

EDUC 393

FOUNDATIONS OF EDUCATION

Mondays 6:00PM – 8:50PM
Senior Instructor: Melanie Baerg, MEd
Regional Bachelor of Education Program
University of Northern British Columbia
November 20, 2023
People – Place - Land

Land Acknowledgement: Where We Are

With gratitude and respect, I acknowledge that I work on the traditional, ancestral and unceded territory of the Dakehl people (Lhatko Dene, Nazko, Lhoosk'uz Dene First Nations), and the Tsilhot'in people (?Esdilagh First Nation). I acknowledge that this regional cohort includes students from UNBC's Northwest campus in Terrace, which is on the traditional territory of the Ts'msyen and home of the Kitselas and Kitsumkalum First Nations.

Objectives

- Discussion: Thoughts, questions, follow up from the STILE recording
- Explore and begin to understand:
 - Legal, Economic, and Political Aspects of our Educational system
 - Provincial/Local Organization
 - Public and Independent Schools
 - Funding Formulas/Issues
- SPED Designations
- Teachers and EAs
- Education-Related Associations & Interagency Partners
 - FNEC BCPSEA BCPVPA BCSSA PAC/D-PAC/BC-CPAC POPs
 - MCFD CYMH Foundry BC MOH/Health Authorities BCASP CPBC

Discussion!

- Thoughts, questions, follow up from the STILE recording

Something to think about:

- An “educational program” as required to be provided by a board of education (section 75 School Act) is defined as:
 - an organized set of learning activities that, in the opinion of the board, is designed to enable learners to become 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 (section 1(1) School Act).
 - From Part 1 <https://bcsta.org/resources-and-services/guide-to-school-legislation/>

What if the “opinion of the board” is not informed by current research about learning and effective instruction?

Laws, Legislation
and Policy
in BC Ed



Education Laws and Legislation

- Policies must comply with existing laws.
- Be aware of the various acts related to education in BC. See:
 - <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/manual-of-school-law>

To help summarize and present the acts in a user-friendly way, go to:

- <https://bcsta.org/resources-and-services/guide-to-school-legislation/>
- Download, save for your reference, and read the PDFs for Parts 1-13, found at this link (some are just a couple of pages and others are longer, but they are much easier to understand and synthesize than reading the individual acts and documents they refer to)

Education Policy

- Policy is a plan of action used by the Ministry of Education to set out clear rules and expectations for the delivery of programs and services to the public.
- Policies come from legislation or from decisions made by elected officials, such as Ministers and School Trustees, or public servants and school administrators.
- Policies can be communicated through various instruments, including: policy documents, laws, contracts, partnerships, the funding formula, government direction such as the throne speech, and many others. Policy can also be communicated informally through correspondence.
- [from: https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/what-is-policy](https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/what-is-policy)

Role of the MOECC in Policy

- The Minister of Education and Child Care is responsible for administering K-12 education legislation and setting high level education policy.
- The Ministry of Education and Child Care sets policy in the following areas:
 - Educational standards
 - Monitoring student performance and reporting the results to the public
 - Working with schools and communities to improve student and school performance
 - Allocating funds for the education system
 - Overseeing the governance of the system as a whole

