments to the *School Act* introduced by Bill 28.
- Class composition, namely the number of students with special needs in a class, has an impact on teacher workload. It is an issue of concern for teachers.

(Data for 2013/14 include 33 Alternate schools)

- Appendix
- 1: Average Class Sizes, 2005-06 to 2013-14
 - 2: Key Indicators Comparison, 2005-06 to 2013-14
 - 3: Number of Classes with More Than 30 Students
 - 4: Number of Non-enrolling Teachers
 - 5: System Demographics Teachers and Enrolments
 - 6: Number of Students with Special Needs
 - 7: Number of Classes by Subject Areas
 - 8: Number of Classes with More Than Three Students Entitled to IEPs
 - 9: Number of Classes with ELL
 - 10: FTE Enrolment/FTE Educator Ratio for Public Schools

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1. Average Class Sizes, 2005-06 to 2013-14

	Grade K	Grade 1 – 3	Grade 4 – 7	Grade 8 – 12
2005/06	17.7	20.8	26.3	25.0
2006/07	17.5	20.3	25.8	24.4
2007/08	17.4	20.4	25.8	24.4
2008/09	17.7	20.6	25.8	24.4
2009/10	17.8	20.7	26.0	24.8
2010/11	18.3	20.7	25.9	25.1
2011/12	18.5	20.6	25.9	25.0
2012/13	19.0	21.1	25.4	23.3
2013/14	19.3	21.5	25.7	23.0

MINISTRY OF EDUCATION
ESTIMATES NOTE
CLASS SIZE AND COMPOSITION 2014

2. Key Indicators Comparison, 2005-06 to 2013-14

Year	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Number of Classes	67,499	68,665 (+2%)	68,693 (+0%)	68,357 (-0%)	67,473 (-1%)	64,909 (-4%)	64,827 (-0%)	67,089 (+3%)	68,020 (+1%)
Headcount in all public schools	599,492	587,815	583,620	579,485	580,483	579,112	569,740	564,532	558,985
FTEs in all public schools	571,032	559,531	544,749	549,588	546,510	549,126	549,849	542,641	540,005
<i>FTEs in public standard schools</i>	<i>548,074</i>	<i>539,281</i>	<i>528,379</i>	<i>530,149</i>	<i>525,747</i>	<i>529,371</i>	<i>531,787</i>	<i>524,852</i>	<i>522,752</i>
Classes with 20 or fewer students	14,853 (22%)	16,005 (23%)	15,937 (23%)	15,771 (23%)	14,699 (22%)	13,331 (21%)	13,530 (21%)	17,156 (26%)	17,739 (26%)
Classes with 30 or fewer students	58,246 (86%)	65,423 (95%)	65,514 (95%)	65,021 (95%)	64,244 (95%)	61,282 (94%)	61,639 (95%)	65,726 (98%)	66,953 (98%)
Classes with 32 or fewer students	64,590 (96%)	67,794 (99%)	67,790 (99%)	67,519 (99%)	66,572 (99%)	63,904 (98%)	63,895 (99%)	66,566 (99%)	67,427 (99%)
Classes with more than 30 students	9,253 (14%)	3,242 (5%)	3,179 (5%)	3,336 (5%)	3,229 (5%)	3,627 (6%)	3,188 (5%)	1,363 (2%)	1,067 (2%)
Classes with more than 32 students	2,909 (4%)	871 (1%)	903 (1%)	838 (1%)	901 (1%)	1,005 (2%)	932 (1%)	523 (1%)	593 (1%)
Classes with no students in IEP	22,534 (33%)	21,112 (31%)	21,287 (31%)	20,207 (30%)	18,548 (27%)	16,833 (26%)	16,488 (25%)	17,107 (25%)	16,768 (25%)
Classes with five or fewer students in IEP	63,901 (95%)	65,870 (96%)	65,523 (95%)	65,082 (95%)	64,010 (95%)	61,084 (94%)	61,107 (94%)	61,621 (92%)	61,740 (91%)

3. Number of Classes with more than 30 Students

	Grade K	Grade 1-3	Grade 4-7	Grade 8-12	Total
2005/06	1	0	648	8,604	9,253
2006/07	0	0	85	3,157	3,242
2007/08	0	0	108	3,071	3,179
2008/09	0	0	104	3,232	3,336
2009/10	0	0	94	3,135	3,229
2010/11	0	0	73	3,554	3,627
2011/12	0	0	61	3,127	3,188
2012/13	0	0	52	1,311	1,363
2013/14	0	0	59	1,008	1,067

MINISTRY OF EDUCATION
ESTIMATES NOTE
CLASS SIZE AND COMPOSITION 2014

4. Number of Non-enrolling Teachers (FTE)

	Librarians	Counsellors	LAT/SPED	ELL	Total
1997-98	778.4	880.7	3,498.5	1,277.2	6,434.9
1998-99	836.0	905.4	3,550.8	1,083.2	6,375.4
1999-00	816.2	909.1	3,519.9	940.4	6,185.7
2000-01	801.6	926.8	3,545.7	873.6	6,147.6
2001-02	785.4	919.0	3,532.7	887.5	6,124.6
2002-03	759.4	920.2	3,179.4	810.2	5,669.3
2003-04	704.6	895.4	3,331.7	812.7	5,744.4
2004-05	692.6	906.4	3,311.6	827.8	5,738.3
2005-06	741.3	901.6	3,357.9	848.6	5,849.4
2006-07	746.6	908.6	3,442.9	829.0	5,927.0
2007-08	729.9	915.8	3,448.5	788.6	5,882.8
2008-09	717.4	910.9	3,449.1	795.9	5,873.4
2009-10	685.8	909.8	3,403.4	786.0	5,785.0
2010-11	644.7	885.0	3,313.9	687.5	5,531.0
2011-12	635.8	870.1	3,282.3	673.7	5,461.9
2012-13	646.6	871.1	3,381.3	686.2	5,585.2
2013-14	627.5	858.3	3,236.8	816.8	5,539.4

Note : In 2003/04, professional staff including the Learning Assistance (1.04) , Severe Behaviour (1.16), High-Incidence-Low Cost (1.17), Low-Incidence-High Cost (1.18), Dependent Handicapped (1.19), and Gifted (1.32) were collapsed into the Special Education category (1.10).

5. System Demographics —Teachers and Enrolments

*Teacher FTE and Enrolment FTE are refreshed and updated. They may not match previously published data.

