

Presentation to
The Select Standing Committee
on Finance and Government Services

Surrey Hearing, October 11, 2018

Submitted by
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on behalf of
The Parent Advocacy Network
for Public Education

Who We Are

The Parent Advocacy Network for Public Education (PAN) is a grassroots collective of parents from diverse schools across Greater Vancouver and Victoria that seeks to raise awareness, share information, and work with other advocates to defend the right of all children in this province to a high quality public education, in their own neighbourhood, in educationally appropriate and safe buildings with the resources and staff necessary to meet their educational needs. ⁱ

Public Education in BC Continues to Be Underfunded

PAN continues to raise concerns about the insufficiency of operational funding for K-12 public education and its impact on equity of educational access and opportunity for all students. We applaud the work of the funding review committee in highlighting the need to better and more equitably align funding to student success. ⁱⁱ However, no formula, no matter how attentive to the diverse needs of students, can address the current deficiencies within the system, if funding allocated to districts does not match the real cost of addressing those needs.

The forecast operational budget for public school education in the current Ministry of Education Service Plan for 2019 does not even keep pace with inflation, and is therefore insufficient to maintain levels of educational programming, let alone address the cumulative depletion of educational resources and programming accrued from years of structural underfunding, or support ministry goals for transforming the educational system for the 21st century. ⁱⁱⁱ We cannot wait for a new funding formula to begin to address overall funding deficiencies.

Appendix A.

Recommendation 1:

Increase per-pupil operational funding to ensure the increased costs of service delivery are not downloaded onto districts, resulting in further cuts to educational services for children.

In addition, we would like to see the government provide additional and supplemental funding in the following areas:

Special Needs and Vulnerable Students

Special Needs students continue to be underserved within BC schools. Special needs funding allocations, which in and of themselves do not reflect true costs, are generated for only half the number of students with identified learning challenges. In Vancouver, for example, of the 5,146 children with special needs designations, 2,266 generated additional funding for the 2016/17 school year. There was no additional funding for the 486 children with moderate behavioral challenges, the 353 gifted children, the 105 children with intellectual disabilities, or the 1,936 children with designated learning disabilities.^{iv} Many more children have behavioral or learning challenges that remain undiagnosed.^v Vulnerable students have a range of complex needs that impact learning and require additional supports.^{vi} Reduced class size is one evidence-based strategy for improving outcomes for at-risk students.^{vii}

Appendix B.

Recommendation 2:

Increase supplemental funding to include all special needs, complex learners and vulnerable students to enable districts to create meaningful and comprehensive solutions for improving student success including diagnostic services, training, staffing, resources and class size adjustments, to address the full range of learning needs within any given classroom.

Implementation of the BC Curriculum

BC has created a world-leading curriculum for transforming learning for the 21st century. Successful implementation of this curriculum will require additional, ongoing financial investment over multiple years for teacher training, professional development and support. Further to this, additional funding is required to acquire, restore and update the necessary technology, equipment and material resources to meet the aspirations of the redesigned curriculum. Schools are operating from a scarcity of resources, with parents from privileged communities fundraising for anything from classroom supplies and library books to technology, art supplies, musical instruments, lunch tables, and curtains.^{viii} Because of the heavy reliance on parent fundraising, schools are unequally resourced, with schools in low income areas at a particular disadvantage for implementing personalized, hands-on learning.

Appendix C.

Recommendation 3:

Allocate additional ongoing funding for curriculum implementation to support teacher professional development and the acquisition of educational resources. In addition, it is recommended that government develop and commit to funding a minimum standard for access to expensive resources such as technology in order to redress inequities that have accumulated within the system from reliance on fundraising.

Education in the Arts

Education in the arts has been one of the casualties of chronic underfunding. Loss of teacher specialists across K-12 education as well as the gradual reduction and final elimination of the arts from graduation requirements has had massive impact on fine and applied art programming across BC schools.^{ix} As a result, arts education for the privileged is being outsourced through private lessons and parent fundraising.^x If we acknowledge, as the redesigned curriculum states, that we live in a fast-paced world of multi-media communication, where creativity, critical thinking and cultural understanding are key skills for student success, then the arts are crucial for achieving these objectives.^{xi} Furthermore, the arts are shown to positively impact student mental health, another key concern for the Ministry of Education.^{xii} Arts education must be restored within public education to provide equity of access to educational opportunities and “allow every child to succeed in whatever path they choose.”^{xiii}

Appendix D.

Recommendation 4:

Provide additional, targeted and protected funding to school districts to support equitable access to quality K-12 arts education through professional development, specialist programming, community engagement and material resources.

Safe and Effective School Facilities Are Urgently Needed Across BC

PAN applauds the government's continued commitment to providing safe and effective schools by building new schools in areas of population growth and replacing and/or upgrading schools in need of seismic upgrading or urgent repair.^{xiv} With 142 schools still awaiting seismic mitigation, construction struggling to keep up with rapid population growth^{xv} and schools' deferred maintenance estimated at \$5 billion, the scope of necessary infrastructure renewal within the BC education system is massive.^{xvi}

Recommendation 5:

Increase and *accelerate* capital funding so parents can send their children to neighborhood schools that are well maintained and meet current seismic safety standards. We would like the provincial government and Ministry of Education to honor their commitment to replace high seismic risk schools by 2025/2030.