From: <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/what-is-policy>

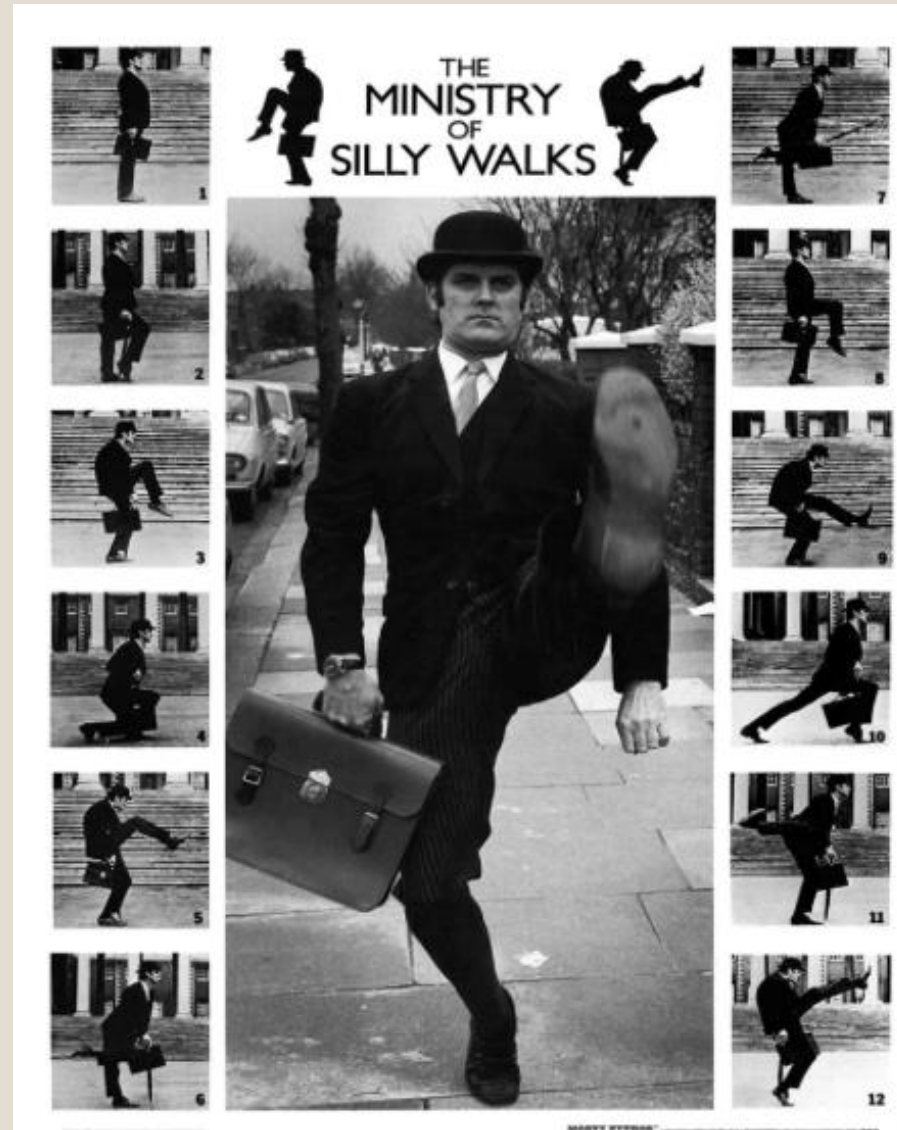
Role of Schools in Policy

- Principals and school district administrators also develop policy that applies at the school level.
- Examples of school policy include general school rules for student conduct and parental involvement expectations.
- From: <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/what-is-policy>

Role of School Boards in Policy

- Boards of education (also known as school boards) create education policies that reflect the aspirations of the community and are consistent with overall provincial guidelines. Some examples of these kinds of policies include:
 - Determining specific educational programming for students, which could include establishing specialty schools
 - Creating a school calendar and scheduling professional development days
 - Boards are accountable to district electors for their decisions.
 - <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/what-is-policy>

BREAK



- [Watch for fun!](https://www.dailymotion.com/video/x2hwqki)
- <https://www.dailymotion.com/video/x2hwqki>

<https://www.amazon.com/Ministry-Silly-Walks-Poster-inches/dp/B01KKHSSLU>

Funding in BC Ed

What do you know?
What do you wonder?



Education Funding in BC

There are essentially two different philosophies for funding a public education system:

- The first perspective, implicit in recommendations made by organizations like the Organization for Economic Co-operation and Development (OECD), and also in the operating procedures of our current enrolment-based funding model, is to:
 - determine a pool of resources
 - ask what kind of public education system can be maintained within this—often arbitrary—budget
- In this approach, what public education is, and what it can accomplish, follows from the whims of overall funding allocations
- From: https://www.bctf.ca/docs/default-source/briefs-and-submissions/education-funding-briefs/bctf-education-funding-brief-2022.pdf?sfvrsn=eef804df_4

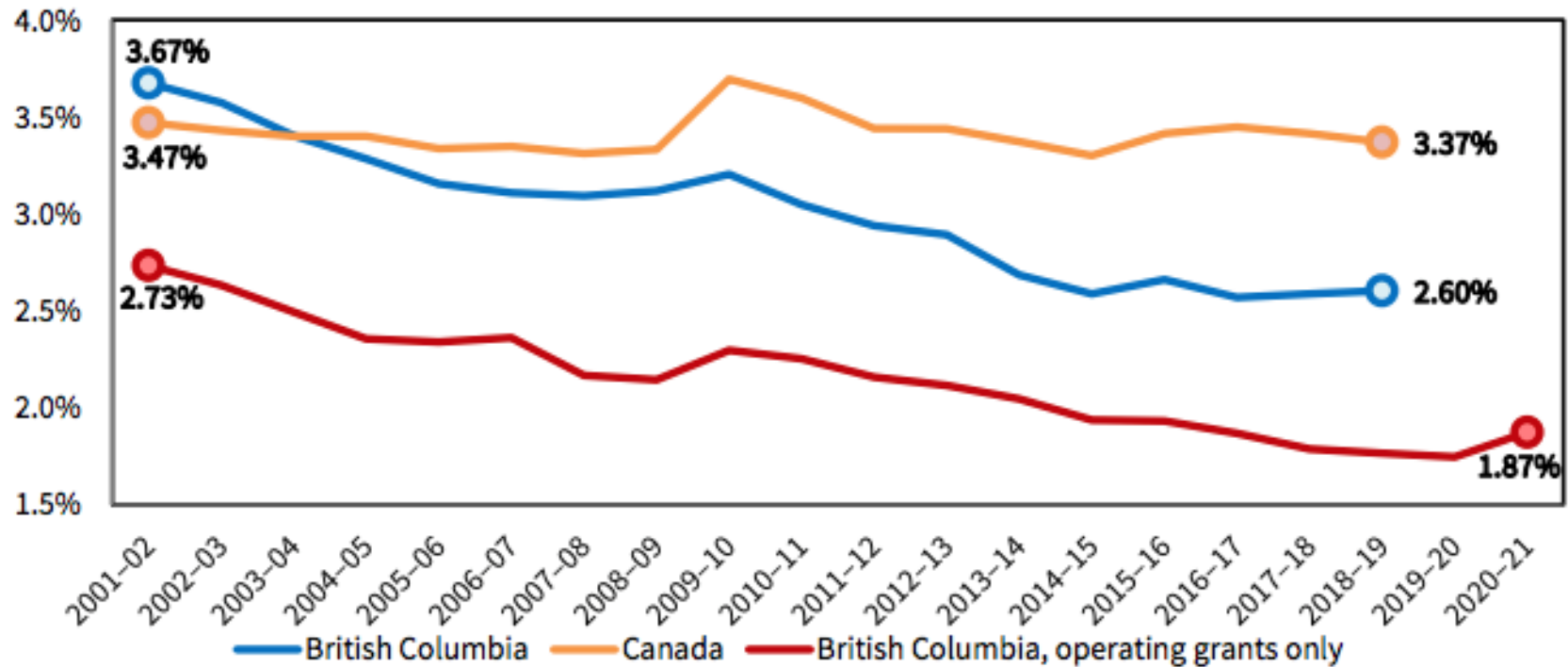
Education Funding in BC: BCTF Perspective