	Teacher (fte)	% change	Enrolment (fte)	% change	PTR	Total Special Needs (Headcount)
1999-00	32,969		601,345		18.2	66,592
2000-01	33,388	1.27%	598,631	-0.45%	17.9	66,530
2001-02	33,183	-0.61%	596,308	-0.39%	18.0	65,925
2002-03	31,228	-5.89%	588,633	-1.29%	18.8	62,503
2003-04	30,720	-1.63%	582,763	-1.00%	19.0	61,254
2004-05	30,535	-0.60%	576,965	-0.99%	18.9	61,983
2005-06	31,007	1.54%	571,032	-1.03%	18.4	61,275
2006-07	31,222	0.69%	559,531	-2.01%	17.9	58,574
2007-08	31,049	-0.55%	544,749	-2.64%	17.5	57,325
2008-09	30,867	-0.59%	549,588	0.89%	17.8	57,871
2009-10	30,393	-1.54%	546,510	-0.56%	18.0	58,644
2010-11	30,110	-0.93%	549,126	0.48%	18.2	58,268
2011-12	30,407	0.99%	549,849	0.13%	18.1	57,250
2012-13	30,374	-0.11%	542,641	-1.31%	17.9	57,366
2013-14	30,064	-1.02%	540,005	-0.49%	18.0	57,242

MINISTRY OF EDUCATION
ESTIMATES NOTE
CLASS SIZE AND COMPOSITION 2014

6. Number of Students with Special Needs

Number of Students	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
Total	61,275	58,574	57,325	57,871	58,644	58,268	57,250	57,366	57,242
A Physically Dependent	686	665	658	626	611	610	567	570	539
B DeafBlind	48	50	54	65	63	59	62	67	72
C Moderate to Profound Intellectual Disability	2,457	2,379	2,340	2,278	2,184	2,048	1,978	1,886	1,818
D Physical Disability/Chronic Health Impairment	5,827	5,387	5,630	6,131	6,734	7,073	7,035	7,241	7,434
E Visual Impairment	391	382	374	350	347	337	335	336	317
F Deaf or Hard of Hearing	1,406	1,328	1,281	1,238	1,238	1,195	1,148	1,146	1,098
G Autism Spectrum Disorder	2,593	3,715	4,177	4,622	5,138	5,514	5,916	6,301	6,750
H Intensive Behaviour Interventions/Serious Mental Illness	7,477	7,269	7,087	7,318	7,515	7,401	6,988	6,970	7,089
K Mild Intellectual Disability	2,751	2,589	2,497	2,396	2,330	2,229	2,217	2,138	2,115
P Gifted	11,582	9,879	8,966	8,389	7,994	7,331	6,753	6,550	6,048
Q Learning Disability	16,702	16,636	17,129	17,590	17,861	18,201	18,174	18,392	18,412
R Moderate Behaviour Support /Mental Illness	9,355	8,295	7,132	6,868	6,629	6,270	6,077	5,769	5,550

7. Number of Classes by Subject Areas

2013-14	<=20	21-25	26-30	31-35	36-39	>=40
Applied Skills	1,619	2,049	2,171	12	1	2
English Language Arts	1,333	1,407	3,600	33	1	3
Fine Arts	1,077	1,105	2,068	228	80	221
Full Grade	3,072	6,363	4,209	20		1
Health and Career Ed	461	470	910	40	3	11
Information and Communications Tech	240	255	442	3		
Languages	878	1,096	1,627	35		
Mathematics	1,222	1,327	3,338	59	3	3
Other	3,751	1,256	1,877	68	21	43
Physical Education	547	1,054	2,732	62	8	5
Sciences	1,054	1,489	3,949	59		
Social Studies	784	1,217	3,092	40		1
Special Education	1,701	49	62	1		

MINISTRY OF EDUCATION
ESTIMATES NOTE
CLASS SIZE AND COMPOSITION 2014

8. Number of Classes with Students Entitled to IEPs

# of IEP Students	0	1	2	3	4	5	6	>=7
2005/06	22,534	15,658	11,044	7,321	4,566	2,778	1,577	2,021
2006/07	21,112	16,176	12,239	9,579	4,464	2,300	1,258	1,537
2007/08	21,287	15,962	11,826	9,305	4,608	2,535	1,364	1,806
2008/09	20,207	15,758	11,990	9,417	4,957	2,753	1,498	1,777
2009/10	18,548	14,961	12,053	9,952	5,402	3,094	1,631	1,832
2010/11	16,833	14,407	11,876	9,553	5,201	3,214	1,746	2,079
2011/12	16,488	14,065	11,828	9,795	5,555	3,376	1,708	2,012
2012/13	17,107	14,298	11,727	9,072	5,865	3,552	1,983	3,485
2013/14	16,768	14,450	11,538	9,101	6,004	3,879	2,405	3,875

2013-14	1 IEP	2 IEP	3 IEP	4 IEP	5 IEP	6 IEP	>=7 IEP
Applied Skills	1,070	1,062	964	710	482	296	388
English Language Arts	1,292	1,098	861	583	367	229	389
Fine Arts	880	883	813	553	381	235	274
Full Grade	3,469	2,569	1,798	1,045	543	262	215
Health and Career Ed	345	360	305	213	123	86	102
Information and Communications Tech	197	198	143	117	62	38	45
Languages	995	466	201	90	52	26	24
Mathematics	1,346	906	700	426	263	207	392
Other	1,264	977	793	578	436	250	545
Physical Education	773	875	776	531	370	218	264
Sciences	1,578	1,034	784	465	318	205	233
Social Studies	1,066	954	801	532	320	200	222
Special Education	175	156	162	161	162	153	782

MINISTRY OF EDUCATION
ESTIMATES NOTE
CLASS SIZE AND COMPOSITION 2014

9. Number of Classes with ELLs

# of ELL	0	1	2	3	4	5	6	>=7
2005-06	37,139	9,934	5,815	3,675	2,603	1,712	1,272	5,349
2006-07	39,262	10,311	5,311	3,485	2,353	1,575	1,237	5,131
2007-08	39,810	10,185	5,249	3,493	2,255	1,597	1,180	4,924
2008-09	38,966	9,784	5,379	3,496	2,432	1,779	1,360	5,161
2009-10	37,985	10,111	5,331	3,389	2,507	1,726	1,199	5,225
2010-11	36,937	9,488	5,074	3,353	2,338	1,511	1,124	5,084
2011-12	36,260	9,530	5,283	3,405	2,319	1,698	1,229	5,103
2012-13	39,245	9,448	5,358	3,403	2,259	1,564	1,114	4,698
2013-14	39,372	9,754	5,473	3,554	2,419	1,660	1,152	4,636

2013-14	1 ELL	2 ELL	3 ELL	4 ELL	5 ELL	6 ELL	>=7 ELL
Applied Skills	1,024	602	383	219	163	72	156
English Language Arts	856	468	262	163	99	68	271
Fine Arts	781	421	263	222	135	81	211
Full Grade	1,840	1,180	909	722	585	478	2,799
Health and Career Ed	263	171	114	61	43	27	64
Information and Communications Tech	132	83	52	27	15	11	23
Languages	458	215	111	67	32	20	35
Mathematics	1,007	551	387	246	152	96	163
Other	697	270	150	93	60	57	527
Physical Education	764	457	307	198	131	103	136
Sciences	1,095	632	377	259	157	97	139
Social Studies	757	405	237	142	87	42	92
Special Education	80	18	2		1		20

MINISTRY OF EDUCATION
ESTIMATES NOTE
CLASS SIZE AND COMPOSITION 2014

FTE Enrolment/FTE Educator Ratio for Public Schools.

