

**MINISTRY OF EDUCATION
BRIEFING NOTE**

DATE: August 15, 2017

CLIFF: 195405

PREPARED FOR: Honourable Rob Fleming, Minister, for **Information** at the request of the ADM, Governance and Analytics Division.

SUBJECT: School Taxes

BACKGROUND:

- Boards of education currently do not have the authority to collect local taxes on an annual basis. The ability to levy annual property taxes was removed in 1990, with the move to “block funding”. School taxes are collected by local governments and provided to the Province.
- School tax revenues make up approximately 35% of the total operating funds spent on education. The tax revenues are made up of residential property tax (14%), and non-residential property tax (21%). The school tax revenue was \$1.937 billion in 2015/16. The other 65% of education funding comes from general revenue sources.
- Residential school tax rates under the *School Act* are determined by the Minister of Finance, who is responsible for all parts of the *Act* relating to the collection of public money. Each year, the Minister is required to determine the total amount of revenue to be raised by school taxes in each school district. The rates are set each spring by Order in Council for residential and non-residential property, and vary by district and by class of property (forest, industrial, business, recreational, etc.) Some classes of property qualify for reductions or exemptions from school tax. These include school property, farm land, agricultural land reserve property, some industrial property, and hydro generating areas.



DISCUSSION:

- Residential taxation rates are calculated based on the total number of residences in the district and the total assessed value of the residences. Depending on how much revenue is required to meet the Provincial Budget, the rates are raised or lowered. Generally, the Minister of Finance ensures that average provincial revenue collected keeps pace with British Columbia’s Consumer Price Index rate of inflation.
- The rates are expressed as dollars per \$1000 of assessed value. For example, in Vancouver School District the 2001 residential school tax rate was 2.9498 dollars per \$1000 of assessed value, while in 2016, when assessed values were much higher, the rates were 1.1859 dollars per \$1000 of assessed value. These are often referred to as “mill rates”.

CONCLUSION:

- As noted above, tax rates are set once the provincial budget is determined. If the Province increases the budget, it may also set a higher mill rate, however there are many other factors involved in determining the revenue versus expenditures of the province.
- Each 1% increase of residential property taxes would generate approximately \$2.71 million towards education.
- Property taxes are administered by the Property Taxation Branch of the Ministry of Finance.

Attachments: Non-Residential and Residential School Tax Rates Orders

<u>Contact Information</u> Governance and Analytics 250-356-6760	Approved (ADM Initial) 	Approved (DM Signature) 
	ADM Keith Godin	D. Scott McDonald Deputy Minister
	Date Approved: 2017/08/22	Date signed: 2017.08.23

2017 RESIDENTIAL SCHOOL TAX RATES ORDER

Authority: *School Act*, section 119 (3)

OIC 186/17 April 7, 2017
Lieutenant Governor in Council Order

NOTICE: The following order in council is not the official version. To obtain an official version of this order in council please contact the Order in Council Office. Telephone (250) 387-0724, Fax (250) 387-4349.

On the recommendation of the undersigned, the Lieutenant Governor, by and with the advice and consent of the Executive Council, orders that for the calendar year 2017, the rate determined under section 119 (3) of the *School Act* for property Class 1, as defined in the Prescribed Classes of Property Regulation, B.C. Reg. 438/81, is, for each school district or part of a school district listed in Column 1 of the Schedule to this Order, the rate listed in Column 2 of the Schedule to this Order next to that school district, with the rate expressed in dollars per thousand dollars of net taxable value.

SCHEDULE

Column 1 School District Number and Name	Column 2 Rate
5 Southeast Kootenay	2.2183
6 Rocky Mountain	2.0936
8 Kootenay Lake	2.2967
10 Arrow Lakes	2.6431
19 Revelstoke	2.0955
20 Kootenay-Columbia	2.6223
22 Vernon	1.9093
23 Central Okanagan	1.6047
27 Cariboo-Chilcotin	2.9338
28 Quesnel	3.5285
33 Chilliwack	1.8697
34 Abbotsford	1.6903
35 Langley	1.3838
36 Surrey	1.2568
37 Delta	1.1775
38 Richmond	1.1316
39 Vancouver	0.9489
40 New Westminster	1.3343
41 Burnaby	1.1028
42 Maple Ridge-Pitt Meadows	1.4701
43 Coquitlam	1.2217
44 North Vancouver	1.0225
45 West Vancouver	0.8178
46 Sunshine Coast	1.5351

2016 RESIDENTIAL SCHOOL TAX RATES ORDER - continued

Column 1 School District Number and Name	Column 2 Rate
47 Powell River	2.4465
48 Sea to Sky	1.2695
49 Central Coast	3.7632
50 Haida Gwaii	4.5401
51 Boundary	2.6132
52 Prince Rupert	2.6434
53 Okanagan-Similkameen	2.2922
54 Bulkley Valley	2.6908
57 Prince George	2.5929
58 Nicola-Similkameen	2.5446
59 Peace River South	2.7146
60 Peace River North	2.0668
61 Greater Victoria	1.3647
62 Sooke	1.6669
63 Saanich	1.3484
64 Gulf Islands	1.6097
67 Okanagan-Skaha	1.8677
68 Nanaimo-Ladysmith	1.9038
69 Qualicum	1.7726
70 Alberni for parcels not within District of Tofino	2.3202
70 District of Tofino, within Alberni School District	1.7285
71 Comox Valley	1.9706
72 Campbell River	2.2158
73 Kamloops/Thompson	2.1163
74 Gold Trail	3.1782
75 Mission	1.5805
78 Fraser-Cascade	2.2348
79 Cowichan Valley	1.9617
81 Fort Nelson	3.5668
82 Coast Mountains	2.6119
83 North Okanagan-Shuswap	2.1120
84 Vancouver Island West	5.2994
85 Vancouver Island North	3.6328
87 Stikine	4.0621
91 Nechako Lakes	3.5582
92 Nisga'a	4.1530

2017 NON-RESIDENTIAL SCHOOL TAX RATES ORDER

Authority: *School Act*, section 119 (3)

OIC 185/17 Effective April 7, 2017
Lieutenant Governor in Council Order

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On the recommendation of the undersigned, the Lieutenant Governor, by and with the advice and consent of the Executive Council, orders that for the purpose of section 119 (3) of the *School Act*, the rate for each of the following property classes to be applied for the calendar year 2017 to the net taxable value of all land and improvements in those property classes in all school districts is the rate set out in the following table, with the rate expressed in dollars per thousand dollars of net taxable value:

<u>Property Class</u>	<u>Rate</u>
2. Utilities	13.4
3. Supportive Housing	0.1
4. Major industry	4.8
5. Light industry	4.8
6. Business and other	4.8
7. Managed forest land	1.9
8. Recreational property/Non-profit organization	2.7
9. Farm	6.9

**MINISTRY OF EDUCATION
BRIEFING NOTE**

DATE: September 11, 2017
CLIFF: 195891

PREPARED FOR: Honourable Rob Fleming, Minister, for **Information** at the request of **ADM/Governance and Analytics/Education Analytics Branch** for a media report **release**.

SUBJECT: **Release of the OECD Education at a Glance 2017 report**

BACKGROUND:

- On Monday, September 11, 2017 the British Columbia Ministry of Education received an embargoed copy of the OECD Education at a Glance 2017 report. All data are under embargo until this report is released, on September 12, 2017, at 5:30 a.m. EST.
- This report offers a broad range of comparable national education indicators, including indicators on student demographics, the human and financial resources invested in education, the operation of education systems, and the social and economic outcomes of learning.
- The Canadian companion report, Education Indicators in Canada: An International Perspective, 2017 (EIC), which provides British Columbia specific data on a subset of the indicators, is not published at the same time as this report. It will be available in December 2017.

DISCUSSION:

- The following is a summary of report highlights for selected indicators relating to education attainment and expenditure in Canada relative to other OECD countries.

Percentage Expected to Graduate:

- This indicator reports the percentage of people who obtain a secondary-school qualification for the first time in their life compared to the total population. It can be interpreted as the probability that an individual will graduate from secondary education during his or her lifetime. It should not be confused with a graduation rate as the term is generally used in Canada, which reports on how many students who enter a program complete it successfully.
- At 88 percent, Canada is above the OECD average (84 percent). The equivalent rate for the United States is 83 percent.

Education Attainment:

- Canada has the highest proportion of 25 to 64 year olds with tertiary education among OECD countries at 57 percent, and the second highest among 25 to 34 year olds.

- Canada has one of the highest percentages among OECD countries when it comes to younger age groups (ages 25 to 34) with tertiary education. With 61 percent, Canada finds itself in the top three along with Japan and Korea.

Education Expenditure:



- In Canada, the average expenditure per primary student (combined with lower secondary) was \$9,256, \$12,780 per upper secondary student, and \$21,326 per tertiary student. These numbers are higher than the OECD averages of \$8,732, \$10,243, and \$16,290, respectively. (All amounts are in US dollars, based on purchasing-power parity).
- Expenditure on primary to tertiary educational institutions relative to gross domestic product (GDP) is higher in Canada (6.2 percent of GDP) than on average across OECD countries (5.1 percent of GDP). The share for secondary education in Canada (1.5 percent of GDP) is below the OECD average (2.1 percent of GDP), but the opposite is observed at the tertiary level where the share for Canada (2.6 percent of GDP) is higher than the OECD average (1.5 percent of GDP).
- On average, across OECD countries, public funding accounts for 84 percent of all funds for educational institutions, from primary to tertiary education. In Canada, it is 73 percent. The remainder of funding is paid privately.
- Total public expenditure on education as a percentage of total public expenditure for all services averaged 11 percent in OECD countries. The percentage for Canada was 13 percent.

CONCLUSION:

- Overall, Canada continues to show strong educational attainment (the country with the highest number of tertiary graduates); generally good equity results with higher upward education mobility among those whose parents do not have tertiary education than other OECD countries; better labour market outcomes than many European countries, especially for those with tertiary education; and a commitment to continued significant public funding for education, including high, but not exceptional, salaries for elementary/secondary teachers.

ATTACHMENTS:

1. Education at a Glance OECD Indicators Report.

Contact Information Brett Wilmer Education Analytics Branch Ph: 250-415-2309 File: 280-20	Approved (ADM Initial) 	Approved (DM Signature) 
	Keith Godin ADM Governance and Analytics Division	Scott MacDonald Deputy Minister
	Date Approved: September 11, 2017	Date signed: September 14, 2017

**MINISTRY OF EDUCATION
BRIEFING NOTE**

DATE: September 26, 2017
CLIFF: 196124

PREPARED FOR: Honourable Rob Fleming, Minister, for **Information** at the request of Governance and Analytics Division.

SUBJECT: Proposed amendment to the Educational Program Guide Order to add Workforce Training Certificates 12

BACKGROUND:

Under the *School Act*, the Minister of Education is authorized to set the curriculum for K-12 education by ministerial order. Each year, the relevant ministerial order (the Educational Program Guide Order) is amended, to delete old curriculum documents and/or to add new ones.

The Minister recently approved a new course – Workforce Training Certificates 12 – for implementation in the 2017/18 school year (please see attached signed Decision Note). In order to include this course as part of the K-12 curriculum, a minor amendment to the Educational Program Guide Order is required.



DISCUSSION:

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In addition, a Regulatory Impact Checklist Exemption form is attached for the Minister's signature. This form is required under the Regulatory Reform Policy administered by the Ministry of Jobs, Trade and Technology. The Policy sets out regulatory reform principles that must be considered during the development of legislative changes (including changes to ministerial orders). Completion of a Regulatory Impact Checklist is typically required to demonstrate that the principles have been considered; however, an Exemption form may be completed instead in some circumstances. Because changes to the curriculum documents listed in the Educational Program Guide Order are "housekeeping" in nature and have no impact on the Ministry's regulatory count, an Exemption form has been completed in this case.