- Alternatively, there is a second option—where funding follows from the vision for what public education should be, and is firmly connected to the identified needs of students.
- We first ask what mandate education should fulfill and what needs exist within the system, and only then is it determined what resources are required to fulfill this mandate and best meet the real, identified needs of classrooms, schools, and school districts.
- (BCTF) Teachers firmly believe in an education funding model based on this second option— with a well-resourced, flourishing school as the reference point for a new vision of public education in British Columbia.
- From: https://www.bctf.ca/docs/default-source/briefs-and-submissions/education-funding-briefs/bctf-education-funding-brief-2022.pdf?sfvrsn=eef804df_4

Education Funding in BC: The Dollars

- Between 2001 and 2016, British Columbia saw spending on education drop relative to GDP by nearly a third.
- This was the government of the day effectively saying that education should be less and less important, and putting aside an ever-shrinking part of our total social resources toward teaching future generations.
- In recent years, these declines have been halted, but we remain at a point where BC still invests a considerably lower amount of Gross Domestic Product (GDP) into education compared to the rest of Canada
- From: https://www.bctf.ca/docs/default-source/briefs-and-submissions/education-funding-briefs/bctf-education-funding-brief-2022.pdf?sfvrsn=eef804df_4

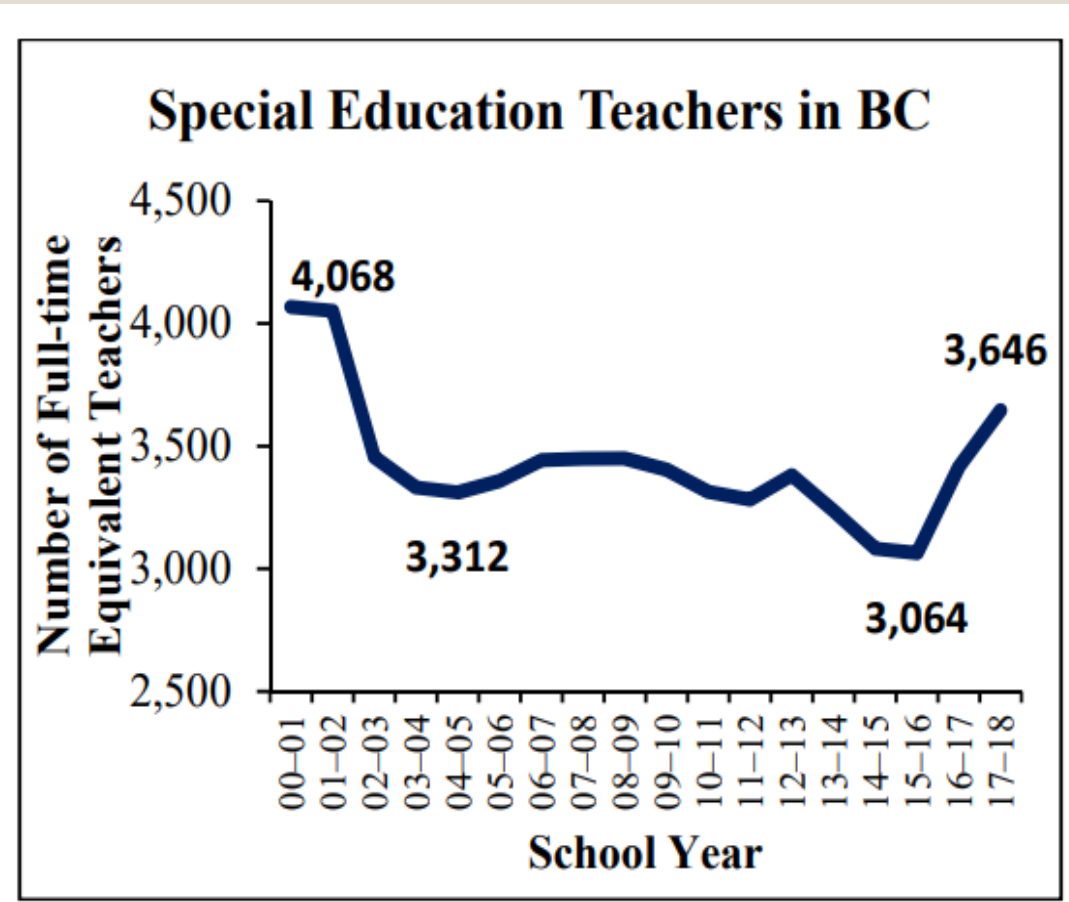
Figure 4: Spending on public K-12 as a share of GDP