*with update of 2011-12 to 2013-14 school year only. Data for previous years are not updated.

School Year	Educator FTE	Enrolment FTE	Ratio
1975-76	27,454.6	525,344.0	19.1
1976-77	27,858.7	518,425.0	18.6
1977-78	28,181.4	510,642.5	18.1
1978-79	28,086.5	500,198.0	17.8
1979-80	27,861.0	494,522.0	17.7
1980-81	28,437.9	492,053.5	17.3
1981-82	29,156.9	485,560.5	16.7
1982-83	28,183.5	482,255.0	17.1
1983-84	28,023.6	478,543.5	17.1
1984-85	26,643.1	472,264.1	17.7
1985-86	25,915.4	467,767.0	18.0
1986-87	26,366.5	467,033.6	17.7
1987-88	27,143.8	471,134.1	17.4
1988-89	28,089.2	479,039.9	17.1
1989-00	29,797.8	492,035.0	16.5
1990-91	31,147.0	502,191.4	16.1
1991-92	32,373.1	531,891.0	16.4
1992-93	32,566.4	542,947.3	16.7
1993-94	32,630.2	557,362.4	17.1
1994-95	33,324.8	568,978.0	17.1
1995-96	34,127.4	577,920.7	16.9
1996-97	34,710.9	591,540.8	17.0
1997-98	34,965.6	603,733.4	17.3
1998-99	35,461.0	602,822.2	17.0
1999-00	35,687.4	601,661.7	16.9
2000-01	36,113.3	598,934.5	16.6
2001-02	35,929.6	596,575.4	16.6
2002-03	33,900.8	588,989.4	17.4
2003-04	33,344.9	582,658.7	17.5
2004-05	33,145.8	577,156.2	17.4
2005-06	33,700.8	570,912.2	16.9
2006-07	33,965.7	559,615.5	16.5
2007-08	33,800.9	547,368.9	16.2
2008-09	33,585.4	552,812.8	16.5
2009-10	33,053.7	551,109.1	16.7
2010-11	32,694.4	549,106.2	16.8
2011-12*	33,008.1	549,849.3	16.7
2012-13*	32,966.3	542,641.1	16.5
2013-14*	32,658.3	540,005.0	16.5

MINISTRY OF EDUCATION
ESTIMATES NOTE
LEARNING IMPROVEMENT FUND 2014

GENERAL ISSUE:

The Learning Improvement Fund (LIF) was implemented for the first time in September 2012 to improve learning and working conditions in classes that are complex and difficult to teach because of the numbers or types of students with special needs. LIF was also intended to address concerns expressed by the British Columbia Teachers' Federation with the composition of some classes.

FACTS AND FIGURES:

- Government has committed to provide additional funding to districts to support LIF, \$30 million in 2012/13, \$60 million in 2013/14, \$75 million in 2014/15 and \$75 million in all subsequent years. In 2012/13 an additional amount of \$30 million from strike savings was allocated so the total allocation became \$60 million.
- Each year LIF plans are approved by the Ministry before school district allocations are provided. Funds may only be spent on additional teachers, professional development for teachers and special education assistants. School districts may hold back a small reserve to address needs as they arise during the school year.
- In 2013/14, all school districts complied with the LIF requirements and plans set out total spending as follows:

– Teacher staffing	\$41,805,549
– Professional Development	\$1,432,157
– Education Assistant staffing	\$13,529,425
– Planned reserves	\$2,896,901
- LIF planning requires that extensive consultation occur at the school level between the principal and teachers and at the district level between the superintendent of schools and the local teacher union president.
- In 36 of 60 school districts the local union agreed with the plan proposed by the superintendent.

MINISTRY OF EDUCATION
ESTIMATES NOTE
LEARNING IMPROVEMENT FUND 2014

BACKGROUND:

- LIF arose in part in response to the Court decision resulting from the charter challenge brought by the British Columbia Teachers' Federation (BCTF) regarding Bill 28 (2002). The court found (April 2011) that parts of Bill 28 violated the rights of teachers and ordered that these be remedied by April 2013. LIF was originally proposed to the BCTF in an effort to come to agreement on the form of remedy. When no agreement was reached, Government passed legislation to bring LIF into force. Bill 22 was the topic of further litigation to go before the court in the fall of 2013 (see the Estimates Litigation note for additional details).
- LIF was also seen by Government as a reasoned response to concerns regarding complex classes that posed challenging learning conditions for students and working conditions for teachers. LIF provides a resource that can be targeted in schools and classes at areas of high need. The BCTF seeks a structure in collective agreements that regulates the numbers of students with special needs assigned to classes. Past experience with these structures prior to Bill 28 show them to be inefficient, costly, discriminatory, and often fail to address the most challenging classes. LIF planning utilizes professional discretion and judgments of principals and teachers to provide learning conditions appropriate to students in classes in consideration of teacher workload.
- School district response to LIF has been exceptionally positive. As one principal commented it was so great to be able to address a classroom in need and say "yes" when a teacher informed him of a learning challenge. Teachers are reported to have confirmed that LIF makes a real difference to children in their classes.
- The BCTF instructed locals to only engage in consultation by demanding that the class size and class composition provision prior to Bill 28 be restored. In spite of that, healthy consultation is reported at almost all schools and 36 of 60 school districts came to agreement with local unions on the plan for expending the LIF allocation.