Attachments:

1. Ministerial Order – *for Minister's signature*
2. Regulatory Impact Checklist Exemption Form – *for Minister's signature*
3. Signed Decision Note – *for information*
4. Educational Program Guide Order (redline) – *for information*
5. Legislative authority – *for information*

Contact Information Legislation, Policy and Governance Branch 250-387-8037		Approved 	Approved 
	ADM initial	Scott MacDonald Deputy Minister	Honourable Rob Fleming Minister
		Date signed: October 13, 2017	Date signed: October 13, 2017

SCHOOL ACT

Jurisdiction of minister

- 168** (1) The minister, subject to this Act and the regulations,
- (a) has charge of the maintenance and management of all Provincial schools established under this Act,
 - (b) must advise the Lieutenant Governor in Council on all matters relating to education in British Columbia,
 - (c) may designate a member of the public service to act on behalf of the minister, and
 - (d) may charge fees with respect to any goods or services provided by the minister or the ministry, and may establish different fees for different circumstances.
- (2) The minister may make orders for the purpose of carrying out any of the minister's powers, duties or functions under this Act and, without restriction, may make orders
- (a) governing the provision of educational programs,
 - (b) subject to subsection (5) determining the general requirements for graduation from an educational program,
 - (c) determining the general nature of educational programs for use in schools and francophone schools and specifying educational program guides,
 - (d) preparing a process for the assessment of the effectiveness of educational programs and requiring a board or a francophone education authority to cause its schools to participate in the process for the purpose of comparison to provincial, national and international standards,
 - (d.1) preparing a process for measuring individual student performance, and requiring a board or a francophone education authority to cause its schools to participate in the process for the purpose of assessing the effectiveness of educational programs,
 - (e) governing educational resource materials in support of educational programs,
 - (f) establishing and causing to be operated Provincial resource programs and Provincial schools in British Columbia,
 - (g) requiring a board to close a school if the number of students attending the school falls below 8,
 - (g.1) requiring a francophone education authority to close a francophone school if the number of francophone students falls below 8,
 - (h) respecting distributed learning educational programs,
 - (i) establishing committees and authorizing the payment of expenses to the members of the committees and other advisory bodies established under this Act,
 - (j) governing fees that may be charged by a board or a francophone education authority, and those fees may be different for different circumstances,
 - (j.1) designating an educational activity or a category of educational activities for the purposes of section 168.1,
 - (j.2) establishing, for the purposes of section 168.1, the amount a student or a child registered under section 13 may be reimbursed, including
 - (i) setting the maximum amount that may be paid,

EDUCATIONAL PROGRAM GUIDE ORDER

Authority: *School Act*, section 168 (2) (a) (c) (e)

{	Ministerial Order 333/99 (M333/99)	Effective September 8, 1999
	Repeals M165/93	
	Amended by M390/99	Effective November 17, 1999
	Amended by M291/00	Effective August 29, 2000
	Amended by M289/01	Effective November 28, 2001
	Amended by M384/03	Effective September 22, 2003
	Amended by M274/04	Effective July 13, 2004
	Amended by M103/05	Effective April 14, 2005
	Amended by M154/05	Effective July 21, 2005
	Amended by M193/06	Effective August 29, 2006
	Amended by M182/07	Effective July 15, 2007
	Amended by M223/07	Effective August 28, 2007
	Amended by M165/08	Effective July 3, 2008
	Amended by M183/08	Effective July 16, 2008
	Amended by M323/08	Effective December 18, 2008
	Amended by M188/09	Effective August 21, 2009
	Amended by M358/10	Effective December 9, 2010
	Amended by M194/11	Effective July 21, 2011
	Amended by M134/12	Effective July 1, 2012
	Amended by M186/13	Effective July 25, 2013
	Amended by M253/13	Effective October 8, 2013
	Amended by M012/14	Effective January 20, 2014
	Amended by M262/14	Effective August 5, 2014
	Amended by M111/15	Effective July 1, 2015
	Amended by M238/15	Effective September 1, 2015
	Amended by M367/15	Effective November 3, 2015
	Amended by M307/16	Effective July 1, 2016
	Orders of the Minister of Education	

Interpretation

1 In this order, “**board**” includes a francophone education authority.

Educational program guides for kindergarten to grade 9

2 The documents listed in paragraphs (a) and (b) are specified as educational program guides for Kindergarten to grade 9:

(a) Curriculum documents:

Title	Publication date
Applied Design, Skills, and Technologies K-9	2016
Arts Education K-9	2016
English Language Arts K-9	2016
Career Education K-9	2016
Core French 5-12	2016
Mathematics K-9	2016
Physical and Health Education K-9	2016
Science K-9	2016
Social Studies K-9	2016

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- (b) Curriculum documents in French for programme francophone and French immersion:

Title	Publication Date
Conception, compétences pratiques et technologies M à 9	2016
Éducation à la carrière M à 9	2016
Éducation artistique M à 9	2016
Éducation physique et santé M à 9	2016
Français de base 5-12	2016
Français langue première M à 9	2016
Français langue seconde –immersion M à 9	2016
Mathématiques M à 9	2016
Sciences M à 9	2016
Sciences humaines M à 9	2016

Documents published by the Ministry of Education for kindergarten to grade 12

- 3 The documents listed below are specified as educational program guides:

- (a) Curriculum Guides (not in Integrated Resource Package format)

Title	Publication Date
Human Services - Curriculum Guide	1987
Writing 11 Curriculum Guide - Creative Writing Option, Journalism/Media Option	1985

- (b) Curriculum documents, including Integrated Resource Packages

Title	Publication Date
American Sign 5 to 12 Language Integrated Resource Package	1998
Apprenticeship and Workplace Mathematics 10 to 12	2008
Applications of Physics 11 and 12 Integrated Resource Package	2007
Applied Skills 11 Integrated Resource Package	1995
B.C. First Nations Studies 12 Integrated Resource Package	2006
Biology 11 and 12 Integrated Resource Package	2006
Business Education 8 to 10 Integrated Resource Package	1997
Business Education 11 and 12 and Economics 12 Integrated Resource Package	1998
Calculus 12 Integrated Resource Package	2000
Chemistry 11 and 12 Integrated Resource Package	2006
Civic Studies 11 Integrated Resource Package	2005
Communications 11 and 12 Integrated Resource Package	1998
Comparative Civilizations 12 Integrated Resource Package	2006
Core French 5 to 12 Integrated Resource Package	2001
Dance 8 to 10 Integrated Resource Package	1996
Dance 11 and 12: Performance, Choreography Integrated Resource Package	1997
Drama 8 to 10 Integrated Resource Package	1995
Drama 11 and 12: Film and Television Integrated Resource Package	1997
Drama 11 and 12: Theatre Performance, Theatre Production Integrated Resource Package	2002
Earth Science 11 and Geology 12 Integrated Resource Package	2006
English 10 and 11 First Peoples Curriculum	2010
English 12 First Peoples Integrated Resource Package	2008

EDUCATIONAL PROGRAM GUIDE ORDER

English Language Arts 8 to 12 Integrated Resource Package	2007
English Literature 12 Integrated Resource Package	2002
Fine Arts 11 Integrated Resource Package	1995
Foundations of Mathematics & Pre-calculus 10	2008
Foundations of Mathematics 11 and 12	2008
Geography 12 Integrated Resource Package	2006
German 5 to 12 Integrated Resource Package	1997
History 12 Integrated Resource Package	2006
Home Economics 11 to 12: Cafeteria Training Integrated Resource Package	1998
Home Economics: Family Studies 10 to 12 Integrated Resource Package	2007
Home Economics: Foods and Nutrition 8 to 12 Integrated Resource Package	2007
Home Economics: Textiles 8 to 12 Integrated Resource Package	2007
Information and Communications Technology 11 and 12 Integrated Resource Package	2003
Information Technology 8 to 10 Integrated Resource Package	1996
Japanese 5 to 12 Integrated Resource Package	1997
Law 12 Integrated Resource Package	2006
Literacy Foundations Curriculum	2010
Mandarin Chinese 5 to 12 Integrated Resource Package	1998
Music 8 to 10 Integrated Resource Package	1995
Music 11 and 12: Composition and Technology Integrated Resource Package	1997
Music 11 and 12: Choral Music, Instrumental Music Integrated Resource Package	2002
Physical Education 8 to 10 Integrated Resource Package	2008
Physical Education 11 and 12 Integrated Resource Package	1997
Physics 11 and 12 Integrated Resource Package	2006
Planning 10 Integrated Resource Package	2007
Pre-calculus 11 and 12	2008
Punjabi 5 to 12 Integrated Resource Package	1995
Science 10 Integrated Resource Package	2008
Science and Technology 11 Integrated Resource Package	2008
Social Justice 12 Integrated Resource Package	2008
Social Studies 10 Integrated Resource Package	2015
Social Studies 11 Integrated Resource Package	2015
Spanish 5 to 12 Integrated Resource Package	2005
Sustainable Resources 11 and 12 Integrated Resource Package	2008
Technology Education 11 and 12: Automotive Technology Integrated Resource Package	2001
Technology Education 11 and 12: Carpentry and Joinery Integrated Resource Package	2001
Technology Education 11 and 12: Drafting and Design Integrated Resource Package	2001
Technology Education 11 and 12: Electronics Integrated Resource Package	2002
Technology Education 11 and 12: Metal Fabrication and Machining Integrated Resource Package	2002
Technology Education 11 and 12: Industrial Design Integrated Resource Package	1997
Technology Education 8 to 10 Integrated Resource Package	1995
Visual Arts 8 to 10 Integrated Resource Package	1995
Visual Arts 11 and 12: Media Arts Integrated Resource Package	1997
Visual Arts 11 and 12: Art Foundations, Studio Arts Integrated Resource Package	2002

(c) Curriculum documents in French for programme francophone and French immersion, including Integrated Resource Packages

Title	Publication year
Applications des mathématiques 12	2006

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Art dramatique 8 à 10 Ensemble de ressources intégrées	1997
Art dramatique 11 et 12: Cinéma et télévision Ensemble de ressources intégrées	1997
Arts visuels 8 à 10 Ensemble de ressources intégrées	1995
Arts visuels 11 et 12: Arts médiatiques Ensemble de ressources intégrées	1997
Arts visuels 11 et 12: Fondements de l'art et Arts visuels en atelier Ensemble de ressources intégrées	2002
Beaux-Arts 11 Ensemble de ressources intégrées	1995
Biologie 11 et 12 Ensemble de ressources intégrées	2006
Chimie 11 et 12 Ensemble de ressources intégrées	2006
Civilisations comparées 12 Ensemble de ressources intégrées	2006
Compétences pratiques 11 Ensemble de ressources intégrées	1995
Danse 8 à 10 Ensemble de ressources intégrées	1996
Danse 11 et 12: Interprétation, et Chorégraphie Ensemble de ressources intégrées	1997
Droit 12 Ensemble de ressources intégrées	2006
Économie domestique 11 et 12 : Formation en restauration	1998
Éducation aux affaires 8 à 10 Ensemble de ressources intégrées	1997
Éducation aux affaires 11 et 12 et Economie 12 Ensemble de ressources intégrées	1998
Éducation civique 11 Ensemble de ressources intégrées	2005
Éducation physique 11 et 12 Ensemble de ressources intégrées	1997
Espagnol 5 à 12 Ensemble de ressources intégrées	1997
Études des Premières Nations de la C.-B. 12 Ensemble de ressources intégrées	2006
Fondements mathématiques et mathématiques pré-calcul 10	2008
Fondements mathématiques 11	2011
Formation technologique 8 à 10 Ensemble de ressources intégrées	1996
Formation technologique 11 et 12 (Conception industrielle)	1997
Géographie 12 Ensemble de ressources intégrées	2006
Histoire 12 Ensemble de ressources intégrées	2006
Justice sociale 12 Ensemble de ressources intégrées	2008
Mathématiques de base 12	2006
Mathématiques 10 à 12: Calcul différentiel et intégral 12 Ensemble de ressources intégrées	2000
Mathématiques pour les métiers et le milieu de travail 10	2008
Mathématiques pour les métiers et le milieu de travail 11	2011
Mathématiques pré-calcul 11	2011
Musique 8 à 10 Ensemble de ressources intégrées	1995
Musique 11 et 12 Composition et technologie Ensemble de ressources intégrées	1997
Musique 11 et 12: Musique chorale et Musique instrumentale Ensemble de ressources intégrées	2002
Physique 11 et 12 Ensemble de ressources intégrées	2006
Planification 10 Ensemble de ressources intégrées	2007
Principes de mathématiques 12 Ensemble de ressources intégrées	2006
Ressources durables 11 et 12 Ensemble de ressources intégrées	2008
Science et technologie 11 Ensemble de ressources intégrées	2008
Sciences 10 Ensemble de ressources intégrées	2008
Sciences de la Terre et de l'espace 11 et Géologie 12 Ensemble de ressources intégrées	2006
Sciences humaines 10 Ensemble de ressources intégrées	2015
Sciences humaines 11 Ensemble de ressources intégrées	2015
Technologie de l'information 8 à 10 Ensemble de ressources intégrées	1996
Technologie de l'information 11 et 12 Ensemble de ressources intégrées	1996

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- (d) Curriculum documents developed for programme francophone and French immersion, including Integrated Resource Packages

Title	Publication Date
Français langue seconde-immersion 8 à 10 Ensemble de ressources intégrées	1997
Français langue seconde-immersion 11 et 12 Ensemble de ressources intégrées	1997
Programme d'études Français langue première M à 12	2010

- (e) Program guides (not in Integrated Resource Package format)