Source: Statistics Canada

Source: BC Ministry of Education

From: https://www.bctf.ca/docs/default-source/briefs-and-submissions/education-funding-briefs/bctf-education-funding-brief-2022.pdf?sfvrsn=eef804df_4



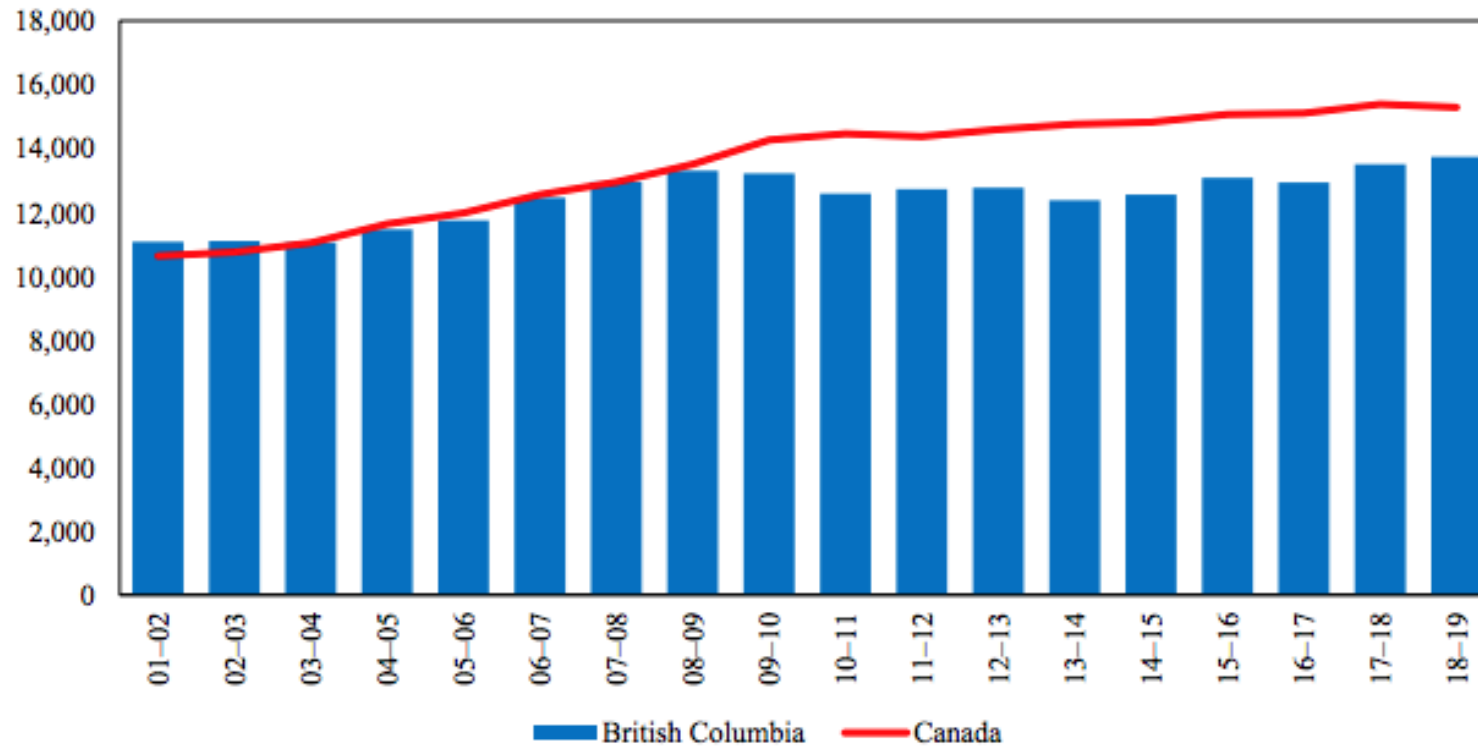
Retrieved from: <https://files.eric.ed.gov/fulltext/ED596496.pdf>

My thoughts: I started teaching in 1999, so almost all of my entire career has taken place as public education has been continuously defunded. I have witnessed changes in policy to save costs in special education lead to drastic cuts in specialist positions and support staff, increased case loads and significant consequences to kids.

Education Funding in BC: BCTF Perspective

- The implementation of the Classroom Enhancement Fund in 2017–18 grew operating grants relative to Gross Domestic Product (GDP), but these funds have remained stagnant ever since—one should note that the bump in 2020–21 is due to a reduction in GDP related to COVID-19 and not a real increase in educational operating grants.
- Since the mid-2000s, British Columbia has also fallen further and further behind the Canadian average in terms of per-student funding. Once again, the benefits of the Classroom Enhancement Fund can be recognized within the timeline, and the gap in per-student funding between British Columbia and Canada has closed slightly to about a \$1,600 deficit in 2018–19 and 2019–20.
- From: https://www.bctf.ca/docs/default-source/briefs-and-submissions/education-funding-briefs/bctf-education-funding-brief-2022.pdf?sfvrsn=eef804df_4