Primary Contact:	Prepared by:
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Learning Improvement Fund (LIF) Grant Allocation Approval Form Results - All-Districts Summary, 2013/14

School District #	School District Name	2013/14 Learning Improvement Fund (LIF) Allocation	Support Staff Minimal Obligation	Budgetted for Teacher Staffing	Budgetted for Teacher Professional Development	Budgetted for Education Assistants (EA)	Reserves	District Budget should equal total allocation amount	Difference between reported EA budgetted amount and LIF Support Staff Obligation	Reserve Amount (max 30%)
005	Southeast Kootenay	636,109	81,682	266,944.00	11,500.00	357,665.00	0.00	\$636,109	\$275,983	0.00%
006	Rocky Mountain	398,573	51,180	171,392.00	0.00	174,876.00	52,305.00	\$398,573	\$123,696	13.12%
008	Kootenay Lake	619,895	79,600	326,660.00	16,470.00	195,165.00	2,000.00	\$540,295	\$115,565	0.32%
010	Arrow Lakes	93,254	11,975	71,307.00		15,326.53	6,620.00	\$93,254	\$3,352	7.10%
019	Revelstoke	125,887	16,165	109,722.00	0.00	16,165.00	0.00	\$125,887	\$0	0.00%
020	Kootenay-Columbia	450,002	57,784	330,554.00	0.00	57,784.00	61,664.00	\$450,002	\$0	13.70%
022	Vernon	887,259	113,932	718,732.00	0.00	113,932.00	54,595.00	\$887,259	\$0	6.15%
023	Central Okanagan	2,243,681	288,108	1,828,575.00	18,060.00	378,408.00	18,638.00	\$2,243,681	\$90,300	0.83%
027	Cariboo-Chilcotin	670,319	86,075	288,090.00	0.00	375,594.00	33,258.00	\$696,942	\$289,519	4.96%
028	Quesnel	440,068	56,508	197,500.00		242,568.00		\$440,068	\$186,060	0.00%
033	Chilliwack	1,385,018	177,848	561,665.95	0.00	635,269.98	10,234.07	\$1,207,170	\$457,422	0.74%
034	Abbotsford	1,997,154	256,451	1,695,600.00		256,451.00	45,103.00	\$1,997,154	\$0	2.26%
035	Langley	1,976,193	253,760	1,393,389.00	0.00	253,760.00	329,044.00	\$1,976,193	\$0	16.65%
036	Surrey	7,234,286	928,943	5,441,058.70	114,402.00	1,377,636.15	310,519.15	\$7,243,616	\$448,693	4.29%
037	Delta	1,638,846	210,442	1,300,681.00	102,000.00	213,375.00	22,790.00	\$1,638,846	\$2,933	1.39%
038	Richmond	2,213,661	284,253	1,629,956.00	175,000.00	292,290.00	116,415.00	\$2,213,661	\$8,037	5.26%
039	Vancouver	5,676,855	728,956	4,947,899.00		728,956.00		\$5,676,855	\$0	0.00%
040	New Westminster	702,774	90,242	569,950.24	0.00	132,823.76	0.00	\$702,774	\$42,582	0.00%
041	Burnaby	2,448,366	314,391	1,064,109.00	119,540.00	1,243,451.00	21,266.00	\$2,448,366	\$929,060	0.87%
042	Maple Ridge-Pitt Meadows	1,465,601	188,196	1,265,155.00	0.00	188,196.00	12,250.00	\$1,465,601	\$0	0.84%
043	Coquitlam	3,141,071	403,340	2,350,000.00	250,000.00	403,340.00	137,731.00	\$3,141,071	\$0	4.38%
044	North Vancouver	1,558,074	200,070	506,160.00	30,000.00	442,700.00	379,144.00	\$1,358,004	\$242,630	24.33%
045	West Vancouver	672,567	86,363	368,142.00	0.00	293,133.00	11,292.00	\$672,567	\$206,770	1.68%
046	Sunshine Coast	431,118	55,359	279,000.00	2,310.00	69,049.00	80,759.00	\$431,118	\$13,690	18.73%
047	Powell River	268,708	34,504	234,204.00		34,504.00		\$268,708	\$0	0.00%
048	Sea to Sky	498,511	64,013	352,769.00	33,300.00	64,013.00	42,519.00	\$492,601	\$0	8.53%
049	Central Coast	66,695	8,564	58,131.00		8,564.00		\$66,695	\$0	0.00%
050	Haida Gwaii	129,630	16,646	99,000.00	10,000.00	16,646.00	3,984.00	\$129,630	\$0	3.07%
051	Boundary	196,703	25,258	85,500.00	0.00	111,203.00	0.00	\$196,703	\$85,945	0.00%
052	Prince Rupert	319,120	40,978	247,940.00	0.00	52,978.00	18,202.00	\$319,120	\$12,000	5.70%
053	Okanagan Similkameen	294,183	37,776	157,860.00	0.00	79,100.00	19,447.00	\$256,407	\$41,324	6.61%
054	Bulkley Valley	284,365	36,515	136,512.00	25,000.00	90,000.00	33,212.00	\$284,724	\$53,485	11.68%
057	Prince George	1,520,896	195,296	1,237,100.00	0.00	195,296.00	88,500.00	\$1,520,896	\$0	5.82%
058	Nicola-Similkameen	311,007	39,936	171,483.00	13,000.00	113,556.00	12,968.00	\$311,007	\$73,620	4.17%
059	Peace River South	533,736	68,536	494,462.00	28,650.00	84,070.00		\$607,182	\$15,534	0.00%
060	Peace River North	684,623	87,911	248,539.00	48,508.00	292,294.00	95,282.00	\$684,623	\$204,383	13.92%

Learning Improvement Fund (LIF) Grant Allocation Approval Form Results - All-Districts Summary, 2013/14