Title	Publication Date
Automotive Service Technician Level 1 Program Guide	2010
Carpentry Level One Program Guide	2006
Daily Physical Activity Planning and Resource Guide Kindergarten to Grade 12	2011
Graduation Portfolio Assessment and Focus Areas; Program Guide	2004
Guide d'évaluation du portfolio de fin d'études et présentation des domaines de' intérêt	
Guide du Programme Transition vers l'après-secondaire	2008
Guide du programme d'activité physique quotidienne Maternelle à 12 ^e année	2011
Professional Cook 1	2010
Program Guide for Daily Physical Activity Kindergarten to Grade 12	2011
Program Guide for Graduation Transitions	2008
Program Guide for Ministry-Authorized Work Experience Courses	
Program Guide for Secondary School Apprenticeship	
Skills Exploration 10 to 12	2014
Tourism 11 and 12 Program Guide	2006
Tourisme 11 et 12 Programme d'études	2006
Workforce Training Certificates 12	2017

Educational program guides not published by the Ministry of Education

- 4** (1) The following Provincial Template Second Language Integrated Resource Packages are specified as educational program guides:

Title	Publication Date
Arabic 5 to 12 Integrated Resource Package	1999
Croatian 5 to 12	2009
Halq'eméylem 5 to 12 Integrated Resource Package	2007
Heiltsuk Language 5 to 12 Integrated Resource Package	2002
Hul'q'umi'num 5 to 12 Integrated Resource Package	2007
Italian 5 to 12 Integrated Resource Package	1998
Kwak'wala 5 to 12 Integrated Resource Package	2010
Korean 5 to 12 Integrated Resource Package	2005
Liqwala/Kwakwala 5 to 12 Integrated Resource Package	2008
Nle?kepmxcin 5 to 12 Integrated Resource Package	2008
nsiylcōn (Okanagan Language) 5 to 12 Integrated Resource Package	1999
Nuu-chah-nulth 5 to 12 Integrated Resource Package	2009
Russian 5 to 12 Integrated Resource Package	2009
Secwepemctsin (Shuswap Language) 5 to 12 Integrated Resource Package	1999
SENĆOŦEN 5 to 12 Integrated Resource Package	2012
Shashishalhem (Sechelt Language) 5 to 12 Integrated Resource Package	2001

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Sim'algaahl Nisga'a 5 to 12 Integrated Resource Package	2001
Sm'algyax (Algyagm Ts'msyen) 5 to 12 Integrated Resource Package	2000
Tsek'ene 5 to 12 Integrated Resource Package	2006
Upper St'at'imcets 5 to 12 Integrated Resource Package	1998

- (2) For the documents set out in column 1, the portions described in column 2 are specified as educational program guides for the courses set out opposite in column 3.

Column 1	Column 2	Column 3
1. Welder – Foundation component of the Welder Program Outline, published by the Industry Training Authority, 2013	Welder Level 1	Welding 12A Welding 12B Welding 12C Welding 12D
	Welder Level 2	Welding 12E Welding 12F Welding 12G Welding 12H

Educational resource materials

- 5** (1) A board may only use the educational resource materials
- (a) in an educational program guide specified in sections 3 and 4
 - (b) that the board considers are appropriate, and
 - (c) that are recommended from time to time by the minister.

(2) Before a board uses educational resource materials referred to in subsection (1) (b), the board must approve those educational resource materials in accordance with policies and procedures established by the board.

Optional curriculum for 2016/17 school year

- 6** The educational program guides listed in Appendix 1 are for optional use in the 2016/17 school year.

[en M307/16]

EDUCATIONAL PROGRAM GUIDE ORDER

APPENDIX 1 –Educational program guides for optional use in 2016/17

1. Applied Design, Skills, and Technologies

Title	Year of Publication
Accounting 11	2016
Accounting 12	2016
Art Metal and Jewellery 12	2016
Automotive Technology 11	2016
Automotive Technology 12	2016
Child Development and Caregiving 12	2016
Coding for Manufacturing 12	2016
Computer Studies 10	2016
Computer Information Systems 11	2016
Computer Information Systems 12	2016
Computer Programming 11	2016
Computer Programming 12	2016
Culinary Arts 10	2016
Culinary Arts 11	2016
Culinary Arts 12	2016
Digital Communications 11	2016
Digital Media Development 12	2016
Drafting 10	2016
Drafting 11	2016
Drafting 12	2016
E-Commerce 12	2016
Electronics 11	2016
Electronics 12	2016
Electronics and Robotics 10	2016
Engine and Drivetrain 12	2016
Entrepreneurship and Marketing 10	2016
Entrepreneurship 11	2016
Family and Society 10	2016
Financial Accounting 12	2016
Food Studies 10	2016
Food Studies 11	2016
Food Studies 12	2016
Furniture and Cabinetry 12	2016
Housing and Living Environments 12	2016
Interpersonal and Family Relationships 11	2016
Machining and Welding 12	2016
Marketing and Promotion 11	2016
Marketing 12	2016
Mechatronics 12	2016
Media Arts 10	2016
Media Arts 11	2016
Media Arts 12	2016
Metalwork 10	2016
Metalwork 11	2016
Metalwork 12	2016
Power Mechanics 10	2016

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Robotics 11	2016
Robotics 12	2016
ROVs and Drones 12	2016
Textiles 10	2016
Textiles 11	2016
Textiles 12	2016
Tourism 11	2016
Tourism 12	2016
Web Development 10	2016
Woodwork 10	2016
Woodwork 11	2016
Woodwork 12	2016

2. Arts Education

Title	Year of Publication
Ceramics and Sculpture 11	2016
Choral Music 10	2016
Choreography 11	2016
Composition and Production 11	2016
Dance 10	2016
Dance 11	2016
Dance 12	2016
Dance Technique and Performance 11	2016
Drama 10	2016
Drama 11	2016
Drama 12	2016
Film and Television 11	2016
Instrumental Music 10	2016
Media Arts 11	2016
Music 10	2016
Music 11	2016
Music 12	2016
Musical Theatre 11	2016
Photography 11	2016
Theatre Production and Stagecraft 11	2016
Visual Arts 10	2016
Visual Arts 11	2016
Visual Arts 12	2016

3. Career Education

Title	Year of Publication
Career Education 10-12	2016

4. English Language Arts

Title	Year of Publication
English First Peoples 12	2016
English First Peoples - Composition 10	2016

EDUCATIONAL PROGRAM GUIDE ORDER

English First Peoples - Composition 11	2016
English First Peoples - Creative Writing 10	2016
English First Peoples - Creative Writing 11	2016
English First Peoples - Focused Literary Studies 10	2016
English First Peoples - Focused Literary Studies 11	2016
English First Peoples - New Media 10	2016
English First Peoples - New Media 11	2016
English First Peoples - Spoken Language 10	2016
English First Peoples - Spoken Language 11	2016
English Language Arts 12	2016
English Language Arts - Composition 10	2016
English Language Arts - Composition 11	2016
English Language Arts - Creative Writing 10	2016
English Language Arts - Creative Writing 11	2016
English Language Arts - Focused Literary Studies 10	2016
English Language Arts - Focused Literary Studies 11	2016
English Language Arts - New Media 10	2016
English Language Arts - New Media 11	2016
English Language Arts - Spoken Language 10	2016
English Language Arts - Spoken Language 11	2016

5. French Language Arts

Title	Year of Publication
Français Langue Première 10	2016
Français Langue Première 11	2016
Français Langue Première 12	2016
Français Langue Seconde Immersion 10	2016
Français Langue Seconde Immersion 11	2016
Français Langue Seconde Immersion 12	2016
French 10	2016
French 11	2016
French 12	2016

6. Math

Title	Year of publication
Apprenticeship 12	2016
Calculus 12	2016
Computer Science 11	2016
Computer Science 12	2016
Foundations of Mathematics 11	2016
Foundations of Mathematics 12	2016
Foundations of Mathematics and Pre-Calculus 10	2016
Geometry 12	2016
Math History 11	2016
Pre-Calculus 11	2016
Pre-Calculus 12	2016
Statistics 12	2016
Workplace Mathematics 10	2016
Workplace Mathematics 11	2016

EDUCATIONAL PROGRAM GUIDE ORDER

7. Physical and Health Education

Title	Year of Publication
Explorations in Physical and Health Education 11	2016
Explorations in Physical and Health Education 12	2016
Fitness and Conditioning 11	2016
Fitness and Conditioning 12	2016
Outdoor Education 11	2016
Outdoor Education 12	2016
Physical and Health Education 10	2016

8. Science

Title	Year of publication
Anatomy and Physiology 12	2016
Chemistry 11	2016
Chemistry 12	2016
Earth Sciences 11	2016
Environmental Science 11	2016
Environmental Science 12	2016
Geology 12	2016
Life Sciences 11	2016
Physics 11	2016
Physics 12	2016
Science 10	2016
Science for Citizens 11	2016

9. Social Studies

Title	Year of Publication
20th Century World History 11	2016
Asian Studies 1850-present 11	2016
BC First Peoples 11	2016
Social Studies 10	2016
Comparative Cultures 11	2016
Comparative World Religions 12	2016
Contemporary Indigenous Studies 12	2016
Genocide Studies 12	2016
Economics 12	2016
Human Geography 11	2016
Law Studies 12	2016
Physical Geography 11	2016
Social Justice 12	2016

EDUCATIONAL PROGRAM GUIDE ORDER

Philosophy 12	2016
Political Studies 11	2016
Urban Studies 12	2016

PROVINCE OF BRITISH COLUMBIA
ORDER OF THE MINISTER OF EDUCATION

School Act

Ministerial Order No. **M 348**

I, Rob Fleming, Minister of Education, order that section 3 (e) of the Educational Program Guide Order, M 333/99, is amended effective July 1, 2017 by adding the following:

Workforce Training Certificates 12	2017
------------------------------------	------

October 13, 2017
Date


Minister of Education

(This part is for administrative purposes only and is not part of the Order)

Authority under which Order is made:

Act and section: School Act, R.S.B.C. 1996, c. 412, s. 168 (2)(c)

Other (specify): _____

**MINISTRY OF EDUCATION
DECISION NOTE**

DATE: January 26, 2017

CLIFF: 192634

PREPARED FOR: Dave Byng, Deputy Minister, at the request of Executive Director,
Learning Division

SUBJECT: Approval for Workforce Training Certificates (WTC) 12

BACKGROUND:

Following the release of *B.C.'s Skills for Jobs Blueprint* in 2014, the Ministry of Education and the Industry Training Authority (ITA) were mandated to review youth apprenticeship programs to improve participation and continuation rates. The Ministry, in consultation with educators and the ITA, identified the need to better prepare students for the workforce by ensuring that they had received various forms of training prior to participating in the Youth Work in Trades (WRK) program (formerly called Secondary School Apprenticeship) or in the Work Experience (WEX) programs.

- The Ministry has developed Workforce Training Certificate (WTC) 12 in consultation with the ITA and BC educators, as part of the new Youth Apprenticeship Program.
- WTC12 will assist the Ministry in reaching the target of 5000 participants in the Youth Apprenticeship Program because employers prefer hiring apprentices that are job-ready.

WTC12 is an elective course that allows students to complete one or more training certificates (e.g. FoodSafe, First Aid, Fall Protection, Workplace Hazardous Materials Information System (WHMIS)) in support their personalized learning plan. Students earn credit towards graduation and receive employer-recognized training certificates that assist their transition to the workforce or further education after secondary school.

The Labour Market Priorities Board (LMPB) has approved the concept of this course, and the ITA supports its creation. In addition, in previous briefings, Ministers Bernier and Bond have approved of the concept for WTC12 in principle.

DISCUSSION:

WTC12 meets learning standards set out in the new Career Education curriculum, whereby students are expected to identify, plan and evaluate future career paths. The certificate courses a student takes while enrolled in WTC must be recognized by an industry sector association or WorkSafe BC, and offered by a qualified trainer. The Ministry will not maintain a list of approved courses or trainers, but common programs will be included in the course guide as examples. Certified teachers must supervise and evaluate WTC12 students, and in some cases may provide training. Students may take courses that comprise their WTC12 “off-campus” or outside their regular timetable.

Educators, school district staff and the Industry Training Authority have reviewed the WTC 12 policy and program guide and are eager for this course to be made available. In addition to a WTC policy and program guide, the course has a dedicated course code. The Ministry would like

to pilot WTC12 in the second semester of the 2016/17 school year (starting February 2017). The course materials would be posted on the website as draft and would be updated for the start of the 2017/18 school year (July 2017) based on user feedback.

LINKS TO OTHER MINISTRIES:

The creation of this course is part of the new Integrated Youth Apprenticeship Program developed jointly by the ITA and the Ministry of Education under the direction of the LMPB.

OPTIONS:

- This project has been previously discussed as part of the Integrated Youth Apprenticeship Program, and approved as part of budgeted activities, but specific approval is required for implementation.

Option 1: Approve course; make draft course materials available on Ministry of Education curriculum website for use in 2017.

Option 2: Do not approve the course at this time; do not make draft course materials available on Ministry of Education website.