With government allocating billions of dollars over the next ten years to meet these goals, it is imperative that money be invested in schools that are not only safe, but also effective.^{xvii} Research is unequivocal in linking the physical environment to student outcomes.^{xviii} Unfortunately, while BC is a world-leader in curriculum design for the 21st century, the Area Standards policy, which defines the limits of physical space in new schools, is calculated for an out-dated model of education.^{xix} It does not provide sufficient space to support 21st century learning principles. It eliminates essential educational spaces that support quality learning in science, art, music and performance in elementary schools.^{xx} It does not reflect increased space requirements resulting from the restored contract language. Furthermore, the severe space limitations in new schools remove critical recovery spaces for special needs students and do not allow sufficient room for the kind of movement and social space associated with student psychological well-being.^{xxi} Capital funding for school infrastructure is an investment in public education that will leave a legacy long into the future.

Appendix E.

Recommendation 6:

Conduct an Area Standards review to ensure space allocations for new schools align with 21st century teaching and learning principles and the objectives of the redesigned curriculum for optimizing student success.

Institute an immediate increase of at least 10% to current BC Area Standards, as a minimum first step to allow schools in project definition and design phases to create more design space within schools to build more inclusive environments for the wellbeing of all students and to allow for vital non-enrolling spaces in elementary schools for specialized, hands-on learning in science and the arts.

Ensure that all capital funding through the Ministry of Education is directed to serve the educational needs of K-12 public school students. Community use (NLC) space within schools, while offering vital services for families within the community, should be funded through the Ministry of Children and Families.

Recommendation 7:

Create an Educational Facilities Incentive Fund to allow schools undergoing upgrades or repairs to make structural adaptations to out-dated learning environments to create spaces that support inclusive learning and innovative teaching practices and further the implementation of the redesigned curriculum.

ENDNOTES:

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- ⁱ Parent Advocacy Network for Public Education website: <http://www.panvancouver.ca/>
- ⁱⁱ Ministry of Education, K-12 Public Funding in British Columbia: Funding Model Review Discussion Paper, March 2018. https://www2.gov.bc.ca/assets/gov/education/administration/resource-management/capital-planning/bc_k12_funding_model_review_discussion_paper_2018.pdf
- ⁱⁱⁱ BC Association of School Business Officials calculated that \$418.5 million has been absorbed by school districts for unfunded operational cost increments since 2000. BCASB also reiterates that while other provinces have increased per student spending in public schools between 2005 and 2014/5 by 22.3% on average, BC has only increased per pupil spending by 14%. BCASB0, Discussion Paper: BC K-12 Funding Model Review, April 2018. https://www2.gov.bc.ca/assets/gov/education/administration/resource-management/k12funding/funding-model-review/stakeholder-perspectives-and-reports/bcasbo_fmr_submission.pdf See Appendix A.
- ^{iv} Ministry of Education, *Final Operating Grant full-year Summary – 2016/17 School Year: School District 39 Vancouver*. <https://www2.gov.bc.ca/assets/gov/education/administration/resource-management/k12funding/16-17/16-17-sd39.pdf> Ministry of Education. *Student Statistics – 2016/17 – 039 – Vancouver*, p.2. http://www.bced.gov.bc.ca/reports/pdfs/student_stats/039.pdf The BCASBC report also indicates that districts are spending 25.85% more funding on special needs than the supplemental funding provides. BCASBC, *Discussion Paper*, p.9
- ^v Maryse Zeidler, Frustrated Parents of BC children with Special Needs get organized,” *CBCNews*, Oct 7, 2017. <https://www.cbc.ca/news/canada/british-columbia/frustrated-parents-of-b-c-children-with-special-needs-get-organized-1.4345629>
- ^{vi} The majority of teachers identified ‘more funding for addressing learning gaps’ as the top priority for supporting vulnerable students in schools. BCTF, *2012 Poverty and Education Survey: A Teacher Perspective: Executive Summary*, November 2013. https://www.bctf.ca/uploadedFiles/Public/SocialJustice/Issues/Poverty/Research/Executive_Summary.pdf
- ^{vii} Poverty in BC is still one in five. First Call, *2017 Child Poverty Report Card*, 2017. <https://www.sparc.bc.ca/wp-content/uploads/2017/12/2017-BC-Child-Poverty-Report-Card.pdf> CommunityLINK funding for vulnerable populations is inadequate and school districts rely on charitable funding to supplement services such as hot lunch or breakfast programs. Val Odegard, *Re-Visioning Inner City CommunityLINK Resources in Vancouver Schools*. VSB, February 2014. https://www.vsb.bc.ca/_layouts/vsbwww/arch/default/files/Final%20IC%20Revisioning%20Report%20February%202014%20with%20Appendices.pdf See also Katie Hyslop, “School Districts Say 12-year old funding Formula Leaves Vulnerable Students Unsupported”, *The Tyee*, March 14, 2016. <https://thetyee.ca/News/2016/03/14/School-Districts-Vulnerable-Students-Unsupported/>
- ^{viii} PAN response to Questions on Notice for the Select Standing Committee on Finance and Government Services, 2017. http://www.panvancouver.ca/uploads/6/7/1/4/67145647/pan_response_to_questions_on_notice_select_standing_committee_oct_2016%5B1%5D.pdf See also Appendix C
- ^{ix} Fine and applied arts graduation requirements were officially deleted from government policy July 1, 2018. BC Government, *Fine Arts and Applied Skills requirements in the Graduation Program*, 2018. <https://www2.gov.bc.ca/gov/content/education-training/administration/legislation-policy/public-schools/fine-arts-and-applied-skills-requirements-in-the-graduation-program>
- ^x PAN Survey, 2017.
- ^{xi} These are all core competencies within the redesigned curriculum. BC Government, *Core Competencies*. <https://curriculum.gov.bc.ca/competencies>
- ^{xii} Ministry of Education, *Service Plan*, p. 6.
- ^{xiii} “It is our job to prepare all children for success in whatever path they choose.” BC Government, *Path to Graduation*. <https://curriculum.gov.bc.ca/graduation>