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061	Greater Victoria	1,936,018	248,601	1,152,567.00	59,102.00	705,918.00	18,431.00	\$1,936,018	\$457,317	0.95%
062	Sooke	989,179	127,019	713,930.00	8,674.00	225,379.00	41,196.00	\$989,179	\$98,360	4.16%
063	Saanich	805,419	103,423	530,171.00	34,222.00	241,026.00	0.00	\$805,419	\$137,603	0.00%
064	Gulf Islands	244,085	31,343	140,000.00	55,268.00	48,817.00		\$244,085	\$17,474	0.00%
067	Okanagan Skaha	685,163	87,981	317,467.00	0.00	338,166.00	29,530.00	\$685,163	\$250,185	4.31%
068	Nanaimo-Ladysmith	1,468,702	188,594	794,576.00	150,000.00	190,000.00	334,126.00	\$1,468,702	\$1,406	22.75%
069	Qualicum	505,120	64,862	407,555.00	22,000.00	64,862.00	10,703.00	\$505,120	\$0	2.12%
070	Alberni	471,126	60,497	471,000.00	0.00	60,497.00	126.00	\$531,623	\$0	0.03%
071	Comox Valley	905,686	116,298	631,400.00		218,210.00	56,076.00	\$905,686	\$101,912	6.19%
072	Campbell River	622,902	79,986	266,766.00	15,763.00	153,502.00	186,871.00	\$622,902	\$73,516	30.00%
073	Kamloops/Thompson	1,592,614	-	1,098,934.07	48,650.00	399,420.84	29,535.09	\$1,576,540	\$399,421	1.85%
074	Gold Trail	252,947	32,481	177,100.00	0.00	76,847.00	0.00	\$253,947	\$44,366	0.00%
075	Mission	660,844	84,858	560,000.00	5,986.00	84,858.00	10,000.00	\$660,844	\$0	1.51%
078	Fraser-Cascade	242,699	31,165	27,000.00	4,000.00	184,150.00	27,549.00	\$242,699	\$152,985	11.35%
079	Cowichan Valley	890,445	114,341	460,970.00		424,618.00	4,857.00	\$890,445	\$310,277	0.55%
081	Fort Nelson	126,047	16,185	109,862.00		16,185.00		\$126,047	\$0	0.00%
082	Coast Mountains	646,485	83,014	558,485.00	0.00	88,000.00	0.00	\$646,485	\$4,986	0.00%
083	North Okanagan-Shuswap	777,005	99,774	673,600.00	0.00	99,774.00	1,631.00	\$775,005	\$0	0.21%
084	Vancouver Island West	99,316	12,753	85,811.00	752.00	12,753.00	0.00	\$99,316	\$0	0.00%
085	Vancouver Island North	229,963	29,529	200,434.00	0.00	29,529.00	0.00	\$229,963	\$0	0.00%
087	Stikine	70,779	9,089	61,690.00		9,089.00		\$70,779	\$0	0.00%
091	Nechako Lakes	640,057	82,189	432,831.00	0.00	137,629.00	69,597.00	\$640,057	\$55,440	10.87%
092	Nisga'a	93,896	12,057	78,118.00		12,057.00	15,778.00	\$105,953	\$0	16.80%
093	Conseil scolaire francophone	828,694	106,411	649,540.00	30,000.00	108,000.00	41,154.00	\$828,694	\$1,589	4.97%
Total:		\$60,000,000	7,500,000	41,805,548.96	1,432,157.00	13,529,425.26	2,896,901.31	\$59,664,033	\$6,029,425	4.83%

MINISTRY OF EDUCATION
ESTIMATES NOTE
SUPERINTENDENTS IN THE MINISTRY OF EDUCATION 2014

GENERAL ISSUE:

Superintendents in the Ministry of Education, roles and appointment methods.

FACTS AND FIGURES:

- **There are seven Superintendents in the Ministry of Education**
 1. **Superintendent of Learning – Rod Allen**
 2. **Superintendent of Reading – Maureen Dockendorf (secondment)**
 3. **Superintended of Aboriginal Learning – DeDe DeRose (secondment ends July 31, 2014)**
 4. **Superintendent of Grad Transitions – Jan Unwin (secondment)**
 5. **Superintendent of Careers and Student Transitions – Larry Espe (secondment)**
 6. **Superintendent of Safe and Healthy Schools – Sherri Mohoruk (secondment)**
 7. **Superintendent Liaison – Mike Roberts (secondment)**
- **One of the Superintendents is based out of Victoria; the others represent other parts of the province – Fort St. John, Okanagan, Kamloops, and the Lower Mainland.**
- **The Superintendents that are seconded to the Ministry are for set periods of time ranging from one year to multiple years.**
- **The salary costs for three of the Superintendents comes from the Learning Division operating budget (Reading, Grad and Careers), three from the Deputy Minister’s operating budget (Aboriginal, Liaison and Safe Schools) and the remaining superintendent is a provincial government employee.**
- **All of the positions are required to travel as part of their role, to ensure they are working directly with school districts and community partners across the province.**
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MINISTRY OF EDUCATION
ESTIMATES NOTE
SUPERINTENDENTS IN THE MINISTRY OF EDUCATION 2014

BACKGROUND:

Learning – Rod Allen

Responsible for leading the Learning Division and has a central role in British Columbia's transformation to personalized learning. The Learning Division is responsible for providing leadership and support to school districts in the areas of Aboriginal Education, Curriculum and Assessment, Diversity and Equity, the Early Years, Transition Years, French Programs, and e-Learning. Through a focus on personalized learning, the Learning Division promotes choice and flexibility, student engagement, and strong basic skills and competencies.

Reading – Maureen Dockendorf

Support the Ministry of Education's personalized learning transformation agenda specifically focused on Changing Results for Young Readers (CR4YR). To date worked with over 10,000 students in K-3, have 24 teams focused on middle and secondary learners with 800 educators participating in 57 school districts. Also participating in the BC Society of Christian Schools 8 schools in the Lower Mainland and Fraser Valley.

Results: 86% of the 10,000 students involved in CR4YR are now reading at grade level. Of these 10,000 students, teachers identified one child whose reading they were concerned about. 94% of the 420 students identified by teachers have improved and 20% are now reading at grade level.

Aboriginal Achievement – DeDe DeRose

Work directly with senior school district administration with a focus on Aboriginal student success, using data supplied by the districts to inform the conversations and direction. Works closely with school districts and the First Nations Education Steering Committee to develop proactive ways to support Aboriginal student transition through educational institutions. Meet and work with elders, Aboriginal Advisory groups, school trustees, administrators at the request of the district superintendent. In addition is working with UBC to develop a free Online Open Course (MOOC) for educators in preparation to integrate the Aboriginal history, language and culture in the transformative curriculum.

Grad Transitions – Jan Unwin

The goal is to ensure a seamless delivery of education and skills training from high school right through to the entry in the workplace, to increase the number of graduates moving from secondary school successfully into the world of work, post-secondary, trades or technical programs and careers of all kinds. By developing partnerships between post-secondary institutions, school districts, employers and government we will design and build a new graduation program that more closely aligns with the Education Transformation plan and to create requirements for graduation that allow kids to design and build their own pathway linked to their passion and to their world after high school.