RECOMMENDATION:

Option: 1 - Approve

Attachment(s)

Appendix 1- Workforce Training Certificates Course Program Guide

Appendix 2- WTC 12 Policy

Contact Information	TW	JM	Agree / Disagree:
Learning Division Custom Programs & Projects Director Mario Miniaci	Tim Winkelmans Executive Director	Jennifer McRea Assistant Deputy Minister	Dave Byng Deputy Minister 
	Date Initialed: Jan 31, 2017	Date Initialed: Feb. 2, 2017	Date signed: 2017-02-08



The purpose of the Regulatory Impact Checklist Exemption is to demonstrate that a regulatory impact assessment does not need to be completed for the proposed statutory or regulatory changes. A regulatory count is not required for changes that qualify for an exemption.

Questions? Contact RegulatoryReformBC@gov.bc.ca

OIC# (add when available)

Effective Date (DD / MM / YYYY)

01/07/2017

Contact and Regulation Information

Name of Contact	Phone Number of Contact
Jennifer Champion, Director, Legislation, Policy and Governance	(250) 889-9097
Name of Ministry	
Ministry of Education	
Name of Legislation	
School Act	
Name of Regulation (including B.C. Reg. #), Policy or Form, if applicable	
Educational Program Guide Order	

Proposed Changes


The proposed changes are *(check all boxes that apply)*:

<input type="checkbox"/>	Type of OIC is "not a regulation," as identified on the OIC summary sheet.
<input type="checkbox"/>	Changes to existing fees or fines approved by Treasury Board.
<input type="checkbox"/>	Related only to the procedures or practices of a court or tribunal.
<input checked="" type="checkbox"/>	Declaratory or housekeeping changes that clarify or correct a provision without changing regulatory requirements. For example, revised under the revision powers in Part 2 of the Regulations Regulation under the <i>Regulations Act</i> .
<input type="checkbox"/>	Transitional in nature (e.g., Statutes for the 2010 Olympics in Vancouver).
<input type="checkbox"/>	Confirmed by the responsible minister or authority that, due to special circumstances, the regulatory criteria do not apply to the legislative or regulatory change.

Special Circumstances

Please explain special circumstances:

Authorization

Signature of Minister Responsible or Head of Regulatory Authority	Date (DD/MM/YYYY)
	

Ministry File Manager Use Only

<input type="checkbox"/> Exemption form uploaded to Regulatory Reform Sharepoint site	
Signature of Regulatory Reform File Manager	Date (DD/MM/YYYY)

**MINISTRY OF EDUCATION
BRIEFING NOTE**

DATE: September 25, 2017
CLIFF: 196205

PREPARED FOR: Honourable Rob Fleming, Minister, for **Information** at the request of Governance and Analytics Division.

SUBJECT: Proposed amendments to implement the numeracy assessment for the 2017/18 school year

BACKGROUND:

The purpose of this briefing note is to provide the Minister with background information on proposed amendments to four ministerial orders to implement the new numeracy assessment for the 2017/18 school year.

Under the *School Act*, the Minister of Education is authorized to determine the requirements for graduation by ministerial order. These requirements are set out in the Graduation Program Order, which establishes, among other things, the number of credits that students must earn in particular subject areas, and the provincial examinations that must be written.

As part of the Learning Modernization Project, the Ministry began phasing in changes to the graduation program in July 2016. The first phase of these changes involved removing the requirement for provincial examinations in four courses, leaving one provincial examination (Language Arts 12) in the Order.

The next phase involves implementing a new provincial assessment in numeracy. The numeracy assessment will be mandatory beginning in the 2017/18 school year, and will be offered twice, in January and June 2018.

This new provincial assessment will differ from current provincial exams in the following ways:

- It will be standalone, not tied to a specific course.
- It will not be assigned a grade – instead, students will be marked on a proficiency scale (and the results will be included on the student’s transcript as either: 1. Emerging; 2. Developing; 3. Proficient; or 4. Extending).

For 2017/18, amendments to the Graduation Program Order are necessary to implement the numeracy assessment. The proposed amendments require students to write the numeracy assessment, but do not require them to attain a particular proficiency level in order to graduate. The amendments also provide an exemption for students who have already written the Math 10 provincial exam. In addition to the Graduation Program Order amendments, consequential amendments are required to three other ministerial orders that currently refer to provincial exams. These amendments are described in further detail below.

DISCUSSION:

Graduation Program Order

- The Graduation Program Order sets out the requirements for graduation, including the provincial examinations that must be completed.
- The proposed amendments:
 - provide that students must write the numeracy assessment in order to graduate;
 - include an exemption for students who have already written the Math 10 provincial exam; and
 - remove transitional provisions respecting the provincial examinations that were discontinued in 2016.

Provincial Examinations Order

- The Provincial Examinations Order sets out the requirements for administering and marking provincial exams.
- The proposed amendments ensure that these administration and marking requirements also apply to the numeracy assessment.

Provincial Fees Order

- The Provincial Fees Order sets out the fees that the Ministry may charge for specified services.
- Currently, this order provides for a \$50 re-reading fee for provincial examinations (which is refunded if the mark is increased), as well as a \$50 fee for non-resident students who wish to take a provincial examination. The proposed amendments ensure that these fees also apply to the new numeracy assessment.
- The proposed amendments also include a number of minor housekeeping changes to:
 - remove references to scholarship examinations and optional graduation program examinations, which have not been offered for some time; and
 - update references to transcript applications, to align with changes to the Ministry's transcripts service.

Student Credentials Order

- The Student Credentials Order sets out the requirements for student transcripts and graduation certificates.
- The proposed amendments require that student transcripts include the results of the numeracy assessment.

CONCLUSION:

s.14


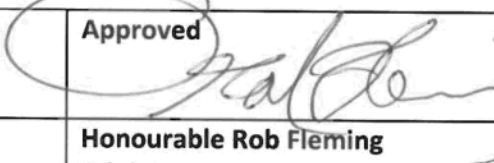
In addition, a Regulatory Impact Checklist form is attached. This form is required under the Regulatory Reform Policy administered by the Ministry of Jobs, Trade and Technology, to demonstrate that regulatory reform principles have been considered during the development of

**MINISTRY OF EDUCATION
BRIEFING NOTE**

legislative changes (including changes to ministerial orders). In this case, the proposed changes reduce the Ministry's regulatory count by 2 requirements.

Attachments:

1. Ministerial Order – *for Minister's signature*
2. Regulatory Impact Checklist Form – *for Minister's signature*
3. Redline version of ministerial orders being amended – *for information*
4. Legislative authority – *for information*

Contact Information Legislation, Policy and Governance Branch 250-387-8037		Approved 	Approved 
	ADM initial	Scott MacDonald Deputy Minister	Honourable Rob Fleming Minister
		Date signed: OCT 23, 2017	Date signed: Oct 28, 2017

PROVINCE OF BRITISH COLUMBIA

Ministerial Order No.

ORDER OF THE MINISTER OF EDUCATION

I, Rob Fleming, Minister of Education, order that the following orders are amended, as set out in the schedule:

- (a) Graduation Program Order, MO 302/04,
- (b) Student Credentials Order, MO 164/96,
- (c) Provincial Fees Order, MO 140/89, and
- (d) Provincial Examinations Order, MO 410/04.

October 27, 2017
Date


Minister of Education

(This part is for administrative purposes only and is not part of the Order.)

Authority under which Order is made:

Act and section: School Act, R.S.B.C. 1996, c. 412, s. 168 (1) (d), (2) (b) and (t)

Other (specify): _____



**REGULATORY REFORM POLICY
REGULATORY IMPACT CHECKLIST
AND REGULATORY COUNT**

The purpose of the Regulatory Impact Checklist and Regulatory Count is to demonstrate that the changes to statutes, regulations, and associated policies and forms are developed according to the Regulatory Reform Policy while protecting public health, safety and the environment. The Regulatory Reform Branch may request supporting documents, as required.

Questions? Contact RegulatoryReformBC@gov.bc.ca

OIC# (add when available)

Effective Date (DD / MM / YYYY)

Contact and Regulation Information	
Name of Contact	Phone Number of Contact
Jennifer Champion	(250) 889-9097
Name of Ministry	
Ministry of Education	
Name of Legislation	
School Act	
Name of Regulation (including B.C. Reg. #), Policy or Form, if applicable	
Graduation Program Order, Provincial Examinations Order, Provincial Fees Order, and Student Credentials Order	
1. Issue Being Addressed	
Summarize the issue being addressed by this regulatory change and explain why this regulatory change is the best approach to solve this particular problem faced by government.	
<p>Amendments are proposed to four ministerial orders to implement a new provincial graduation assessment in numeracy. The proposed amendments support the Learning Modernization Project, a multi-year initiative that includes redesigning the BC curriculum, graduation program, and assessment and student progress reporting requirements.</p> <p>The first phase of this project included changes to the Graduation Program Order in 2016 to remove four provincial examinations, leaving one examination (Language Arts 12) in the order. The next phase, beginning in 2017/18, involves implementation of the new numeracy assessment.</p> <p>The proposed amendments require students to complete the numeracy assessment in order to graduate, and ensure that the current framework for administering, marking, and re-reading provincial examinations also applies to the numeracy assessment. This is primarily accomplished by adding a definition of "numeracy assessment" to the relevant ministerial orders. The amendments also remove provisions that refer to the four provincial examinations that are no longer offered, and include minor housekeeping changes to remove outdated references to scholarship examinations and optional examinations.</p> <p>In these circumstances, amending a number of ministerial orders is necessary to provide legal authority for the numeracy assessment. This is because, under the School Act, the requirements for graduation are set by ministerial order.</p>	

2. Lessening Impact on Citizens

In some circumstances, a 'no' answer may be warranted in the checklist and would not be considered as contrary to the intent of the Regulatory Impact Assessment

2.1 Have the impacts of this regulatory change on British Columbians been considered?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2.2 Was a reasonable period of time and opportunity provided for public consideration and consultation?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
2.3 Does the change streamline the process by giving consideration to one or more of the following: reducing the length of processes or wait times for decisions by integrating related-services or reducing steps; eliminating duplication in the process; updating technology, moving services online and increasing access; or reducing the length and/or complexity of forms?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A
2.4 Does the change consider social impacts, such as the needs of vulnerable groups or people with disabilities and their families?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A
2.5 Was consideration given to the impacts the regulatory change may have on the environment, wildlife, and natural resources?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A
2.6 Are the benefits to citizens greater than the burden the regulatory change may impose?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A
2.7 If the regulatory change will impose a significant compliance burden, has a formal cost-benefit analysis for the legislation or regulation been completed?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A
2.8 Please explain how the regulatory change has been developed to minimize regulatory impacts on citizens. If needed, please include any information or clarification relevant to the questions above.	
<p>These amendments provide legal authority for a new provincial graduation assessment in numeracy. Provincial examinations have been part of the BC graduation program for many years; following the removal of four provincial examinations in 2016, there is currently only one such examination (Language Arts 12) in place. While examinations are administered at the local level, they are marked centrally by the Ministry of Education. It is not anticipated that the introduction of a new provincial assessment will impose a significant compliance burden on school district staff.</p>	

3. Small Business Lens

In some circumstances, a 'no' answer may be warranted in the checklist and would not be considered as contrary to the intent of the Regulatory Impact Assessment.

3.1 Have all the likely impacts of this regulatory change on businesses, especially small businesses, been considered to determine if the benefits to businesses are greater than any burdens?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A
3.2 Can compliance occur with existing resources of small businesses (e.g. no additional staff, accountant, lawyer is required)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A
3.3 Was the potentially affected business community consulted and given a reasonable period of time and opportunity to provide feedback about the proposed regulatory change?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A
3.4 Have opportunities to align the change with other obligations from municipal, provincial, territorial, federal, international, or multi-national regulatory bodies been explored?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A
3.5 Will the regulatory change disproportionately impact small businesses? (If yes, please explain below how these impacts will be mitigated.)	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A

3.6 Please describe the impact of the regulatory change on small businesses. How will the impacts be mitigated and the regulatory change be communicated? If needed, please include any information or clarification relevant to the questions above.

These amendments provide legal authority for a new provincial graduation assessment in numeracy and do not have any impact on small business.

4. Reducing Red Tape within Government

In some circumstances, a 'no' answer may be warranted in the checklist and would not be considered as contrary to the intent of the Regulatory Impact Assessment.