- ^{xiv} Ministry of Education, *Service Plan*, p. 6. *Ministry Mandate Letter to Honorable Rob Fleming*, July 7, 2018. <https://www2.gov.bc.ca/assets/gov/government/ministries-organizations/premier-cabinet-mlas/minister-letter/fleming-mandate.pdf> According to the Seismic Mitigation Progress Report, there are still 142 schools that have yet to begin the project approval process. https://www2.gov.bc.ca/assets/gov/education/administration/resource-management/capital-planning/seismic-mitigation/smp_online_report_2018_19_tracking_final_20180919.pdf School construction is lagging behind shifting demographics and population changes. Rafal Gerszak, “Vancouver Struggles with Demand for Space in Downtown Schools”, *The Globe and Mail*, August 13, 2017 <https://www.theglobeandmail.com/news/british-columbia/vancouver-struggles-with-demand-for-space-in-downtown-schools/article35979655/>
- ^{xv} Xiao Xu, “Vancouver struggles with demand for space in Downtown Schools”, August 12, 2017. <https://www.theglobeandmail.com/news/british-columbia/vancouver-struggles-with-demand-for-space-in-downtown-schools/article35979655/>
- ^{xvi} Katie Hyslop, “A \$5 Billion Mess: BC’s School Maintenance Bills Pile up”, *The Tyee*, July 18, 2017. <https://thetyee.ca/News/2017/07/18/BC-School-Maintenance-Bills/> Ainslie Cruickshank and Jeremy Nuttall, “Over 120 BC Schools Report Unsafe Levels of Lead in Drinking Water”, *The Star*, May 8, 2018. <https://www.thestar.com/vancouver/2018/05/08/over-120-bc-schools-report-unsafe-levels-of-lead-in-drinking-water.html>
- ^{xvii} Ministry of Education, *Service Plan*, p.6
- ^{xviii} C. Kenneth Tanner, *Explaining Relationships Among Student Outcomes and the School’s Physical Environment*, *Journal of Advanced Academics*, Vol 19.3 (2008) 444-471. New Zealand of Education, *The Impact of Design on Student Outcomes*, July 2017. <file:///Users/margaret/Desktop/The%20Importance%20of%20School%20Facilities%20in%20Improving%20Student%20Outcomes%20%7C%20Evaluation%20and%20Education%20Policy%20.webarchive> Centre for Evaluation and Education Policy, *The Importance of School Facilities on Improving Outcomes*, Penn. State, June 7, 2015. <file:///Users/margaret/Desktop/The%20Importance%20of%20School%20Facilities%20in%20Improving%20Student%20Outcomes%20%7C%20Evaluation%20and%20Education%20Policy%20.webarchive> Gabrielle Wall, “The Impact of physical design on student outcomes,” New Zealand Ministry of Education, 2016. <https://www.education.govt.nz/assets/Documents/Primary-Secondary/Property/School-property-design/Flexible-learning-spaces/FLS-The-impact-of-physical-design-on-student-outcomes.pdf>
- ^{xix} Geoff Johnson, “20th Century School Design Doesn’t Complement 21st Century Education”, *Times Colonist*, July 8, 2018. <https://www.timescolonist.com/opinion/columnists/geoff-johnson-20th-century-school-design-doesn-t-complement-21st-century-education-1.23359427>
- ^{xx} BC Government, *Area Standards* (2003) 2015. <https://www2.gov.bc.ca/assets/gov/education/administration/resource-management/capital-planning/areastandards.pdf>
- ^{xxi} Mark Garibaldi and Liza Joias, “Designing Schools to Support Socialization Process of Children”, *Procedia Manufacturing* 3 (2015) 1587-1594. <https://www.sciencedirect.com/science/article/pii/S2351978915004473>; Lorraine E. Maxwell, “Home and School Density Effects on Elementary School Children”, *Sage Journals*, Vol 35.4 (2003) <http://journals.sagepub.com/doi/abs/10.1177/0013916503035004007> and New Zealand Ministry of Education, *The impact of Physical Design on Student Outcomes*.