Figure 5: Public K-12 education inflation-adjusted spending per student, BC, and Canada



From: https://www.bctf.ca/docs/default-source/briefs-and-submissions/education-funding-briefs/bctf-education-funding-brief-2022.pdf?sfvrsn=eef804df_4

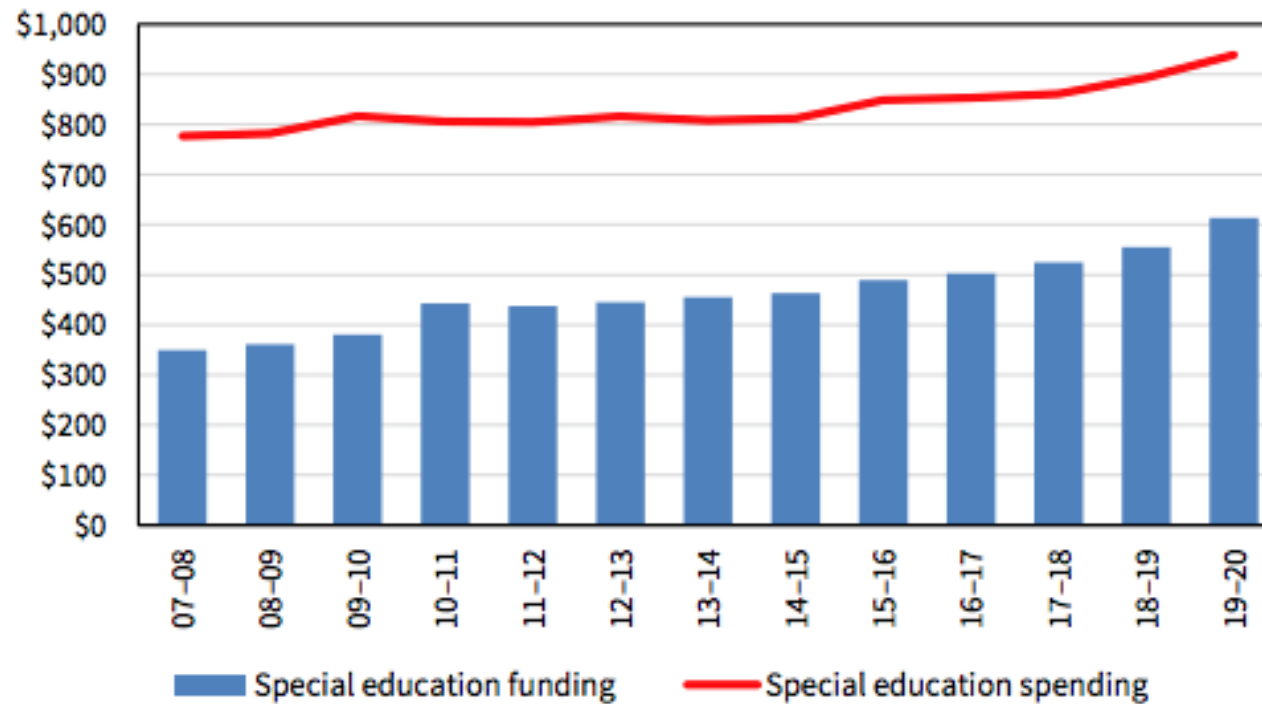
Education Funding in BC: BCTF Perspective

- The enrolment-based funding model has achieved its primary purpose of increasing cost-control at the provincial level: by funding “students” in the abstract and downloading the actual (and escalating) costs of service to the districts, public-education spending by the provincial government is now incredibly low.
- So, these savings at the provincial level are enabled only by the decision to underinvest in BC’s education system—a decision that has serious consequences for districts and schools, guaranteeing that some student needs will continue to go unmet.
- From: https://www.bctf.ca/docs/default-source/briefs-and-submissions/education-funding-briefs/bctf-education-funding-brief-2022.pdf?sfvrsn=eef804df_4

Inclusive Ed Funding: BCTF Perspective

- British Columbia has long committed to an inclusive education system, in which students with special needs have “equitable access to learning opportunities for achievement, and the pursuit of excellence in all aspects of their educational programs.” However, this commitment has yet to be matched with funding.
- In the 2019–20 school year, BC’s school districts received only **65%** of what they ended up spending province-wide on special education from supplemental special education grants from the province.
- This regular funding shortfall has created pressures to ration special education services and redirect funds from other areas with their own pressing needs.
- From: https://www.bctf.ca/docs/default-source/briefs-and-submissions/education-funding-briefs/bctf-education-funding-brief-2022.pdf?sfvrsn=eef804df_4

Figure 9: Special education spending vs funding by school year, inflation-adjusted millions of dollars



From: https://www.bctf.ca/docs/default-source/briefs-and-submissions/education-funding-briefs/bctf-education-funding-brief-2022.pdf?sfvrsn=eef804df_4

Inclusive Ed Funding: BCTF Perspective

- Any introduction of a prevalence-based model for distributing special education funding would only further cement the austerity and cost control pressures that currently exist, while misdiagnosing local conditions and true needs.
- Consideration of such a prevalence-based model should be fully abandoned and the Ministry should instead move toward a funding model which can accommodate the actual needs that are present within our education system.
- From: https://www.bctf.ca/docs/default-source/briefs-and-submissions/education-funding-briefs/bctf-education-funding-brief-2022.pdf?sfvrsn=eef804df_4