4.1 Have all the non-regulatory options been identified and considered to determine that this regulatory change is the best feasible option? (e.g., market forces, codes of practice, information and educational campaigns, etc.)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
4.2 Do the regulatory changes streamline the process for government? (e.g., eliminate duplication, reduce the number of steps, decrease processing or approval times?)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A
4.3 Are the benefits to government greater than the administrative burden the regulatory change may impose on government?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A
4.4 Will government communicate the change to affected parties in plain language and in a format that is available to all citizens and businesses?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
4.5 Does government have a plan and a process in place to measure the effectiveness of the regulatory change over time?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> N/A
4.6 Do the regulatory requirements comply with B.C.'s obligations under existing agreements, such as the Trade, Investment and Labour Mobility Agreement and the New West Partnership Trade Agreement?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> N/A
4.7 Please describe the impact of the regulatory change within government including streamlining and any processes in place to measure effectiveness of the regulatory changes. If needed, please include any information or clarification relevant to the questions above.	
<p>The amendments are not anticipated to impose a significant administrative burden on the Ministry of Education. The Ministry already has a process in place for administering and marking provincial examinations; the same process will apply to the new numeracy assessment.</p>	

REGULATORY COUNT

PAGE 5

The Government of British Columbia's regulatory count is the total number of regulatory requirements in all statutes, regulations, and associated policies and forms. Government maintains and manages a Regulatory Requirements Count Database to track changes in the number of regulatory requirements. Ministries must record any changes to the number of regulatory requirements in the Regulatory Requirements Count Database.

Please complete the table below based on the proposed regulatory change. For help conducting a count of regulatory requirements, please see the How to Count Guide or contact the Regulatory Reform Branch at RegulatoryReformBC@gov.bc.ca.

Description of Regulatory Change	Count
M302/04 Graduation Program Order	-2
M410/04 Provincial Examinations Order	0
M140/89 Provincial Fees Order	0
M164/96 Student Credentials Order	0
Total	-2

Authorization	
Signature of Minister Responsible or Head of Regulatory Authority	Date (DD/MM/YYYY)

Ministry File Manager Use Only	
<input type="checkbox"/> Change made in Regulatory Requirements Count Database	
<input type="checkbox"/> Checklist uploaded to Regulatory Reform Sharepoint site	
Signature of Regulatory Reform File Manager	Date (DD/MM/YYYY)

GRADUATION PROGRAM ORDER

Authority: *School Act*, section 168 (2) (b)

Ministerial Order 302/04 (M302/04).....	Effective August 13, 2004
Amended by M167/05	Effective July 28, 2005
Amended by M183/05	Effective August 17, 2005
Amended by M158/06	Effective July 5, 2006
Amended by M195/06	Effective August 31, 2006
Amended by M226/07	Effective September 2, 2007
Amended by M165/08	Effective July 3, 2008
Amended by M187/09	Effective August 21, 2009
Amended by M202/11	Effective July 21, 2011
Amended by M065/15	Effective March 12, 2015
Amended by M307/16	Effective July 1, 2016
Orders of the Minister of Education	

Interpretation

1 In this order

"board" includes a francophone education authority;

"Board Authorized Course" means a Board Authorized Course authorized by Ministerial Order 285/04, the Board Authorized Course Order;

"Career Technical Centre Program" means an educational program that combines secondary and post-secondary courses in range of applied technology and trades areas, and allows students to earn credits towards both secondary school graduation and a post-secondary credential;

"challenge process" means a process for the assessment of a student's learning to determine if the student can demonstrate achievement of the prescribed learning outcomes of a Grade 10, Grade 11 or Grade 12 Ministry Authorized Course or a Board Authorized Course and, in such a case, to award the applicable course credit, letter grade and percentage for that course;

"course" means an organized set of learning activities in a subject area that meet the learning outcomes set out in the applicable educational program guide listed in Ministerial Order 333/99, the Educational Program Guide Order, and includes a Board Authorized Course, a Ministry Authorized Course, and independent directed studies;

"Course Registry" means an online compilation of all Kindergarten to Grade 12 courses offered in British Columbia;

"credit" means the numerical value, as determined in accordance with this order, that is earned by a student for the successful completion of a course or external credential;

"DPA Planning and Resource Guide" means the Daily Physical Activity Planning and Resource Guide Kindergarten to Grade 12, referred to in Ministerial Order 333/99, the Educational Program Guide Order;

"DPA Program Guide" means the Daily Physical Activity Program Guide Kindergarten to Grade 12, referred to in Ministerial Order 333/99, the Educational Program Guide Order;

GRADUATION PROGRAM ORDER

"elective credit" means a credit that a student earns in addition to the graduation requirements for a student set out in section 4(1)(a), and includes a Board Authorized Course and independent directed studies;

"equivalency review" means a process to determine whether a student's documentation indicating successful completion of a course outside of the British Columbia School System shows, in the opinion of the board, that the student has met learning outcomes equivalent to the prescribed learning outcomes of a Grade 10, Grade 11 or Grade 12 Ministry Authorized Course or a Board Authorized Course and, in such a case, to award the student the applicable course credit, letter grade and percentage for the equivalent Grade 10, Grade 11 or Grade 12 course or Board Authorized Course;

"external credential" means an organized set of learning activities described in the Course Registry and the Handbook of Procedures as offered, or developed, outside of the British Columbia School System for which students can receive credit and is a Ministry Authorized Course;

"Graduation Transitions" means a collection of student documentation that demonstrates that the student has met the standards set out in the applicable educational program guide listed in Ministerial Order 333/99, the Educational Program Guide Order;

"Graduation Transitions Program Guide" means the Graduation Transitions Program Guide, referred to in Ministerial Order 333/99, Educational Program Guide Order;

"Handbook of Procedures" means the current booklet entitled "Handbook of Procedures for the Graduation Program" approved by the Minister and issued by the Ministry of Education;

"independent directed studies" means an area of study in an educational program undertaken by a student that is

(a) related to or is an extension of one or more of the learning outcomes established in an educational program guide listed in Ministerial Order 333/99, the Educational Program Guide Order, or in a Board Authorized Course,

(b) undertaken pursuant to a plan developed by a teacher and a student and approved by a principal, vice principal or director of instruction, and

(c) carried out by the student under the general supervision of a teacher;

"learning outcomes" includes learning outcomes and learning standards, as set out in the applicable educational program guide;

"local program" means a local program developed and offered by a board under section 85(2)(i) of the *School Act* or a francophone education authority under section 166.4 of the *School Act*;

"Minister" means the Minister of Education;

"Ministry Authorized Course" means a Ministry Authorized Course listed in the Course Registry and includes an external credential;

"numeracy assessment" means the graduation numeracy assessment described in the Handbook of Procedures;

"post-secondary credit" means a credit that a student is awarded for a course completed at a post-secondary institution that is a member of the British Columbia Transfer System or a course completed in French through the Educacentre;

"required course" means a Ministry Authorized Course that is listed in the Course

GRADUATION PROGRAM ORDER

Registry and meets one of the subject area requirements for graduation listed in Table 1 in section 4;"

"Required Graduation Program Examination" means a type of Provincial examination prepared by the Ministry that an individual student must take to demonstrate the competence required to meet provincial graduation requirements;

"successfully complete a course" means a student successfully completes a course in accordance with section 5 for a course in the British Columbia School System; and

"student" means a student or a francophone student as defined in the *School Act*.

[am. M226/07, am. M165/08, am M202/11; am. M307/16]

Application

2 (1) This order applies to all students who enter Grade 10 on July 1, 2004 or thereafter.

(2) Students who entered Grade 10 before July 1, 2004 may choose whether to complete graduation requirements in accordance with the graduation requirements set out in this Order or in accordance with the requirements set out in Ministerial Order 320/04, the British Columbia Adult Graduation Requirements Order.

(3) Students who choose to complete graduation requirements in accordance with the 1995 graduation requirements must complete the graduation requirements by June 30, 2011.

[am M202/11]

Amendments

3 Notwithstanding any other section of this order, where an amendment to this order modifies the subject area to which credits are to be applied or modifies whether a course is a required course or an elective credit course, that amendment

- (a) applies only to students who successfully complete that course after the date the amendment comes into effect, and
- (b) does not affect the credits acquired by a student for that course, if the student successfully completed that course before the amendment comes into force.

Graduation Credit Requirements

4 (1) To graduate from the British Columbia School System a student must earn at least a total of 80 credits, of which at least 16 credits must be at the Grade 12 level and must include a Language Arts 12 course, including

- (a) at least 52 credits in the subject areas set out in Table 1, and
- (b) at least 28 elective credits.

(2) A student may not earn graduation credit for local programs.

GRADUATION PROGRAM ORDER

Table 1

	Required Subject Areas for Graduation	Minimum Number of Credits Required for Graduation	Required Graduation Program Examination
1	<u>Language Arts</u>		
	A Language Arts 10 course	4 credits	
	A Language Arts 11 course	4 credits	
	A Language Arts 12 course	4 credits	Required
2	<u>Social Studies</u>		
	A Social Studies 10 course	4 credits	
	A Social Studies 11 course or B.C. First Nations 12	4 credits	
3	<u>Science</u>		
	A Science 10 course	4 credits	
	A Science 11 or 12 course	4 credits	
4	<u>Mathematics</u>		
	A Mathematics 10 course	4 credits	
	A Mathematics 11 or 12 course	4 credits	
5	<u>Physical Education</u>		
	A Physical Education 10 course	4 credits	
6	<u>Fine Arts and Applied Skills</u>		
	A Fine Arts and/or Applied Skills 10, 11 or 12 course	4 credits	
7	<u>Planning</u>		
	Planning 10	4 credits	
8	<u>Graduation Transitions</u>	4 credits	

(2.1) To earn graduation credit, a student must write the Required Graduation Program Examinations as set out in Table 1.

~~— (2.2) Despite subsection (2.1), a student who has completed~~
~~(a) a Language Arts 10 course,~~
~~(b) a Social Studies 11 course or B.C. First Nations 12,~~
~~(c) a Science 10 course, or~~
~~(d) a Mathematics 10 course~~

GRADUATION PROGRAM ORDER

~~before July 1, 2016, must write and may rewrite the Required Graduation Program Examination for that course before July 1, 2017, in accordance with the provincial examination schedule, set by the ministry.~~

[en. M307/16]

(3) With respect to the requirement for a student to earn four credits in a Fine Arts or Applied Skills 10, 11 or 12 course, a board must offer both Fine Arts and Applied Skills courses each school year in order to provide students with choice.

(4) With respect to the requirement for a student to earn four credits in Graduation Transitions, a board must establish and maintain activities and program options for students that are in accordance with the DPA Planning and Resource Guide, the Graduation Transitions Program Guide and the DPA Program Guide.

(5) To graduate with a diplôme de fin d'études secondaire en Colombie-Britannique, a student enrolled in a French Immersion Program must

(a) successfully complete the following in addition to the requirements set out in subsection (1):

- (i) Français langue seconde – immersion 10,
- (ii) Français langue seconde – immersion 11,
- (iii) Français langue seconde – immersion 12, including the Required Graduation Program Examination for this course, and

(b) earn at least 12 credits in Grade 10, 11, or 12 courses that are in French with at least 4 of those credits earned in courses at the Grade 11 or 12 level.

(6) A student enrolled in “Programme francophone” must successfully complete

(a) to receive a diplôme de fin d'études secondaire en Colombie-Britannique the following courses for the Language Arts required subject area in Table 1:

- (i) Français langue première 10,
- (ii) Français langue première 11, and
- (iii) Français langue première 12;

or

(b) to receive a diplôme de fin d'études secondaire en Colombie-Britannique and a British Columbia Certificate of Graduation the courses listed in subsection (6)(a)(i)-(iii) in addition to the following courses:

- (i) English Language Arts 10,
- (ii) English Language Arts 11, and
- (iii) English Language Arts 12

in the Language Arts required subject area in Table 1.

[am. M. 167/05, am. M. 158/0, am. M. 226/07, M. 165/08, am M202/11]

GRADUATION PROGRAM ORDER

Numeracy Assessment

4.1 (1) In addition to the requirements set out in section 4, a student must write the numeracy assessment in order to graduate from the British Columbia school system.

(2) Subsection (1) does not apply to a student who wrote the Required Graduation Program Examination for a Mathematics 10 course before July 1, 2017.

Successfully Completing Courses

5 (1) For a student to successfully complete a course for which there is no graduation program examination the student must obtain a final grade of at least C- (50%) in the course.

~~(2) For a student writing an examination in accordance with section 4(2.1) to successfully complete a Grade 10 course or Grade 11 course for which there is a Required Graduation Program Examination or B.C. First Nations 12 the student must obtain a composite grade of at least C- (50%) that is based on 80% for the final grade in the course and 20% of the Required Graduation Program Examination result.~~

(3) For a student to successfully complete a Grade 12 course for which there is a Required Graduation Program Examination, the student must obtain a composite grade of at least C- (50%) that is based on 60% for the final grade in the course and 40% of the Required Graduation Program Examination result.

(4) *REPEALED by M307/16, effective July 1, 2016*

(5) *REPEALED by M307/16, effective July 1, 2016*

(5.1) For a student to successfully complete Graduation Transitions the student must obtain a Requirement Met letter grade, as defined in the Ministerial Order 192/94, the Provincial Letter Grades Order.

(6) On successful completion of a course a student will earn the number of credits set out for that course in the Course Registry, subject to subsection (7).

(7) Students will earn credits for independent directed studies in accordance with section 6(2) and for Board Authorized Courses as determined by the board.