Career and Student Transitions – Larry Espe

Facilitate the creation and growth of district partnerships with post secondary institutions, municipalities, aboriginal organizations, business and industry to explore opportunities and challenges regarding the expansion of careers programs in school districts. The ultimate goal is

MINISTRY OF EDUCATION
ESTIMATES NOTE
SUPERINTENDENTS IN THE MINISTRY OF EDUCATION 2014

to change traditional paradigms regarding hands-on learning and careers in the trades. Act in a field based role focusing on skills, trades and training within the education sector

Safe & Healthy Schools – Sherri Mohoruk

Responsibilities include: implementing the ERASE Bullying strategy in the province, internal government and national liaison on safety, working with school districts on case specific threat/risk assessment and critical incident and trauma response. Currently creating provincial guidelines for emergency preparedness in school districts and schools including common emergency procedures/practices. Supports districts as they deal with student issues that include substance misuse and abuse, mental health issues, child abuse and reporting, domestic violence and gang prevention.

Liaison – Mike Roberts

Currently undertaking a dual role of Liaison Superintendent, and interim CEO of the BC Public Schools Employers' Association. Liaison responsibilities include providing a single point of contact between school districts and the Ministry of Education to facilitate inquiries, issues management, mediation, investigation, conflict resolution, and public concerns. Also informs the work, planning and decisions of the Ministry with a field-oriented perspective. The role of BCPSEA CEO includes day-to-day oversight of the organization's responsibilities and participate in both the teacher and support staff bargaining.

Achievement – Vacated by Rick Davis in July 2014

As outlined in the School Act, the Superintendent of Achievement (SOA) makes recommendations for improvement of student achievement, early learning programs and literacy in the school district or francophone school district to the board or the francophone education authority. The SOA also has a role in the Student Appeals process as outlined in the Appeals Regulation.

MINISTRY OF EDUCATION
ESTIMATES NOTE
SCHOOL DISTRICT COST PRESSURES 2014

GENERAL ISSUE:

School districts are facing cost pressures.

School districts' operating funding remains unchanged in 2014/15 at a total of \$4.725 billion.

FACTS AND FIGURES:

- **BCASBO has estimated that school districts will have more than \$192M of cost pressures in school year 2014/15.**
- **In 2014/15, \$4.725 billion will go directly to BC school districts in operating grants.**
- **Annual operating grants are now over \$981 million more than they were in 2000/01, even though September enrolment is estimated to have declined by more than 73,000 FTEs (since 2000/01).**
- **School districts across the province face difficult budgetary decisions. We are confident school districts will manage their finances in a way that creates a sustainable fiscal environment that supports well-performing school districts.**
- **Since 2002/03, no more than four school districts incurred accumulated operating fund deficits. Currently, three school districts have accumulated operating fund deficits.**
- **Since 2007/08, the cumulative operating fund surplus increased by \$24.5 million.**

BACKGROUND:

- **The BC Association of School Business Officials (BCASBO) periodically assesses cost pressures facing school districts for the current and upcoming years.**
- **The most recent analysis by BCASBO of the cost pressures indicates a provincial cumulative total of \$192,725,207 for school years 2012/13 to 2014/15.**

MINISTRY OF EDUCATION
ESTIMATES NOTE
SCHOOL DISTRICT COST PRESSURES 2014

- Cost pressures include, but are not limited to, the following:
 - Teachers Pension Plan Contribution rate increase
 - BC Hydro rate increase
 - Transition from HST to GST/PST
 - General inflation
 - Wage increase for support staff (achieved through cooperative gains mandate)
 - Wage increase for teaching staff
 - Wage increase for other professional staff
 - MSP rate increase
 - Employment insurance rate increase
 - Worksafe BC rate increase

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MINISTRY OF EDUCATION
ESTIMATES NOTE
GLOBAL EDUCATORS LEADERS PROGRAM 2014

GENERAL ISSUE:
Global Educators Leaders Program (GELP) and BC's role.

FACTS AND FIGURES:

- **The Global Education Leaders' Program sets out to transform education, effectively and sustainably, at local, national and global levels.**
- **It envisages education systems that equip every learner with the skills, expertise and knowledge to survive and thrive in the 21st century.**
- **The Program is a partnership of thought leaders and consultants from world-class organizations, collaborating in a global community with teams of key education leaders who are seriously committed both to transforming education in practice and to developing the personal skills they need to lead the changes required.**
- **At the heart of GELP's vision is the fostering of Education 3.0: new pedagogies, curricula and assessment methods that enable every student to develop higher order capabilities.**

BACKGROUND:

The four key objectives of the Global Educators Leaders Program are to:

- accelerate and sustain transformation efforts within members' local and national systems for the benefit of all learners;
- develop transformational capacity and personal efficacy in education system leaders;
- advocate and refine the vision of 21st century teaching and learning and to disseminate widely the knowledge and learning generated through GELP; and
- facilitate a global community of education leaders and change agents.

BC has been a part of the GELP program since 2011.

MINISTRY OF EDUCATION
ESTIMATES NOTE
GLOBAL EDUCATORS LEADERS PROGRAM 2014

The current GELP jurisdictions are:

- Australia and the state of Victoria;
 - the provinces of British Columbia and Ontario in Canada;
 - Chaoyang district in Beijing, China;
 - Brazil;
 - the Council of Chief State School Officers and the City of New York in the USA;
 - England;
 - Finland;
 - India;
 - New Zealand; and
 - South Korea
-
- The British Columbia GELP team is focusing on ‘building the capacity of the capacity builders’ (District Superintendents) to support the implementation of BC’s 21st century education development plan.

The BC GELP team includes Rod Allen, Chief Superintendent in the ministry and various educators in BC that are support transformation.

The Ministry of Education, last fiscal contributed \$19,927.50 to GELP .

In many instances the GELP organization offsets the cost for BC to participate in the meetings to ensure staff are able to attend and share BC’s learnings on transformation in this province.

MINISTRY OF EDUCATION
ACT SUMMARY NOTE
INDEPENDENT SCHOOL ACT 2013

PURPOSE:

The *Independent School Act* establishes the regulatory framework for independent schools in BC.

Overview

BACKGROUND AND FACTS:

- **The primary regulator of independent schools is the Inspector of Independent Schools, an office established by the *Independent School Act*. The Inspector is an employee of the Ministry of Education.**
- **In order to operate in BC, independent schools must hold a certificate of group classification issued by the Inspector.**
- **The Act creates four categories of group classification.**
 - **Group 1 and 2 schools must meet provincial education standards and receive public funding at 50% and 35% of the public school per student rate respectively.**
 - **Group 3 schools must meet minimal Ministry requirements and do not receive public funding.**
 - **Group 4 schools must meet provincial education standards, but do not receive public funding. The majority of students attending Group 4 schools are international or non-resident students.**
- **Unlike public schools, independent schools can be faith-based – approximately 55% of independent schools are faith based.**

DISCUSSION:

In recent years the Ministry has identified a number of gaps within the legislation which should be filled. These include: limited powers of delegation, power to withhold funding, eligibility to serve as a director, fees and refund policies, group 4 schools, classification of distributed learning (DL) schools, authority to make Inspector's Orders, property tax exemption and access to surplus board of education property.