APPENDICES

PAN’s Submission to Select Standing Committee on Finance & Government Services Budget 2019

Contents

APPENDIX A: Unfunded Cost Pressures	2
Unrecognized Cost Pressures	2
APPENDIX B: Special Needs.....	3
Student Statistics 2016/17 School District 39 Vancouver.....	3
Final Operating Grant Full-Year Summary – 2016/17 School Year: School District 39 – Vancouver.....	4
PAN Special Needs/Complex Learners Fact Sheet.....	4
APPENDIX C: What Parents Are Funding In BC Schools.....	7
PAN’s PAC Survey on Fundraising 2016	7
APPENDIX D: Arts Education.....	10
BCTF Letter to the Minister of Education regarding Arts Education	10
Letter to the Minister of Education calling for the Restoration of Quality Arts Education Signed by Arts Education Leaders, Organizations and Professionals across BC.....	11
APPENDIX E: Area Standards	12
PAN Brief: Calling for an Area Standards Review	12
Tables and Graphs comparing BC Area Standards with other Provinces	13
ENDNOTES.....	14

APPENDIX A: UNFUNDED COST PRESSURES

Unrecognized Cost Pressures ⁱ

Another important factor in this analysis is the impact of largely unrecognized cost pressures. Based on its tracking and analysis of cost pressures over time, BCASBO discovered that the sector has absorbed cost pressures totaling over \$400 million and therefore has not had the resources to sustain services at a consistent level. BCASBO tracks cost pressures annually. Over time, the new unfunded cost pressures since 2000, by category, are:

New Unfunded Cost Pressures	
Wages and Employee Benefits	\$229,030,523
GST and Student Information	58,026,639
Utilities, NGN, Inflation	131,455,149
Total Unfunded since 2000	\$418,512,311

APPENDIX B: SPECIAL NEEDS

Student Statistics 2016/17 School District 39 Vancouver

Student Statistics - 2016/17 039 - Vancouver

Headcount - Special Needs

The percentage is calculated using all students in that school year.

	School Year	E		F		All Sensory Disabilities	
		#	%	#	%	#	%
Sensory Disabilities	2012/13	19	0.0	117	0.2	136	0.2
	2013/14	16	0.0	103	0.2	119	0.2
	2014/15	19	0.0	103	0.2	122	0.2
	2015/16	18	0.0	94	0.2	112	0.2
	2016/17	17	0.0	106	0.2	123	0.2

	School Year	Q (Learning Disabilities)	
		#	%
Learning Disabilities	2012/13	2081	3.7
	2013/14	2009	3.6
	2014/15	1959	3.6
	2015/16	1924	3.6
	2016/17	1936	3.7

	School Year	H		R		All Behaviour Disabilities	
		#	%	#	%	#	%
Behaviour Disabilities	2012/13	618	1.1	420	0.7	1038	1.8
	2013/14	554	1.0	437	0.8	991	1.8
	2014/15	532	1.0	437	0.8	969	1.8
	2015/16	545	1.0	469	0.9	1014	1.9
	2016/17	491	0.9	486	0.9	977	1.9

	School Year	P	
		#	%
Gifted	2012/13	462	0.8
	2013/14	394	0.7
	2014/15	359	0.7
	2015/16	318	0.6
	2016/17	353	0.7

	School Year	A		B		C		D		G		K	
		#	%	#	%	#	%	#	%	#	%	#	%
Other Special Needs	2012/13	98	0.2	5	0.0	132	0.2	804	1.4	638	1.1	102	0.2
	2013/14	86	0.2	5	0.0	116	0.2	804	1.4	677	1.2	94	0.2
	2014/15	90	0.2	5	0.0	113	0.2	798	1.5	713	1.3	107	0.2
	2015/16	78	0.1	4	0.0	102	0.2	798	1.5	737	1.4	112	0.2
	2016/17	66	0.1	4	0.0	88	0.2	738	1.4	757	1.4	105	0.2

Special Needs Categories

A - Physically Dependent

B - Deafblind

C - Moderate to Profound Intellectual Disability

D - Physical Disability/Chronic Health Impairment

E - Visual Impairment

F - Deaf or Hard of Hearing

G - Autism Spectrum Disorder

H - Intensive Behaviour Interventions/Severe Mental Illness

K - Mild Intellectual Disability

P - Gifted

Q - Learning Disability

R - Moderate Behaviour Support/Mental Illness

Final Operating Grant Full-Year Summary – 2016/17 School Year: School District 39 – Vancouverⁱⁱ

	Enrolment	Funding Level	Funding	Total Supplement
Level 1 Special Needs	70	\$37,700	\$2,639,000	
Level 2 Special Needs	1,705	\$18,850	\$32,139,250	
Level 3 Special Needs	491	\$9,500	\$4,664,500	
English Language Learning	9,385	\$1,380	\$12,951,300	
Aboriginal Education	2,139	\$1,195	\$2,556,105	
Adult Education	113,2500	\$4,565	\$516,986	
Vulnerable Students			\$0	
Supplement for Unique Student Needs				\$55,467,141

PAN Special Needs/Complex Learners Fact Sheetⁱⁱⁱ

Special Needs / Complex Learners Fact Sheet

After years of systemic chronic underfunding, research demonstrates that students across the province are being deprived access to their Charter right to quality education. None more so than our most vulnerable students with complex needs. The result is parents and learners are feeling ‘forced out’ of public education.^{iv} According to an excerpt from a BCEDACCESS survey (2015) this is a profound and far reaching direct consequence of a crisis in our public schools. More than half (51%) of parents surveyed removed their children from school. These are parents who long to remain in their public education system, but were unwilling to do so because they had experience of, and reasonable fear of, ongoing damage to their children as a result of this underfunded and broken system of ‘inclusion’. The authors state:

Why Is This Happening?