[am. M. 167/05; am M195/06, am. M. 226/07 am M202/11; en. M307/16]

Independent Directed Studies

6 (1) Where a student successfully completes a course of independent directed studies, the student will

(a) receive no more than four credits for that course, and

GRADUATION PROGRAM ORDER

- (b) receive the number of credits as set out in the plan developed by a teacher and the student, and approved by a principal, vice principal or director of instruction.

(2) The number of credits to be awarded to a student for the successful completion of a course of independent directed studies will be determined on the basis of the complexity and amount of work required by the course of independent directed studies when compared with a four credit course listed in the Course Information Booklet.

Equivalency

7 (1) Where the Handbook of Procedures or the Course Registry or both indicate that two or more courses are equivalent, those courses are deemed equivalent for the purposes of this Order and for the determination of the credits for those courses.

(2) A board must establish an equivalency review process in relation to courses not otherwise deemed equivalent under the provisions of subsection (1).

(3) Subject to the procedures established under subsection (2), a student may request an equivalency review.

(4) On request by a student under subsection (3), the board must ensure that an equivalency review is carried out in accordance with the procedures established under subsection (2) and the equivalency review is free of charge.

[am M202/11]

Challenge Process

8 (1) In this section, “offered” means taught in the school year in which a challenge process is being requested.

(2) A board must establish a challenge process.

(3) Subject to the procedures established by a board under subsection (2), a student may request an opportunity to undertake a challenge process with respect to

- (a) any Ministry Authorized Course numbered 10, 11 or 12 offered in the Province, excluding external credentials, or
- (b) a Board Authorized Course offered by the board with which the student is enrolled provided the student has not successfully completed the course through previous enrolment.

(4) On request by a student under subsection (3), the board must

- (a) prior to initiating the challenge process, carry out an equivalency review in accordance with section 7, and
- (b) if the board determines that credit cannot be awarded through the equivalency review ensure that the student is afforded the opportunity to undertake a challenge

GRADUATION PROGRAM ORDER

process in accordance with the procedures established by the board under subsection (2) and that the challenge process is free of charge.

- (5) (a) For the purpose of establishing a challenge process, a board may enter into an agreement with another board to make a challenge process available
 - (i) for any Ministry Authorized Course not offered in the district, or
 - (ii) to students in the other board's school district if a Ministry Authorized Course is not offered in that district.
 - (b) The board providing a challenge process to a student who is not enrolled with the board may charge the board with which the student is enrolled the costs associated with providing the challenge.
- (6) Despite subsection (3), a board is not obliged to provide a student with an opportunity to undertake a challenge process for
 - (a) courses in the first year that the educational program guide or Board Authorized Course framework for the course is being implemented, or
 - (b) courses that are independent directed studies.

[am, M168/05, am. M183/05, am. M. 226/07]

International Students

9 (1) For purposes of this section, "international student" means a student from outside of Canada who is attending a school in British Columbia but is not ordinarily resident in British Columbia, and whose language of instruction in an educational program for the previous two years has been a language other than English or French.

- (2) Despite sections 7 and 8, an international student must earn graduation credit for the following without an equivalency review or challenge process:
 - (a) a Language Arts course at the Grade 11 and 12 level
 - (b) a Science course at the Grade 11 or 12 level
 - (c) a Mathematics course at the Grade 11 or 12 level
 - (d) a Social Studies 11 or Civics Studies 11 course, or British Columbia First Nations Studies 12, and
 - (e) Planning 10.

(3) Where an international student challenges a Language Arts 10, Science 10 or Mathematics 10 course, that student must write the Required Graduation Program Examination for that course.

(4) International students must earn graduation credit in Graduation Transitions under supervision of a board.

[am. M. 226/07; am 187/09]

Post-Secondary Credits

GRADUATION PROGRAM ORDER

10 (1) Where the Handbook of Procedures indicates that a course completed at a post-secondary institution, that is a member of the British Columbia Transfer system or in French through the Educacentre, is in the same subject area as one of the courses required under section 4, the course may be used to fulfill the requirements set out in section 4

- (2) Post-secondary courses for which credit may be awarded must be
- (a) listed in the current edition of the British Columbia Council on Admissions and Transfer Guide;
 - (b) specified in individual Career Technical Centre Program agreements between the board and a post-secondary institution,
 - (c) included in a calendar of a post-secondary institution that is a member of the British Columbia Transfer System or of the Educacentre as a course leading to a credential of one year or less, a two-year diploma or a four-year degree, or
 - (d) offered by a person designated as a trainer under section 8(1)(m) of the *Industry Training Authority Act*.

(3) On request by a student, the board must ensure that the student's post-secondary transcript is reviewed and that this review is free of charge.

(4) All post-secondary credit will be assigned a letter grade and percentage.

[am M202/11; am M065/15, effective Mar 12/15]

External Credentials

11 On request by a student, a board must ensure that the student is afforded the opportunity of an external credential review with respect to external credentials listed in the Course Registry and that the external credential review is free of charge.

[am M202/11]

Specified Learning Outcomes and Course Requirements

12 Where a board provides an educational program that includes a course numbered 10, 11 or 12, the board must ensure that the educational program provided includes all the learning outcomes specified in the applicable educational guide listed in Ministerial Order 333/99, the Educational Program Guide Order, for that course or outcomes specified by the board in the case of a Board Authorized Course and is provided in a manner that complies with the *School Act*.

STUDENT CREDENTIALS ORDER

Authority: *School Act*, section 168 (2) (t)

Ministerial Order 164/96 (M164/96).....	Effective April 17, 1996
Amended by M235/98.....	Effective June 10, 1998
Amended by M280/98.....	Effective August 12, 1998
Amended by M19/00.....	Effective January 26, 2000
Amended by M403/00.....	Effective December 11, 2000
Amended by M215/01.....	Effective July 1, 2001
Amended by M324/04.....	Effective September 8, 2004
Amended by M382/04.....	Effective November 1, 2004
Amended by M188/06.....	Effective August 10, 2006
Amended by M235/07.....	Effective September 18, 2007
Amended by M198/11.....	Effective July 21, 2011
Amended by M210/12.....	Effective September 18, 2012
Amended by M037/16.....	Effective January 26, 2016
Orders of the Minister of Education	

Interpretation

1 In this Order,

"adult student" means a person who is at least 18 years of age and enrolled in the Adult Graduation Diploma program;

"board" includes a francophone education authority;

"course" means

(a) in relation to students to whom Ministerial Order 302/04, the Graduation Program Order, applies an organized set of learning activities in a subject area that meet the learning outcomes set in the applicable educational program guide listed in Ministerial Order 333/99, the Educational Program Guide Order, and includes a Ministry Authorized Course, an external credential and independent directed studies as defined in Ministerial Order 302/04, the Graduation Program Order, and a Board Authorized Course as defined in Ministerial Order 285/04, the Board Authorized Course Order,

(b) in relation to adult students, course as defined in Ministerial Order 320/04, the British Columbia Adult Graduation Requirements Order.

"credit" means

(a) in relation to students to whom Ministerial Order 302/04, the Graduation Program Order, applies credit as defined in that Ministerial Order, and

(b) in relation to adult students, credit as defined in Ministerial Order 320/04, the British Columbia Adult Graduation Requirements Order;

"graduation requirements" means the requirements set out in

(a) Ministerial Order 302/04, the Graduation Program Order, and

(b) Ministerial Order 320/04, the British Columbia Adult Graduation Requirements Order;

"IEP" means an IEP as defined in Ministerial Order 628/95, the *Individual Education Plan Order*."

"numeracy assessment" means the graduation numeracy assessment described in the Handbook of Procedures;

STUDENT CREDENTIALS ORDER

“student with special needs” means a student with special needs , as defined in Ministerial Order 150/89, the Special Needs Student Order.

[am. M280/98; am. M19/00; am. M403/00; am. M215/01; am. M324/04, am. M188/06, am 235/07; am 198/11 am M210/12]

British Columbia Certificate of Graduation (Dogwood Diploma)

2 (1) A student who meets the applicable graduation requirements is entitled to receive a British Columbia Certificate of Graduation from the Minister in accordance with sub-section (2).

- (2) The Minister may issue a British Columbia Certificate of Graduation:
- (a) in all circumstances, other than those described in paragraphs (b) to (d), in the form set out in Schedule A;
 - (b) where a student meets the requirements of the French Immersion Program, in the forms set out in Schedule A and Schedule B;
 - (c) where a student meets the requirements of Programme francophone, in the form set out in Schedule B,
 - (d) where a student to whom Ministerial Order 302/04, the Graduation Program Order, applies meets the requirements of Programme francophone, and successfully completes English Language Arts 10, 11 and 12, in the forms set out in Schedule A and B.

[am. M235/98; am. M324/04, am. M188/06; am M198/11]

British Columbia Adult Graduation Diploma (Adult Dogwood)

2.1 An adult student who meets the graduation requirements set out in Ministerial Order 289/00, the *British Columbia Adult Graduation Requirements Order*, is entitled to receive a British Columbia Adult Graduation Diploma from the Minister in the form set out in Schedule E.

[am. M403/00, am. M188/06]

British Columbia School Completion Certificate (Evergreen Certificate)

3 (1) *REPEALED, M037/16, effective January 26, 2016*

[am. M037/16]

(2) A board must recommend to the Minister that a student be awarded a School Completion Certificate if that student is a student with special needs who has an IEP and who is enrolled in an educational program that is not designed to meet the graduation requirements set out in Ministerial Order 302/04, the Graduation Program Order, and

- (a) in the case where all the learning outcomes of that student's educational program are contained in that IEP, the student meets the learning outcomes contained in that student's IEP, or
- (b) in the case where not all the learning outcomes of that student's educational program are contained in the IEP, the student has successfully completed that student's educational program.

STUDENT CREDENTIALS ORDER

- (3) The Minister may issue a School Completion Certificate:
- (a) in the form set out in Schedule C, or
 - (b) where the student requests a British Columbia School Completion Certificate in French, in the form set out in schedule D.

[am. M324/04, am. M188/06, am. 198/11; am. M037/16]

Transcripts

4 (1) A student, or adult student, as the case may be, who has met the applicable graduation requirements is entitled to receive a transcript of grades indicating the following:

- (a) all of the courses numbered 10, 11 or 12 that the student, or adult student, as the case may be, has successfully completed;
- (b) where the graduation requirements set out in Ministerial Order 302/04, the Graduation Program Order, apply to a student, or adult student, as the case may be, the number of credits earned for each course successfully completed;
- (c) the final letter grade and, the percentage as required under Ministerial Order 192/94, the Provincial Letter Grades Order, the percentage earned by the student, or adult student, as the case may be, for each course numbered 10, 11 or 12 that the student has successfully completed;
- (d) whether the graduation requirements as set out in:
 - (i) Ministerial Order 302/04, the Graduation Program Order; or
 - (ii) Ministerial Order 320/04, the British Columbia Adult Graduation Requirements Orderhave been met by the student, or adult students, as the case may be; and
- (e) the results of the numeracy assessment.

(2) *REPEALED, M324/04 effective September 8, 2004*

[am. M403/00; am. M324/04, am198/11]

Honours Standing

5 A student or adult student is entitled to receive a transcript of grades marked with the phrase "Achievement with Honours" where that student or adult student has

- (a) successfully completed the graduation requirements, and
- (b) obtained a greater than 3.0 Grade Point Average as determined in accordance with the directions issued by the Ministry of Education.

[am. M403/00]

Handbook of Procedures

6 Where a board issues a British Columbia Certificate of Graduation, a British Columbia School Completion Certificate or a transcript of grades to a student, the board must issue this document in accordance with the Ministry of Education "*Handbook of Procedures for the Graduation Program*" that is in effect at the time the student is entitled to receive that document.

[am. M235/98; am. M324/04; am. M382/04, am 235/07]

STUDENT CREDENTIALS ORDER

Schedule A

The British Columbia Certificate of Graduation shall read and be printed in the following form:

**Province of British Columbia
Ministry of Education**

This is to certify that

**has satisfied the Graduation requirements of
the British Columbia School System.**

**Accordingly, this British Columbia Certificate of Graduation
is issued under the authority of
the Minister of Education.**

STUDENT CREDENTIALS ORDER

Schedule B

The British Columbia Certificate of Graduation shall read and be printed in the following form:

**Province of British Columbia
Ministry of Education**

Nous, soussignés, attestons que

**a satisfait aux exigences
du système scolaire de la Colombie-Britannique.**

**En foi de quoi, nous lui décernons ce diplôme
de fin d'études secondaires en Colombie-Britannique
en vertu des pouvoirs détenus par le ministre de l'Éducation.**

STUDENT CREDENTIALS ORDER

Schedule C

The British Columbia School Completion Certificate shall read and be printed in the following form:

**Province of British Columbia
School Completion Certificate**

This is to certify that (student name), upon recommendation of the Board of Education, is hereby issued this British Columbia School Completion Certificate under the authority of the Minister of Education.