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MINISTRY OF EDUCATION
ACT SUMMARY NOTE
LIBRARY ACT 2013

PURPOSE:

The *Library Act* enables the delivery of public library services and encourages extension, use and improvement of public libraries in B.C.

BACKGROUND AND FACTS:

- **The Canadian Constitution charges provinces with responsibility for public libraries.**
- **B.C. has had a public library statute for more than 100 years.**
- **Everyone benefits from the equitable access to information and cultural resources that are organized, preserved and made available to all through public libraries. Public libraries are key service points in virtually every community in B.C.**
- **In addition to the cultural and social benefits they provide for citizens, libraries have been shown to have an economic value to communities of between four and six dollars for each dollar invested.**

DISCUSSION:

- The *Library Act* provides the framework for the establishment and governance of libraries in British Columbia, including:
 - the establishment, dissolution, powers and responsibilities of different types of library association and library federations,
 - a definition of basic library service and a requirement that such service be free,
 - the establishment, powers and responsibilities of library boards,
 - the relationship between library boards, libraries and local government,
 - the appointment and powers of a provincial public library director.

- There are five main types of public libraries in B.C.:
 - 1) A municipal library is established by bylaw. Medium and large municipal libraries are supported primarily by municipal revenues; smaller libraries rely heavily on provincial funding. There are 29 municipal libraries in B.C. many of these with branch libraries as well.

MINISTRY OF EDUCATION

ACT SUMMARY NOTE

LIBRARY ACT 2013

2) A regional library district is a tax-requisitioning authority established by the Lieutenant Governor in Council at the request, by bylaw, of two or more municipalities and one or more regional districts, each representing one or more electoral participating areas. There are three regional library districts in BC: the Fraser Valley, the Okanagan, and the Vancouver Island Regional Library Districts.

3) A public library association (PLA) is an historical form of corporate body, established in past by what is now some of BC's smallest public libraries. PLAs are permitted to continue under current legislation; however no new PLAs can be established. There are currently 37 PLAs in B.C.

4) An integrated public library system is an organization of regional districts or a regional district that provides and maintains a library system. There are only two such entities in existence: the Cariboo and the Thompson-Nicola Regional District Library Systems. No new integrated public library systems may be established under the Library Act.

5) Library Federations may be established when two or more library boards enter into a written agreement, dedicated to the cooperative provision of library service within the region. There are currently six library federations in BC: IslandLink (Vancouver Island), Kootenay, North Central, North Coast, North East, and Public Library InterLINK (Lower Mainland).

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MINISTRY OF EDUCATION
ACT SUMMARY NOTE
PUBLIC EDUCATION LABOUR RELATIONS ACT 2013

PURPOSE:

The Public Education Labour Relations Act (PELRA) was enacted in 1994 to:

- **improve collective bargaining practices and procedures in the public education system;**
- **establish a two-tiered system of collective bargaining for boards of education and trade unions representing teachers;**
- **establish the employers' association as the accredited bargaining agent for the purpose of bargaining collectively with support staff; and**
- **promote positive working relationships in the public education system.**

BACKGROUND AND FACTS:

PELRA establishes:

- **The B.C. Public School Employers' Association (BCPSEA) as the accredited bargaining agent for all boards of education with respect to teacher and support staff bargaining;**
- **The BC Teachers' Federation (BCTF) as the certified bargaining agent for public sector teachers;**
- **The scope of collective bargaining by providing that all cost provisions must be negotiated at the provincial level, including provisions relating to salaries and benefits, time worked, class size restrictions, and paid leave;**
- **A process requiring that BCPSEA and BCTF negotiate which matters would be dealt with at local bargaining tables and which matters would be negotiated provincially.**

DISCUSSION:

- **In 1995, the parties formally negotiated the 'split of issues' with monetary provisions and all substantive issues, to be negotiated at the provincial table, as per PELRA requirements. The parties negotiated beyond the minimum requirements of PELRA, with many process and non-monetary issues placed at the provincial table. Local matters were those with limited importance to working conditions and with no monetary impact.**

MINISTRY OF EDUCATION

ACT SUMMARY NOTE

PUBLIC EDUCATION LABOUR RELATIONS ACT 2013

- With the introduction of Bill 28, the *Public Education Choice and Flexibility Act*, PELRA was amended in 2002 to remove from the split of issues provisions relating to “workload, and without limitation, class size restrictions”.
- Bills 27, 28 and 19 were the subject of a challenge by the BCTF in relation to the Canadian Charter of Rights and Freedoms and were heard at the BC Supreme Court in November 2010. The court found that Bill 28 was passed without appropriate prior consultation with the union; as a result, government engaged in a consultation process with the union with the aim of achieving a negotiated outcome prior to passing corrective legislation.
- After conclusion of the consultation, Bill 22, the *Education Improvement Act* returned the negotiability of class size to the bargaining table and PELRA was amended to include class size as a provincially negotiated item.
- Further amendments to *PELRA* are anticipated in 2014 as part of legislative changes required to implement Government’s Framework for Long Term Stability in Education.

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MINISTRY OF EDUCATION
ACT SUMMARY NOTE
SCHOOL ACT 2013

PURPOSE:

The *School Act* establishes the governance model for the K-12 public education system.

Overview

BACKGROUND AND FACTS:

- **The *School Act*, enacted in 1989, establishes a co-governance model for the public education system in which responsibility is shared by government and 60 locally elected boards of education.**
- **Government, via the Minister of Education, is responsible for establishing high level policy for the system, including curriculum and graduation requirements, and for providing funding to boards of education.**
- **Boards of education are responsible for the operation and management of schools in their respective districts and for providing educational programs to BC's public school students.**
- **Boards are the employers of teachers, support staff and administrators, and have broad authority to set local policy for their respective districts.**
- **The *School Act* also sets out the rights and responsibilities of students, parents, teachers, school principals and other school district officials.**

DISCUSSION:

- **There have been significant amendments to the *School Act* since 2000. Dominant themes include: increased board autonomy; increased choice and flexibility; promoting parent involvement in schools; new accountability mechanisms; and, changes to the scope of teacher collective bargaining.**
- **Increased board autonomy in 2002/3, amendments to the funding provisions shifted from a resource cost model to an allocation model. This significantly increased boards' autonomy over how to allocate funding. At the same time, decision-making authority with respect to school closures shifted from the minister to boards of education.**