- Lack of sufficient support at both the school level (educational assistants, speech language pathologists, occupational therapists) and the district level (psychological assessments, specialized programs for gifted students and those with learning disabilities).
- Lack of trained personnel across all levels. Little to no knowledge on how to best support and teach students with learning disabilities, Autism Spectrum Disorder, ADHD/ADD, sensory processing difficulties, mental health challenges.
- Professional recommendations not being followed. When parents look to private professionals to have their child assessed those results are often ignored.
- Ministry of Education policies and procedures for special education not being followed. Several parents indicated the process outlined for creation and implementation of the IEP as per Ministry policy was not followed.
- Inadequate funding provided^v to school districts to meet the needs of all students. In many cases we have heard that those with the highest needs receive support while many others don’t receive any at all. (p.1)^{vi}

Quality support for Complex learners requires ongoing, dependably funded, and targeted training and is defined as “essential” by the Ministry. However, teachers, parents, advocates and citizens know this need is not being met:

“An ongoing staff development plan is essential for all staff so they can more successfully meet the special needs of students. Districts should ensure that all personnel who work with students with special needs have access to relevant in-service training opportunities in order to foster evidence-informed practice. For specialized personnel, there is a need to focus on opportunities within their area of specialty and the specific roles they play in the service delivery system.” (p.6)^{vii}

Teachers In British Columbia are calling out for support on behalf of the students they serve:

For many families, special needs seem to mean lengthy waiting lists, endless bureaucracy and deep frustration. Teachers feel that frustration, too. They're trying to give all their students the attention and support they need, but this can be extremely difficult when the resources aren't there. We—teachers and parents—need to work together to ensure that children get the services they need and deserve. Budget cuts may mean a decrease in services for your child. You, as parents, need to insist that the decision makers in education provide the necessary support for your child's learning.

Based on survey data collected in June 2001, teachers do not believe that the implementation of inclusionary policies is adequately supported to meet students needs. BCTF’s research report, [BC teachers' views of special education issues](#), shares the perspectives of over 600 BC teachers from all districts. The BCTF research department has also published several other [reports on special education](#).^{viii}

There is a critical need to update our language and understanding of the vulnerable populations public education serves. This necessitates pedagogy informed by the growing body of research that demonstrates that until a student is socially and emotionally prepared to learn, they are cognitively unable to address higher function thinking which is essential for equitable access to education.^{ix}

The Ministry defines the term “**student with special needs**” as a student who has *a disability of an intellectual, physical, sensory, emotional or behavioural nature, has a learning disability or has special gifts or talents*, in the Manual of Policies, Procedures, and Guidelines, Section E. (p.1)^x

However, a more expansive, appropriate and meaningful term such as “**Complex Learners**” acknowledges the many challenges that learners enter school with everyday. Barriers to learning also include undiagnosed neuro- and physical diversity, poverty (1-5 children in Vancouver live in poverty)^{xi}, the generational legacy of residential schools, trauma, grief, separation and divorce, immigration and refugee resettlement, bullying and all number of social emotional and economic instabilities, which severely impact a student’s ability to be ready and able to learn.

The Law demands equitable access to education, and parents are willing to form individual and class action lawsuits to defend their Charter Rights.

Moore v. Her Majesty the Queen in Right of the Province of British Columbia as represented by the Ministry of Education and the Board of Education School District No. 44 (North Vancouver):

*On November 9, 2012, the Supreme Court of Canada (SCC) handed down a landmark decision on disability rights. The Moore case says that students with disabilities are entitled to receive the accommodation measures they need to access and benefit from the service of public education. In this regard, the Court said that adequate **special education is not “a dispensable luxury”**. The Court acknowledged that such measures serve as “the ramp that provides access to the statutory commitment to education made to all children in British Columbia.” Further, “Moore (SCC) reaffirms that human rights law requires service providers to make their services accessible to persons with disabilities. This means that **where a barrier is identified, the service provider must provide accommodation to overcome that barrier, unless to do so would cause an undue hardship.** (p.1)^{xiii}*

APPENDIX C: WHAT PARENTS ARE FUNDING IN BC SCHOOLS

PAN's PAC Survey on Fundraising 2016 ^{xiii}

PAN conducted a survey in response to the following question from the Select Standing Committee on Finance and Government Services on September 19, 2016:

“Could you provide a list of the kinds of things over the last decade that parents have been asked to fundraise for which were previously considered, or which you consider to be, part of the basic education system that should be provided?”

We received 110 responses, representing the experiences of 33 elementary and 5 high schools in Vancouver, SD 39, as well as responses from school districts across the province; these are SD 68, SD 85, SD 38, SD 61, SD 83, SD 67, SD 23, SD 57, SD43, and SD36. Given the broad spectrum of schools and districts represented, the responses compiled are further compelling evidence for the extent to which parents and PAC's are subsidizing public education.

- items marked with an ~ were high frequency items
- items marked with a * were consistent across all responses.

PAC fundraising has been used to purchase the following resources that should be provided as part of the basic public education system:

- technology for classrooms and whole school use * (i.e. ipads, laptops, printers, scanners, computers, charging cart, smart boards, specialized software, audio-visual equipment including projectors, LCD projector, sound system for assemblies, microphones, speakers, headphones, cords)
- general classrooms supplies *(i.e. paper, markers, crayons, books, notebooks, tissues, agendas, glue, dry erase markers, decorations, charts, craft supplies, organizational supplies such as baskets and containers)
- supplies needed by Resource staff~
- cleaning and custodial supplies
- art materials (i.e. paint, paper, brushes, clay)*
- library books~
- French atlases and general atlases~
- classroom books~ (including novel sets)
- graded/leveled readers for literacy support~
- primary home reading books~
- learning aids
- texts books in higher grades
- musical instruments and music stands~
- science supplies and kits
- math programs, textbooks and workbooks*
- math manipulatives
- robotics kits
- physical education equipment and supplies* (i.e. mats, sports jerseys/pinneys, balls, hula hoops, volley ball nets, cones etc. for recess and PE)
- sensory aids and equipment for special education resource including Time Timers, wiggle chairs etc.~
- technology for special needs support
- breakfast programs for children who can't afford it
- school Emergency Kits