STUDENT CREDENTIALS ORDER

Schedule D

The British Columbia School Completion Certificate shall read and be printed in the following form:

**Province of British Columbia
Certificat de fin de scolarité**

**Nous, soussignés, attestons que (nom de l'élève) a satisfait aux exigences du conseil scolaire.
En foi de quoi, nous lui décernons ce certificat de fin de scolarité en Colombie-Britannique,
en vertu des pouvoirs détenus par le ministre de l'Éducation.**

STUDENT CREDENTIALS ORDER

Schedule E

The British Columbia Adult Graduation Diploma shall read and be printed in the following form:

Province of British Columbia

BRITISH COLUMBIA ADULT GRADUATION DIPLOMA

This is to Certify That

**has satisfied the
British Columbia Adult Secondary Graduation Requirements**

PROVINCIAL FEES ORDER

Authority: *School Act*, section 168 (1) (d)

Ministerial Order 140/89 (M140/89).....	Effective September 1, 1989
Amended by M168/90.....	Effective July 18, 1990
Amended by M189/91.....	Effective August 14, 1991
Amended by M132/93.....	Effective July 28, 1993
Amended by M49/95.....	Effective September 1, 1995
Amended by M347/96.....	Effective September 19, 1996
Amended by M33/04.....	Effective February 18, 2004
Amended by M321/04.....	Effective September 1, 2004
Amended by M201/11.....	Effective July 21, 2011
Amended by M224/15.....	Effective July 13, 2015
Orders of the Minister of Education	

Interpretation

1 (1) In this order,

"Handbook of Procedures" means the current booklet entitled "Handbook of Procedures for the Graduation Program" approved by the Minister of Education and issued by the Ministry of Education;

~~"Provincial Examination" means the following: types of examinations prepared by the Ministry that permit an individual student to demonstrate the competence required to meet graduation requirements:~~

- ~~(a) the Required Graduation Program Examination required under section 4 of the Graduation Program Order, MO 302/04;~~
- ~~(b) the numeracy assessment required under section 4.1 of the Graduation Program Order, MO 302/04;~~
- ~~(c) a Required Graduation Program Examination, being an examination that a student must take if Ministerial Order 302/04, the Graduation Program Order, applies to that student;~~
- ~~(d) an Optional Graduation Program Examination, being an examination that a student may take if Ministerial Order 302/04, the Graduation Program Order, applies to that student.~~

"standard report" means a report of examination statistics and assessment data, pertaining to schools and school districts, listed in the ministry "Handbook of Procedures";

"student" means a student as defined in the *School Act* and a student as defined in the *Independent School Act*.

(2) All fees set out in this order, include any G.S.T. that is payable.

[en. M132/93; am. M347/96; am. M33/04, am 321/04; am M201/11; am M224/15]

Rereading fee

2 Where a request is made for the rereading of a Provincial examination paper it must be accompanied by a fee of \$50, which will be refunded to the student if the mark on the examination paper is increased ~~by an amount greater than or equal to the Standard Error of Measurement calculated for that examination in the manner~~ as described in the ministry "Handbook of Procedures" that is in effect at the time the request is made.

[en. M347/96; am. M33/04, am 321/04]

PROVINCIAL FEES ORDER

Replacement fees

2.1 Where a request is made to replace a Provincial or school district scholarship voucher or a stamp for a Passport to Education Booklet, it must be accompanied by a fee of \$25.

[en. M347/96]

Ministry reports

2.2 (1) Where a request is made for a standard report it must be accompanied by a fee of \$0.25 per page and the actual costs of shipping the report.

(2) Where a request is made for a report that is not a standard report it must be accompanied by a fee equalling the total of

- (a) \$10.00 for every 15 minutes of ministry personnel time required to
 - (i) locate or retrieve a report,
 - (ii) produce a report manually,
 - (iii) develop a computer program to produce a report,
 - (iv) prepare for release, or otherwise handle a report, and
 - (v) copy a report, using any duplication method, and
- (b) the actual costs of shipping the report.

[en. M347/96; am. M33/04]

3 *REPEALED M132/93*

Examination fees

4 Where a person who is not a resident of British Columbia makes a request to take a Provincial Examination ~~or scholarship examination~~ the fee shall be \$50 for each examination so requested.

[en. M140/89; am. M49/95, am 321/04]

Search fees

5 (1) Except as provided in section (2), the fee payable for the production of a copy of

- (a) a transcript of grades,
- (b) a British Columbia Adult Graduation Diploma,
- (c) a British Columbia Certificate of Graduation,
- (d) a British Columbia School Completion Certificate, or
- (e) a certificate or transcript of marks from the General Educational Development tests

is \$10 per copy and each additional copy.

(2) No fee is payable by a student who applies to the ministry to have a transcript of grades sent to a post-secondary institution designated by the minister, if the application is made

- (a) between November and June of the school year in which he or she graduates, and
- (b) using the ~~Post-Secondary Institutions Selections form~~ online application found on the ministry's ~~Student Secure Web~~ website.

PROVINCIAL FEES ORDER

(3) The fee payable under (1) must accompany the request.

[en. M49/95; am. M347/96; en M224/15]

Transcripts

6 *REPEALED by M224/15*

[en. M189/91; am. M132/93; en. M224/15]

PROVINCIAL EXAMINATIONS ORDER

Authority: *School Act*, section 168 (2) (t)

Ministerial Order 410/04 (M410/04)..... Effective December 13, 2004
Amended by M235/07..... Effective September 18, 2007
Amended by M028/11..... Effective January 21, 2011
Amended by M307/16..... Effective July 1, 2016
Orders of the Minister of Education

Interpretation

- 1** In this order,
"board" includes a francophone education authority;
"examination procedures" means the protocols, instructions and invigilation procedures for the administration of the Required Graduation Program Examinations that accompany Required Graduation Program Examinations;
"Required Graduation Program Examination" means a Required Graduation Program Examination as defined in Ministerial Order 302/04, the Graduation Program Order, and, for the purposes of this order, includes the graduation numeracy assessment described in the Handbook of Procedures.

Administering and Grading Required Graduation Program Examinations

2 For purposes of administering and grading the Required Graduation Program Examinations, superintendents of schools must ensure that

- (1) the Required Graduation Program Examinations are administered and completed in accordance with the examinations procedures sent to the superintendent of schools by the Minister;
- (2) the students completing the Required Graduation Program Examinations are supervised by a teacher, principal, vice principal or director of instruction or other person designated by the Ministry or board;
- (3) teachers, or if designated by the superintendent of schools, principals or vice principals, mark the Required Graduation Program Examinations in accordance with the instructions provided under subsection (1).
- (4) the completed Required Graduation Program Examinations materials are transmitted to the Minister in accordance with the examination procedures.

[am 235/07, am M028/11; am M307/16]

3 Despite section 2(3), a board may retain a certificate holder to mark the Required Graduation Program Examinations under the supervision and direction of a superintendent of schools or principal.

[am 235/07; am. M307/16]

PROVINCIAL EXAMINATIONS ORDER

Security of Provincial Examinations

4 Superintendents of schools, principals, vice principals, teachers or a person retained under section 3 must ensure the security of Provincial Examinations in accordance with the examinations procedures.

[am 235/07]

SCHOOL ACT

Jurisdiction of minister

- 168** (1) The minister, subject to this Act and the regulations,
- (a) has charge of the maintenance and management of all Provincial schools established under this Act,
 - (b) must advise the Lieutenant Governor in Council on all matters relating to education in British Columbia,
 - (c) may designate a member of the public service to act on behalf of the minister, and
 - (d) may charge fees with respect to any goods or services provided by the minister or the ministry, and may establish different fees for different circumstances.
- (2) The minister may make orders for the purpose of carrying out any of the minister's powers, duties or functions under this Act and, without restriction, may make orders
- (a) governing the provision of educational programs,
 - (b) subject to subsection (5) determining the general requirements for graduation from an educational program,
 - (c) determining the general nature of educational programs for use in schools and francophone schools and specifying educational program guides,
 - (d) preparing a process for the assessment of the effectiveness of educational programs and requiring a board or a francophone education authority to cause its schools to participate in the process for the purpose of comparison to provincial, national and international standards,
 - (d.1) preparing a process for measuring individual student performance, and requiring a board or a francophone education authority to cause its schools to participate in the process for the purpose of assessing the effectiveness of educational programs,
 - (e) governing educational resource materials in support of educational programs,
 - (f) establishing and causing to be operated Provincial resource programs and Provincial schools in British Columbia,
 - (g) requiring a board to close a school if the number of students attending the school falls below 8,
 - (g.1) requiring a francophone education authority to close a francophone school if the number of francophone students falls below 8,
 - (h) respecting distributed learning educational programs,
 - (i) establishing committees and authorizing the payment of expenses to the members of the committees and other advisory bodies established under this Act,
 - (j) governing fees that may be charged by a board or a francophone education authority, and those fees may be different for different circumstances,
 - (j.1) designating an educational activity or a category of educational activities for the purposes of section 168.1,
 - (j.2) establishing, for the purposes of section 168.1, the amount a student or a child registered under section 13 may be reimbursed, including
 - (i) setting the maximum amount that may be paid,

SCHOOL ACT

- (ii) establishing a limit on the number of educational activities or categories of educational activities for which reimbursement may be made, and
 - (iii) setting different amounts and different limits for different educational activities or different categories of educational activities,
- (k) respecting the use of student records, and records referred to in paragraph (d) of the definition of "student records", by boards and francophone education authorities,
- (k.1) respecting the circumstances in which persons other than students and francophone students and their parents, and employees of boards and francophone education authorities, must have access to student records,
- (l) establishing policies and procedures that are to be followed by boards and francophone education authorities in a tendering process related to a capital expenditure by the board or francophone education authority,
- (m) *REPEALED, 2012-36-12, effective June 30, 2013,*
- (n) respecting the appointment of auditors under section 158 (1) or, in the case of francophone education authorities, under section 166.37,
- (o) respecting accounting, accounting records and financial reports and statements referred to in sections 156 (1), 157 (2), and 157.1,
- (p) respecting the opening and closing of schools under section 73 (1) (a),
- (q) respecting a board assisting in paying the cost of a person attending an educational institution outside of British Columbia under section 83 (b),
- (r) *REPEALED 2015-11-30, effective July 1, 2015,*
- (s) respecting the appointment, remuneration and duties of a special advisor or special advisory committee,
- (s.1) establishing Provincial standards for a code of conduct required under section 85 (1.1),
- (s.2) varying the dates in section 168.2(3),
- (s.3) for the purpose of section 86 (6), designating one or more persons, including a board, who provide procurement, managerial, administrative or other services as a designated service provider, specifying the service with respect to which a person is a designated service provider and specifying one or more boards with respect to which a person is a designated service provider, and
- (t) that the minister otherwise considers advisable to effectively administer this Act or the regulations.

Schedule

1 The Graduation Program Order, MO 302/04 is amended as follows:

(a) Section 1 is amended by adding the following definition:

“numeracy assessment” means the graduation numeracy assessment described in the Handbook of Procedures;”.

(b) Section 4 is amended by deleting subsection (2.2).

(c) The following section is added:

Numeracy Assessment

4.1 (1) In addition to the requirements set out in section 4, a student must write the numeracy assessment in order to graduate from the British Columbia school system.

(2) Subsection (1) does not apply to a student who wrote the Required Graduation Program Examination for a Mathematics 10 course before July 1, 2017.

(d) Section 5 is amended by deleting subsection (2).

2 The Student Credentials Order, MO 164/96, is amended:

(a) in section 1, by adding ““numeracy assessment” means the graduation numeracy assessment described in the Handbook of Procedures;”; and

(b) in section 4 (1), by

(i) striking out “.” at the end of (d) and substituting “, and”; and

(ii) adding the following subsection:

“(e) the results of the numeracy assessment.”.

3 The Provincial Fees Order, MO 140/89, is amended by

(a) repealing the definition of “Provincial Examination” in section 1 and substituting the following:

“Provincial Examination” means the following:

(a) the Required Graduation Program Examination required under section 4 of the Graduation Program Order, MO 302/04;

(b) the numeracy assessment required under section 4.1 of the Graduation Program Order, MO 302/04;”,

(b) deleting the words, “by an amount greater than or equal to the Standard Error of Measurement calculated for that examination in the manner” in section 2 and substituting “as”,

(c) deleting the words, “or scholarship examination” in section 4, and

(d) repealing section 5 (2) (b), and substituting the following:

“(b) using the online application found on the ministry’s website.”.