Inclusive Ed Funding: My Two Cents

Funding via the per pupil model and the prevalence model are both problematic:

- often have people in districts making decisions about funding and resources when they don't have the understanding or knowledge of various specific needs.*
- our current system, which pushes for services and support only for officially diagnosed/designated students getting support, is far from perfect*
- one consequence is the tendency to look at kids as categories, which leads to streaming, tracking and restricting access to learning opportunities and environments*
- funding to support early identification and intervention doesn't need to be tied to expensive formal "testing results" for specific kids*
- effective instruction, and better resources and training for teachers to provide that instruction, can be preventative and cost saving in the long run.)*

Inclusive Ed Funding: BCTF on Designations

- Moving toward a needs-based special education funding model requires accurate and timely identification of needs*—inclusive education cannot be truly successful if we do not know who is to be included and how.
- BC schools need the resources to identify and designate students with special needs so that they receive the supports they require as early as possible—identification should take place in the K–1 years.*
- From: https://www.bctf.ca/docs/default-source/briefs-and-submissions/education-funding-briefs/bctf-education-funding-brief-2022.pdf?sfvrsn=eef804df_4

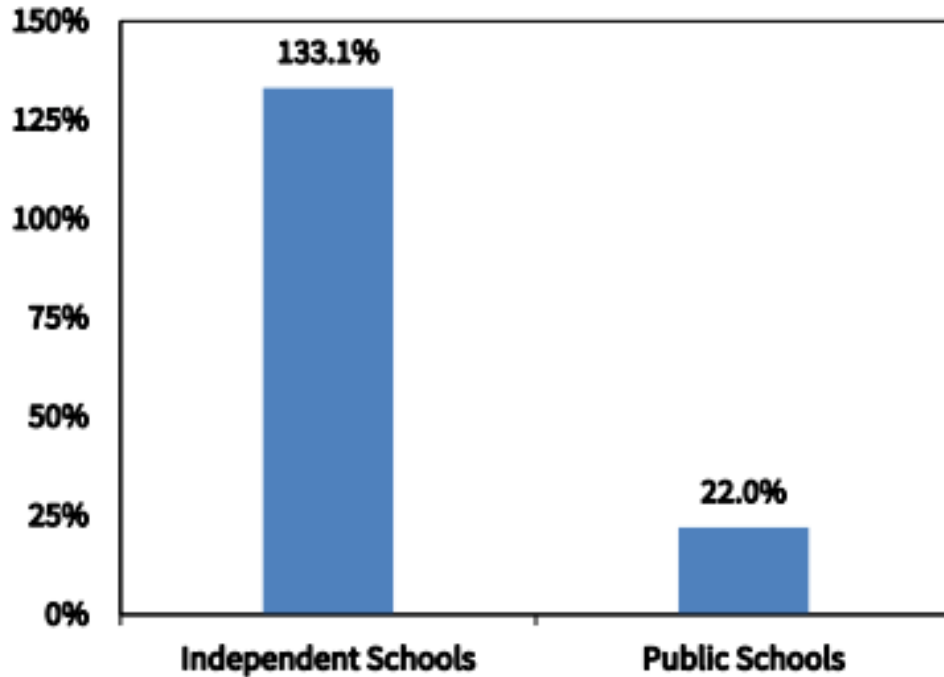
Designations and Funding: My Thoughts

- The statements on the previous slide are problematic and not informed by current research and understandings about assessment and diagnoses:
 - "accurate and timely" identification of needs does not require a designation or a diagnosis (or a formal psycho-educational assessment); all of which are more accurate if students receive the effective instruction first
 - LD and MID diagnostic criteria require proof that the individual has had the **opportunity to learn** and this is not always the case in K-1, especially if instruction has not been effective

Public vs. Private Funding: BCTF Perspective

- Equality of opportunity is undermined by providing public funding to private schools.
- In 1977, British Columbia became one of five provinces that elected to subsidize private education (“independent schools”) with public funding.
- Since then, the stream of funding increases to independent schools has routinely outstripped the resources afforded to public schools.
- In the last two decades, the education funding growth for independent schools in BC has been six times greater than that of public schools (see Figure 11 below).
- From: https://www.bctf.ca/docs/default-source/briefs-and-submissions/education-funding-briefs/bctf-education-funding-brief-2022.pdf?sfvrsn=eef804df_4

Figure 11: Inflation-adjusted education funding growth from 2000–01 to 2019–20, public vs independent schools



From: https://www.bctf.ca/docs/default-source/briefs-and-submissions/education-funding-briefs/bctf-education-funding-brief-2022.pdf?sfvrsn=eef804df_4

Public vs. Private Funding: BCTF Perspective

- The BCTF is opposed to public funding of private schools.
- The opposition is not to parents having the right to send their children to private schools, but to the public funding of these schools, and elite private schools in particular.
- Elite private schools, in addition to receiving ever increasing funding growth, also benefit from a host of tax breaks for both schools and parents, including property tax exemptions, the charitable donations tax credit, and a federal childcare tax credit based on claims of supervision of students outside of class time being childcare for tax purposes.
- Public resources currently spent on funding private education should be redirected to public education, which has seen chronic underfunding for almost two decades. Half of Canada's provinces already choose not to publicly fund private education at all, and moving British Columbia into this group is popular among the public.
- From: https://www.bctf.ca/docs/default-source/briefs-and-submissions/education-funding-briefs/bctf-education-funding-brief-2022.pdf?sfvrsn=eef804df_4