PAC fundraising has been used to purchase the following furnishing and infrastructure items that should be provided as part of a basic public school education:

- curtains~
- carpets
- air conditioner
- student telephone
- library and general furniture~
- music space
- drying rack
- kiln
- chairs for students and teachers~
- bookshelves
- risers for gym~
- gym scoreboard for competitions (highschool)
- cafeteria tables~
- cater fountain station~
- bike racks
- playground structures and equipment, new and replacement*
- new turf for outdoor track
- outdoor benches~ (some for special needs students for waiting for buses)
- landscaping and gardens/grounds~ (including trees and gardening equipment)
- maintenance costs for playground and landscaping including mulching and resurfacing~
- painting lines on playground for basketball courts and hopscotch
- necessities for portable classrooms (i.e. shoe racks, boot trays, door mats, umbrellas)
- transportation - school buses- rural areas~
- custodial support time for any afterschool activity~

PAC fundraising has paid for these core (not enriched) educational areas of instruction:

- Physical education~ (including swimming, gymnastics, ice skating)
- Music Instruction*
- Choral Instruction
- Art Instruction*
- Sexual education*
- Science Instruction
- Drama Instruction
- Dance Instruction
- Safeteen (avoiding violence and bullying) and internet safety courses

PAC volunteer time is also used to compensate for loss of teachers in the following areas:

- library staffing
- classroom support workers
- art, music, dance, drama, physical education instruction
- PAC fundraising and parent funding has been used to provide the following enrichments that should be provided within the basic educational system:
- all curricular enhancements*
- all field trips*
- school performances* (music, drama, aboriginal to fulfill cultural curriculum)
- school buses for field trips~ to local galleries, museums etc.
- graduation ceremonies
- Food and Nutrition Program (i.e. Project Chef)
- clubs (chess etc.)~
- sports team

Parents are privately outsourcing the following educational services and supports due to the loss of these basic educational programs and supports within the public system:

- tutoring - in basic literacy, reading and math (children who need support but are not of highest need do not qualify for resource time)*
- tutoring to support high school students taking online courses because of reduced course offerings in school
- testing for special needs and/or learning disabilities including Psych Ed Assessment, OT assessment, Speech/Language assessment (Average wait time for school based assessment 2-3 years)~
- Art classes~
- individual Music lessons - orchestra/band experiences are only possible within schools*
- Drama, Dance or Choir lessons~
- Speech Language pathologist support
- Occupational Therapy
- Physiotherapy
- Speech Therapy
- Counseling support
- math support i.e. Kumon ~
- sports lessons/teams

The ability of parent communities to fundraise for their schools is not evenly distributed. In a 2015 report by the Globe and Mail based on a 2014 VSB report, yearly parent fundraising (and charitable donations) within Vancouver schools ranged from \$501 per student to \$0. (Also see Fundraising Totals at Every Vancouver School, The Globe and Mail). The cumulative effect is an increasing inequity of access to basic educational resources, programs and amenities within schools across the province based on socio-economic status. It should be noted that these numbers are for funds where a receipt was issued by the VSB. Parents don't always demand receipts; the totals of PAC fundraising and parent funding at schools is many times higher across the province.

APPENDIX D: ARTS EDUCATION

BCTF Letter to the Minister of Education regarding Arts Education



BCTF

British Columbia Teachers' Federation A Union of Professionals
100-550 West 6th Avenue, Vancouver, BC V5Z 4P2 bctf.ca
604-871-2283 1-800-663-9163

Executive Offices fax: 604-871-2290

April 23, 2018

Honourable Rob Fleming
Minister of Education
PO Box 9045, Stn Prov Govt
Victoria, BC V8W 9E2

Dear Minister Fleming:

On behalf of the 43,000 members of the BC Teachers' Federation (BCTF), I am writing to request that the Provincial Government:

- mandate fine arts courses as part of the graduation program.
- ensure that all students have equitable access to visual arts, dance, music, and drama education within all public schools.
- ensure that all public schools have the proper space, equipment, resources, facilities, specialist teachers, and teacher training for arts education programs.
- recognize the crucial importance of the arts for community cohesion, intellectual development, and the social, emotional, and mental health of all students at all grade levels.
- recognize visual literacy as a vital component of the learning process in all aspects of the K–12 curriculum.
- provide sufficient funding and legislative and/or regulatory structures to ensure that arts education programs are no longer casualties of cutbacks within the public school system.

As a result of the public education changes carried out by the previous provincial government, arts education programs in BC schools have gone from being an important part of every child's education to a minor role as a component of the new applied skills, design, and technologies (ADST) curriculum. It is now possible for a student to graduate without taking any arts education courses during their time in secondary school. The specialist arts education teacher role has been virtually eliminated at the elementary level, and many secondary schools—especially those in rural areas of the province—are unable to offer a full range of arts education courses.