MINISTRY OF EDUCATION

ACT SUMMARY NOTE

SCHOOL ACT 2013

- Increased choice and flexibility key changes include amendments in 2002 to allow a BC student to enroll in any school in British Columbia; and 2006 amendments to establish specialty academies; and 2012 amendments to allow K-9 students to enrol in a mix of bricks and mortar and online learning (grade 10 to 12 students could do so since 2006).
- Parent involvement in schools key changes include 2001 amendments recognizing the role of parent volunteers in schools; and 2002 amendments to establish a formal voice in school planning and decision-making via school planning councils for parents.
- New accountability mechanisms amendments were made in 2007 to require boards to submit achievement contracts and to create the office of superintendent of achievement, whose primary responsibility is to review and make recommendations for the improvement of student achievement in districts.
- Changes to the scope of teacher collective bargaining in 2001, the *Public Education Flexibility and Choice Act* (Bill 28) removed class size and composition clauses from collective agreements and excluded these matters from the scope of bargaining. Following a BC Supreme Court finding that a number of Bill 28 provisions violated the Charter right to freedom of association, class size and composition were returned to the scope of bargaining by the *Education Improvement Act* (Bill 22), but clauses removed from the collective agreements in 2001 were not restored. The *School Act* places some limits on class size and requires consultation on class composition, and the BC Teachers' Federation is now able to bargain additional restrictions into the collective agreement.
- s.12, s.13

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MINISTRY OF EDUCATION
ACT SUMMARY NOTE
TEACHERS ACT 2013

PURPOSE:

The *Teachers Act* replaces the former *Teaching Profession Act*, and creates a new regulatory model for K-12 educators (certificate holders) in both the public and independent school systems in the province.

BACKGROUND AND FACTS:

- **The former College of Teachers was established in the 1987 as a self-regulating, body for the teaching profession.**
- **From the beginning, the College had difficulties fulfilling its mandate in part because of the opposition of the British Columbia Teachers' Federation (BCTF).**
- **Based on continuing concerns about the College's ability to ensure student safety, the former Minister of Education appointed lawyer and former Deputy Minister of Education Don Avison to gather information for a fact-finding report in 2010.**
- **Based on the findings and recommendations in the Avison Report, considerable consultation with stakeholders occurred in 2011, followed by legislation introduced in November 2011.**
- **The *Teachers Act* (Act) came into force on January 9, 2012, replacing the former *Teaching Profession Act* and dissolving the former BC College of Teachers.**
- **The new regulatory model is based on two guiding principles: public interest and transparency and is intended to raise the stature of the teaching profession, increase public confidence and better protect children.**

DISCUSSION:

- **There are six distinct bodies who now share responsibility for the regulation of K-12 educators in both the public and independent schools in the province:**
- **BC Teachers' Council (BCTC)**
The BCTC establishes standards for the conduct, competence and education of certificate holders and approves teacher education programs with respect to the certification standards (please see Appendix A for BCTC membership).

MINISTRY OF EDUCATION

ACT SUMMARY NOTE

TEACHERS ACT 2013

- **Independent Teaching Certification Standards Committee (ISTCSC)**

The ISTCSC is composed of current or former independent school educators, appointed by the Minister of Education under section 5 of the *Independent School Act*. The ISTCSC establishes standards for receiving and maintaining an independent school teaching certificate and at the request of the Inspector of Independent Schools or the Director of Certification, provides advice about independent school teaching certification applications or letters of permission.
- **Disciplinary and Professional Conduct Board**

The Disciplinary and Professional Conduct Board (DPCB) is comprised of nine members from the BCTC. The role of DPCB members is to be available to sit on hearing panels for discipline and professional conduct matters. The Commissioner may choose panel members from the DPCB as well as from a pool of ad hoc hearing panel members drawn from the public.
- **Teacher Regulation Branch**

The Branch, within the Governance, Legislation, and Regulation Division of the Ministry, is responsible for providing administrative support to the BCTC, the Commissioner, the DPCB, as well as operational responsibilities for certification; and supports the Commissioner in operationalizing disciplinary and professional conduct matters.
- **Director of Certification**

The Director of Certification is responsible for overseeing the certification processes and determining fitness of applicants for certification. In addition, the Director is responsible for maintaining the public registry of all certificate holders and those with Letters of Permission, which identifies certification status for all certificate holders, including discipline history.
- **Commissioner for Teacher Regulation**

The Commissioner is an independent decision maker, appointed under the *Teachers Act*, to oversee all discipline processes and consider certification appeals. Bruce Preston was appointed by the Cabinet as the Commissioner for Teacher Regulation in November 2012 on the recommendation of the Minister of Education for a term of five years.
- After a reasonable implementation period of the *Teachers Act*, opportunity may exist to make minor amendments to the Act to reflect practical realities and to better align the act with the intent of the regulatory model.
- The Teacher Regulation Branch consists of approximately 45 staff. It has an annual budget of \$6.4 M, within a self-sustaining special account funded through fees paid by applicants and annual fees from certificate holders.

MINISTRY OF EDUCATION
ACT SUMMARY NOTE
TEACHERS ACT 2013

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Appendix A
BC Teachers' Council Membership

16 Elected/Appointed members:

- 5 elected from among the certificate holders of the province in 5 regions with the same parameters as the 5 health authorities:
 - Laurence Greeff, John Hall, Fred Robertson, Bruce Cummings, Avinash Gupta (Until April 2015)
- 3 appointed by the Minister of Education based on names put forward by the BC Teachers' Federation:
 - Glen Hansman (Until April 2016)
 - Rebecca Blair (Until April 2014)
 - Christina Stewart (Until April 2015)
- 7 appointed by the Minister of Education based on nominations from:
 - BC Principals & Vice-Principals' Association:
 - Daniel Blais (Until April 2016)
 - BC School Trustees' Association:
 - Teresa Rezansoff (Until, April 2015)
 - BC School Superintendents' Association:
 - Andrew Leathwood (Until April 2015)
 - BC Confederation of Parent Advisory Councils:
 - Ann Whittaker (Until April 2016))
 - Association of BC Deans of Education:
 - Lynn Bossetti (Until April 2014)
 - Federation of Independent School Associations:
 - Patricia Haslop (Until April 2014)
 - First Nations Education Steering Committee:
 - Monty Palmantier (Until April 2014)
- Non-voting member appointed by the Minister of Education:
 - Claire Avison