MOECC Special Education Designations = IEP (Individual Education Plan)

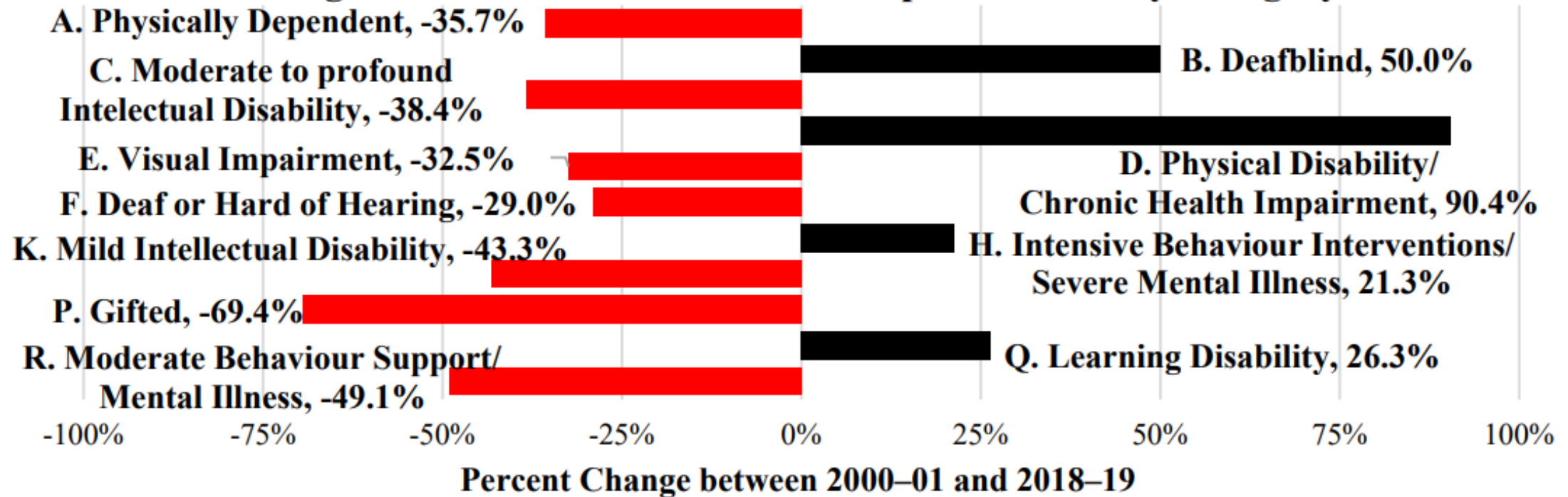
- A - Physically Dependent - Multiple Needs (Level 1 \$\$\$)
- B – Deafblind (Level 2 \$\$)
- C – Moderate to Profound Intellectual Disabilities (Level 2 \$\$)
- D – Physical Disability/Chronic Health Impairment (Level 2 \$\$)
- E – Visual Impairment (Level 2 \$\$)
- F – Deaf or Hard of Hearing (Level 2 \$\$)
- G – Autism Spectrum Disorder (Level 2 \$\$)
- H – Students Requiring Intensive Behaviour Intervention or Students with Serious Mental Illness (Level 3 \$)
- K – Mild Intellectual Disabilities
- P - Gifted
- Q – Learning Disabilities
- R - Students Requiring Behaviour Support or Students with Mental Illness

Supplemental Funding Levels

1. \$\$49,070
2. \$23,280
3. \$23,280

BUT DIAGNOSIS DOES NOT = DESIGNATION

Changes in Number of Students with Special Needs by Category



Source: Ministry of Education. (2018). Student Headcount by Special Needs Category. Values are rounded to the nearest tenth of a percent.

Retrieved from: <https://files.eric.ed.gov/fulltext/ED596496.pdf>

Funding in BC Ed

What did you learn?

Brain dump for two minutes!



Teachers and EAs

- What are some of your understandings about Educational Assistants based on your experience working as one, if applicable, or on your memory of them from your K-12 days.



Teachers & EAs 1

- Teacher assistants work under the general direction of a teacher in the school, and under the supervision of the principal/vice-principal. Overall, the relationship between teachers and teacher assistants has seen the development of a more collegial model.
- Teacher assistants are supervised in regard to the employment relationship (e.g., evaluation reports, discipline) by the principal/vice-principal, not the teacher with whom the teacher assistants work.
 - Boards may employ persons other than teachers to assist teachers in carrying out their responsibilities and duties under this Act and in the Regulations.
 - Persons employed under subsection (1) shall work under the general supervision of a teacher or principal/vice-principal.

• From: <http://revelstoketeachers.ca/wp-content/uploads/2019/10/RolesAndResponsibilitiesTeachersTAs.pdf>

Teachers & EAs 2

- Roles and responsibilities of teachers and teacher assistants are defined initially by, and within, the confines of the British Columbia School Act and Regulations, Ministry of Education Special Education Policy, Procedures and Guidelines, and collective agreements of both BCTF, its locals, and CUPE BC (or other union representing EAs) with the employing school district/BCPSEA.