Research shows that arts education is crucial for the intellectual and social-emotional development of all students. The arts have also been successfully used as a targeted strategy to transform school culture and the success of vulnerable and at-risk students. It is therefore vital that this area of students' education is not diminished due to education policy and a lack of sufficient funding.

Sincerely,



Glen Hansman
President

pc: Scott MacDonald, Deputy Minister of Education
Jen Mezei, President, BC Confederation of Parent Advisory Councils

GHM/Mei

Letter to the Minister of Education calling for the Restoration of Quality Arts Education Signed by Arts Education Leaders, Organizations and Professionals across BC^{xiv}

March 5, 2018

The Honourable Rob Fleming, Minister of Education
Scott MacDonald, Deputy Minister

via email

Dear Sirs,

We, as citizens, parents, educators and arts professionals are writing to express our collective concern regarding the marginalization of the arts (visual and performing) within K-12 public education and ask that the government commit to restore arts education within our public schools.

Executive Summary

The arts are relevant and vital to a public education system that seeks to allow all learners to “be literate, to develop their individual potential and to acquire the knowledge, skills, and attitudes needed to contribute to a healthy, democratic, and pluralistic society and a prosperous and sustainable economy.”^{xv} Education in the arts has a significant role to play in developing the social and emotional wellbeing of students and in equipping them with the creative, critical and empathic capacities needed to meet the social and economic challenges of a rapidly changing and interconnected world.

The absence of protected, targeted funding for the arts, coupled with the pressure to reduce operational expenditures at the school district level, has led to a steady and persistent erosion of quality and access to arts education over the last two decades. This erosion encompasses significant and critical losses in specialist expertise, material resources and dedicated space across K-12. In 2015/16, less than half of grade 4 and 7 students across the province indicated that they were learning about art or music.^{xvi} Dedicated spaces for art and music continue to be systematically eliminated as schools are rebuilt or seismically retrofitted to conform to the Ministry Area Standards that restrict the allowable square footage for new school facilities.

The public education system no longer provides a comprehensive, consistent or quality arts education. As a result, arts instruction is being outsourced through private lessons, charities or PAC fundraising, creating unacceptable inequity of access to the arts based on socio-economic advantage. A growing body of research underscores the pivotal role of art education for vulnerable student populations in academic success, mental health and social engagement. Participation in the cultural life of the community and the enjoyment of the arts is a fundamental human right; it is also integral to the implementation of the redesigned BC curriculum.

Urgent intervention is needed to restore equitable access to a quality arts education as a core element within the K-12 curriculum. We ask that the government:

Amend the Ministry Area Standards to ensure that all new schools have sufficient dedicated space to provide quality arts education for future generations

Allocate additional, targeted and protected funding to all school districts to enable them to provide the expertise and material resources needed to support a quality arts education for all students

Entire letter of petition signed by 73 parent and community advocacy groups, university art educators and art professionals

http://www.panvancouver.ca/uploads/6/7/1/4/67145647/180305_letter_to_moe_for_arts_education.pdf

APPENDIX E: AREA STANDARDS

PAN Brief: Calling for an Area Standards Review ^{xvii}

Executive Summary:

The Ministry of Education is mandated to make schools safer, to build and upgrade schools in every region of the province and to successfully implement BC's new curriculum.^{xviii} These mandates are inter-related.

BC is a world leader in innovative curriculum design for 21st century learning. However, BC's Area Standards (2003), the official blueprint that sets out the physical parameters for learning environments in new school builds, is based on an out-dated model of educational delivery.^{xix} It is centred on the classroom as a self-contained unit for whole-group, teacher-driven content delivery.^{xx} In contrast, 21st century learning requires a range of flexible spaces in and beyond the classroom to support personalized learning, collaboration and experiential, hands-on learning.^{xxi} Current Area Standards for new BC schools do not provide sufficient space allowances to build schools that support 21st century teaching and learning and the goals of the redesigned BC curriculum.

Research overwhelmingly shows that school size and design directly impact student learning outcomes.^{xxii} In comparison to other provinces across Canada that employ area standards for new school construction, BC has the lowest space allocation per pupil for both instructional space and gross floor area (Appendix A). Under the current standards, replacement schools are on average 30% smaller than existing schools for the same size population.^{xxiii} This has severely restricted non-enrolling spaces in elementary schools, eliminating spaces that support quality education in the arts.^{xxiv} It has also curtailed circulation space for movement and community gathering that are shown to significantly impact social wellbeing and sense of belonging for students within a school. Furthermore, BC Area Standards does not reflect increased space requirements arising from the restored contract language on class size and composition.

The Neighbourhood Learning Centre (NLC) policy (2008) grants schools an additional 15% floor area if it can be shown to serve community needs.^{xxv} Current government direction for NLC grants is for separate, self-contained areas within schools that are increasingly designed to support child-care and early childhood learning services. While the NLC creates cost effective space for the provision of much needed community services, it is the priority of the Minister of Education to ensure that schools have sufficient space to meet the educational needs of K-12 students first and foremost. The NLC creates the illusion of increased school space, without actually ameliorating the untenable space restrictions under BC Area Standards. NLC space intended primarily to serve community needs, should not be funded through the Ministry of Education's capital budget.

Government is committing billions in capital expenditure over the next decade to build new schools in areas of population growth and replace or update older schools across the province, including the 142 schools still awaiting seismic mitigation.^{xxvi} This is an opportunity to make wise investments in school infrastructure that align with ministry priorities on student outcomes, student satisfaction and are compatible with best practices in school design for 21st century learning.^{xxvii}

Other provinces have led the way in updating area standards to align with 21st century school design principles. They have also adopted cost effective strategies to manage demographic fluctuations without compromising access to shared educational spaces.