- From: <http://revelstoketeachers.ca/wp-content/uploads/2019/10/RolesAndResponsibilitiesTeachersTAs.pdf>

Teachers & EAs 3

1. Special Education policy, procedures, and guidelines

The following excerpts are taken from the Ministry of Education Manual of Policies, Procedures, and Guidelines for Special Education Services (Section B.3):

“The teacher responsible for a student with special needs is responsible for designing, supervising, and assessing the educational program for that student.”

“Teachers are expected to design programs for students with special needs. Teachers’ assistants play a key role in many programs for students with special needs, performing functions which range from personal care to assisting the teacher with instructional programs. Under the direction of a teacher they may play a key role in implementing the program.”

“While teacher assistants may assist in the collection of data for the purpose of evaluating student progress, the teachers are responsible for evaluating and reporting on the progress of the student to parents.”

BONUS: ABC's of BC Ed



ABCs of BCED 1

- FNEESC - First Nations Education Steering Committee
 - <http://www.fnesc.ca/about-fnesc/> (optional watch: 13 minute video)
- BCPSEA - BC Provincial School Employers' Association
 - <https://bcpsea.bc.ca/about-us/about-us-overview/>
- BCPVPA – BC Principals' and Vice-Principals' Association
 - <https://www.bcpvpa.org/about-bcpvpa/about/about-us>
- BCSSA – BC School Superintendents' Association
 - <https://bcssa.org>

ABCs of BCED 2

- PAC – Parent Advisory Council
 - <https://bccpac.bc.ca/index.php/members/pac-dpac/what-is-a-pac>
- D-PAC – District Parent Advisory Council
 - <https://bccpac.bc.ca/index.php/members/pac-dpac/what-is-a-dpac>
- BCCPAC – BC Confederation of Parent Advisory Councils
 - <https://bccpac.bc.ca>

ABCs of BCED 3

- MOH – Ministry of Health (Health Authorities)
 - BC AAN – BC Autism Assessment Network & CDBC – Complex Developmental Behavior Conditions
 - <http://www.phsa.ca/our-services/programs-services/bc-autism-assessment-network>
- MCFD - Ministry of Children and Family Development
 - <https://www2.gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/ministries/children-and-family-development>
- CYMH – Child and Youth Mental Health
 - <https://www2.gov.bc.ca/gov/content/health/managing-your-health/mental-health-substance-use/child-teen-mental-health>
- CYSN – Children and Youth with Support Needs (ID, ASD, FASD, Complex health needs, Deaf/Hard of Hearing, Deafblind, Blind, Partially-sighted)
 - <https://www2.gov.bc.ca/gov/content/health/managing-your-health/child-behaviour-development/support-needs>

ABCs of BCED 4

- CLBC = Community Living BC
 - <https://www.communitylivingbc.ca>
 - STADD – Services to Adults with Developmental Disabilities (16-24)
 - <https://www.communitylivingbc.ca/what-support-is-available/preparing-access-clbc-supports/services-to-adults-with-developmental-disabilities-stadd/>
- MAEST – Ministry of Advanced Education and Skills Training
 - <https://www2.gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/ministries/advanced-education-skills-training>
- Foundry BC – Interagency Community-Based Supports for Ages 12 – 24
 - <https://foundrybc.ca/who-we-are/background/> (Watch: 9 Minute Video)

ABCs of BCED 5

- BCASP - BC Association of School Psychologists
 - About 85% are also BCTF members, and of that 85%, many are also certified teachers
 - Minimum Masters with specific requirements in school/educational psychology (i.e. 1200 hour internship)
 - Must have “regular employment” as defined by the Canada Revenue Agency via a board of school trustees constituted under the School Act, or by a Provincial, federal or municipal government or government agency, or by a University. Contract work is not legal unless also a member of CPBC.
 - <https://bcasp.ca>
- CPBC – College of Psychologists of BC
 - PhD from approved programs in specified areas, meeting specific requirements
 - A few members grandfathered in with Masters degrees
 - <https://collegeofpsychologists.bc.ca>
 - After May 1, 2024, all BCASP members who port over will be Licensed School Psychologists and members of CPBC
 - Anyone practicing psychology in any way must be a member of CPBC to practice legally in BC

VALID ASSESSMENTS IN BC MUST BE CONDUCTED BY MEMBERS OF ONE OF THESE ORGANIZATIONS, EVEN IF THEY WORK FOR A LEGITIMATE ENTITY (NO “NUMBER” IS A RED FLAG)

ABCs of BCED 6

- MOE – Ministry of Education

- <https://www2.gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/ministries/education>

- POPs – Provincial Outreach Programs

- <https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/safe-caring-orderly/provincial-outreach-programs.pdf>
- <https://www2.gov.bc.ca/assets/gov/education/kindergarten-to-grade-12/teach/teaching-tools/inclusive/prp-catalogue-of-services.pdf>

- POPARD

- POPDHH

- POPDB

- POPFASD

- POPEY

- PSO (new!)

- SET-BC

- ARC

- PRCIV

- Next Week: Almost there!
- Visioning Project Presentations Begin!
- Special Topics: Forward via email if you have suggestions and we will add it in, time permitting.