If BC is to "modernize its education system"^{xxviii} and be a leader in 21st century teaching and learning, it is imperative that the Area Standards policy is updated to align with the redesigned BC curriculum. This will enable government to make smart and equitable investments in school

facilities that optimize educational opportunities

for all students both now and decades to come.

Tables and Graphs comparing BC Area Standards with other Provinces

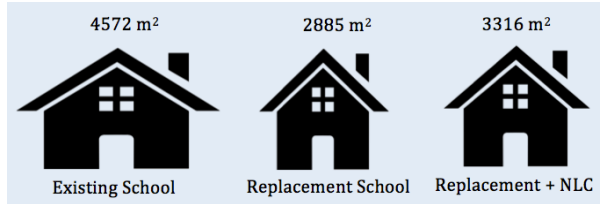


Figure 1. Bayview Elementary School Vancouver, Relative size of existing and replacement school under BC Area Standards

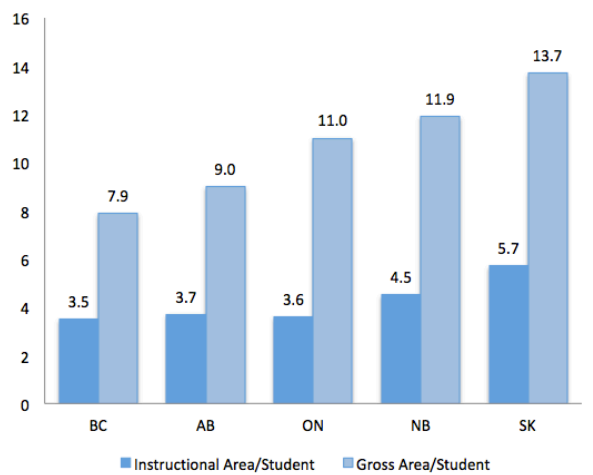


Figure 2. Comparison of total instructional space and gross area per student in square meters across Canadian provinces.

For full report see <http://www.panvancouver.ca/news> October 2018.

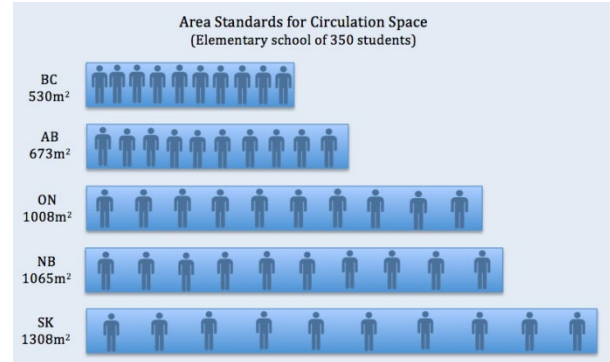


Figure 3 Cross province comparison of Area Standards for circulation space for an elementary school of 350 students.

ENDNOTES

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^{xv} Preamble, *BC School Act* http://www.bclaws.ca/civix/document/LOC/complete/statreg/--%20S%20--/05_School%20Act%20%5BRSBC%201996%5D%20c.%20412/00_Act/96412_01.xml

^{xvi} In the 2015/6 satisfaction survey, only 41% of grade 3/4 students and 33% of Grade 7 students responded with “many times” to the question “At school are you learning about art?” In the same survey, only 53% of grade 3/4 students and 43% of grade 7 students responded “many times” to the question “At school, are you learning about music?” Government of British Columbia, *Satisfaction Survey*, 2015/16 http://www.bced.gov.bc.ca/reports/pdfs/sat_survey/public.pdf The satisfaction survey of 2016/17 has eliminated these questions and replaced them with “At school, are you learning to be creative?”

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^{xxiii} Noel Herron, *Is Your Old School About to be Demolished? Lessons to be learned from Charles Dickens Elementary in Vancouver*, BCTF, April 2009.

<https://bctf.ca/publications/NewsMagArticle.aspx?id=18250>. For a current example see project design for Bayview Elementary. Replacement school under Area Standards is 37% smaller at 2,885 m² compared to the existing school gross area of 4577 m². With the NLC space addition, the replacement school will still be 28% smaller. Comparison of Bayview new school construction area specifications to existing school areas. Report of Advocacy Committee to Policy and Governance Committee, Oct. 3, 2018. https://www.vsb.bc.ca/District/Board-of-Education/Meeting_Minutes/Documents/agendas-files/18_10Oct03_Open%20Policy%20and%20Governance%20Agenda.pdf See Appendix B.

^{xxiv} There are no provisions for music, art or performing space under Area Standard guidelines. Because the Area Standards is also used to calculate the capacity of existing schools, dedicated art or music rooms are seen as ‘surplus space’.

^{xxv} BC Government, *Neighbourhood Learning Centres*, 2018. Agreement on shared use is currently under review. <https://www2.gov.bc.ca/gov/content/education-training/administration/community-partnerships/neighbourhood-learning-centres>

^{xxvi} BC Government, *Service Plan*, p. 13

^{xxvii} *Service Plan*, Goal 1-3, p.7-9

^{xxviii} BC Government, *New Curriculum*. <https://curriculum.gov.bc.ca/curriculum-updates>