- 4 The definition of “Required Graduation Program Examination” in section 1 of the Provincial Examinations Order, MO 410/04, is amended by adding “and, for the purposes of this order, includes the graduation numeracy assessment described in the Handbook of Procedures” after “Graduation Program Order”.**

**MINISTRY OF EDUCATION
BRIEFING NOTE**

DATE: October 12, 2017
CLIFF: 196519

PREPARED FOR: Honourable Rob Fleming, Minister – **FOR INFORMATION**

SUBJECT: Proposed Study on Public Education – Governance Excellence –
Structure and Process

BACKGROUND:

- Dr. Lee Southern and Dr. Stephen Hansen plan to discuss their proposed study on public education governance in a meeting with the Minister scheduled on Monday, October 30, 2017. Both are experienced, well-respected former executive directors of the BC School Trustees Association (BCSTA).

Their study would include the following topics:

s.13

DISCUSSION:

The Ministry is focussed on a number of major initiatives, including a funding review, curriculum modernization and collaboration with other Ministries to develop options for universal childcare. While governance is not the direct focus of the funding review, that review is expected to raise questions about the governance model and best practices, that will be examined by Ministry staff in consultation with education partners.

s.13

Drs. Southern and Hansen are well placed to conduct a research project about public education governance. Both hold doctoral degrees in education leadership and administration and have lectured and provided consultation services on the topic. Dr. Southern was executive director of the BCSTA from 1995 to 2007 and in 2008 was appointed Special Advisor to inspect, evaluate and make recommendations regarding the governance of the Cowichan Valley School District's board of education. Dr. Hansen was executive director of the BCSTA from 2007 to 2014 and a board member of the Canadian School Boards Association from 2005 to 2014.

CONCLUSION:

The proposed study would address important issues, and the Ministry would be pleased to provide Dr. Hansen and Dr. Lee's research team with access to Ministry expertise. However, the Ministry is not in a position to sponsor a separate study on public education governance at this time.

Program ADM/Branch: Keith Godin, Governance and Analytics Division

Program Contact (for content): Dave Duerksen, Executive Director, Legislation, Policy and Governance

Drafter: Sophie Bird, Senior Legislative Analyst

Date: October 10, 2017

Attachment:

Letter from Dr. Lee Southern and Dr. Stephen Hansen

Shea, Megan EDUC:EX

To: Sampson, Laura EDUC:EX
Subject: RE: Oct. 17 @ 11am - RE: Document for Meeting with Minister - Lee & Stephen

From: Lee Southern [<mailto:s.22>]
Sent: Thursday, September 7, 2017 9:07 AM
To: EDUC DM EDUC:EX
Cc: stephen Hansen
Subject: Document for Meeting with Minister

Hello Scott,

As you are probably aware, the Minister called last Friday evening. We had a good discussion about future directions in BC education including the importance of strengthening educational governance as a foundational piece for using public money wisely to enhance student learning success. He said he would arrange for another discussion meeting with you and him provisionally on Friday 15 September.

To that end, my colleague Stephen Hansen and I have drafted and attached a brief overview of a proposed policy research study for your consideration and forwarding to the Minister. We would be pleased to answer any questions you may have and look forward to meeting with you and Minister Fleming.

We would be remiss, however, if we did not also congratulate you on your well-deserved appointment as our Deputy Minister of Education. Judging by the recent ministerial announcements it is clear you have already seized the day and are moving the Ministry successfully forward. Congratulations.

Sincerely,

Lee & Stephen

September 6, 2017

The Honourable Rob Fleming
Minister of Education
British Columbia

Dear Minister Fleming,

In preparation for our upcoming meeting, the following is a brief description of the policy research study we are proposing for your consideration.

s.13

Lead Researchers and Qualifications

Lee Southern and Stephen Hansen have both served as the Executive Director of the BC School Trustees Association and hold UBC Doctoral Degrees in Education. Our professional careers have focused on education and governance through appointments in British Columbia, Ontario and Manitoba. We have served for several years on the Board of Directors of the Canadian School Boards Association and have provided consultation services to multiple organizations throughout Canada.

Our experience and appointments have provided us with a unique perspective on the governance of public education and insights on the exigent opportunity for this government to further strengthen it.

We look forward to meeting with you and Deputy Minister MacDonald.

Sincerely:

Dr. Lee Southern
Dr. Stephen Hansen

cc: Mr. Scott MacDonald, Deputy Minister of Education

**MINISTRY OF EDUCATION
BRIEFING NOTE**

DATE: **October 13, 2017**
CLIFF: **196572**

PREPARED FOR: Honourable Rob Fleming, Minister, for **Information** at the request of Governance and Analytics Division

SUBJECT: Proposed amendments to the *Local Elections Campaign Financing Act*

BACKGROUND:

Currently, the rules concerning local government election campaign financing are set out in the *Local Elections Campaign Financing Act* (LECFA). This legislation applies to all local government elections, including municipal, regional district, and school trustee elections.

The Ministry of Municipal Affairs and Housing (MAH) is in the process of preparing proposed amendments to LECFA for introduction during the Fall 2017 Legislative Session. In general, the amendments would:

- (1) prohibit organizations (such as corporations and unions) and non-residents from making campaign contributions in local government elections, and
- (2) establish a specific campaign contribution limit for these elections.

While MAH has the lead on the proposed legislation, Ministry of Education staff have been consulted because the amendments, if passed, would apply to school trustee elections. This briefing note has been prepared to provide the Minister with a summary of the proposed amendments, for information.

DISCUSSION:

Key changes include the following:

1. **Campaign contributions:** The amendments would allow only “eligible individuals” to make campaign contributions to candidates and to “elector organizations” (which are municipal political parties such as Vision Vancouver and the Non-Partisan Association). An “eligible individual” would be defined as someone who is a resident of British Columbia and a Canadian citizen or permanent resident. Corporations, unions, and other organizations, and individuals who are not BC residents, would be prohibited from making campaign contributions.
2. **Sponsorship contributions:** Similarly, only eligible individuals would be permitted to make sponsorship contributions to third party advertisers in local government elections. Corporations, unions, and other organizations, and individuals who are not BC residents, would be prohibited from making sponsorship contributions.

3. **Contribution limits:** Eligible individuals would be limited to a specific amount that could be made as a campaign contribution. The amount would be established by regulation, and would be subject to inflation adjustments (the specific amount has not yet been determined). Candidates who wish to contribute to their own campaigns would be subject to the campaign contribution limit. In addition, if an eligible individual wished to make a campaign contribution to both an elector organization and an endorsed candidate, the total of both campaign contributions could not exceed the campaign contribution limit.
4. **Loans:** Eligible individuals would be permitted to make loans to candidates and elector organizations, but the amount of the loan could not exceed the campaign contribution limit.
5. **Penalties:** Contravention of the new rules would be subject to current penalties under LECFA, which include a fine of up to \$5,000 or imprisonment for up to one year for individuals, and a fine of up to \$10,000 for organizations.

CONCLUSION:

MAH is in the process of consulting with Elections BC and the Union of BC Municipalities on the proposed amendments to LECFA, and Ministry of Education staff are consulting with the British Columbia School Trustees Association. It is anticipated that the legislation will be finalized by the end of October and introduced during the current legislative session. If passed, the amendments would apply to the next local government elections in October 2018.

Program ADM/Branch: Keith Godin, Governance and Analytics Division
Program Contact (for content): Dave Duerksen, Legislation, Policy and Governance Branch
Drafter: Karen Loughran, Senior Legislative Analyst
Date: October 13, 2017

**MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE**

DATE: October 23, 2017

CLIFF: 196793

PREPARED FOR: Honourable Robert Fleming, Minister - **FOR INFORMATION**

SUBJECT: Seismic Mitigation Program

PURPOSE: Provide an overview of progress and current issues with the Seismic Mitigation Program

BACKGROUND:

- In 2005, the Ministry of Education launched the Seismic Mitigation Program (SMP) in partnership with the Association of Professional Engineers and Geoscientists of BC (now known as Engineers and Geoscientists of BC or "EGBC") and UBC's Earthquake Engineering Research Facility, with a commitment to mitigate all seismic high-risk schools by 2020 within a \$1.5B program budget.
- The objective of the SMP is to increase life safety at all schools, but particularly schools built prior to 1992 when the BC Building Code added seismic building requirements, by reducing the probability of structural collapse in the event of a major earthquake.
- Since 2005, the Ministry of Education and its partners have broadened their understanding of earthquake activity in BC and how different types of construction and soil conditions are likely to be impacted by seismic events. The installation of seismic sensors across BC, combined with the destructive testing research by UBC, as well as the benefits of advancing science reflected in the development of the 2012 Seismic Retrofit Guidelines (SRG) has resulted in a number of reassessments and rating changes of schools since the program launched.
- Below is an overview of the changes within the SMP since its launch in 2005.

YEAR	# OF SCHOOLS ASSESSED	ACTIVITY / OUTCOME	# OF SCHOOLS IN SMP
2005	877	All schools built prior to 1992 assessed through an analytical desktop exercise by APEGBC, and 749 schools determined to pose some level of potential risk	749
2012	522	Through development of Seismic Retrofit Guidelines (editions 1 and 2), as well as previous 8 year mitigation experience and further research, APEGBC established Low, Medium, High (H1, H2, H3) risk ratings and refined number of high risk schools in the SMP	316 total with 115 mitigated (as of May 2012)

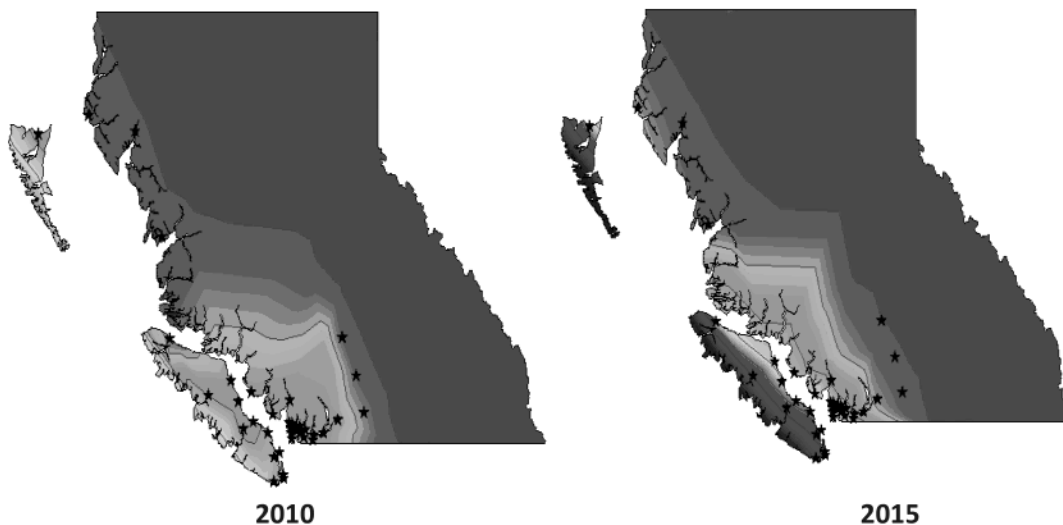
2017	APEGBC performing on-site “rapid assessment” of schools based on new understanding of local earthquake activity, results of UBC shake simulations and individual school attributes, and further refined the number of high risk schools in the SMP (30 new schools were assessed and added to the SMP in 2014, 2015, 2016 to bring the current total to 346)	346 total with 165 mitigated (as of August 2017)
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- The SRG provide rational performance-based methodologies for structural engineers and geotechnical engineers to undertake accurate seismic assessments and cost-effective retrofit designs. Complementing the SRG is a web-based analysis tool (known as the “Analyser”) which allows practitioners to generate seismic resistance criteria for specific types of construction, as well as identify compromised soil conditions underneath structures with greater accuracy.
- The SRG and Analyser allow engineers to calculate and define seismic risk ratings as per the following table:

Rating	Description
High 1 (H1)	Most vulnerable structure; at highest risk of widespread damage or structural failure; not reparable after event. Structural and non-structural seismic upgrades
High 2 (H2)	Vulnerable structure; at high risk of widespread damage or structural failure; likely not reparable after event. Structural and non-structural seismic upgrades required.
High 3 (H3)	Isolated failure to building elements such as walls are expected; building likely not reparable after event. Structural and non-structural seismic upgrades required.
Medium (M)	Isolated damage to building elements is expected; non-structural elements (such as bookshelves, lighting) are at risk of failure. Non-structural upgrades required.
Low (L)	Least vulnerable; would experience isolated damage; probably reparable after event. Non-structural upgrades may be required.

- Although individual schools in the SMP may have H1, H2, H3, M, and L blocks within the school, only H1, H2, and H3 blocks are considered for mitigation in the SMP.
- The rating of an entire school is defined by its highest risk block, i.e. if a school has four M blocks and one H2 block, the school is considered H2.
- In 2015, Natural Resources Canada updated seismic risk mapping and increased expected magnitude and duration of an event in many areas of BC. These changes are represented in the 2015 National Building Code of Canada. This is now requiring a reassessment of risk to schools in the areas of change; mainly affecting Vancouver Island and Haida Gwaii. It should be noted that isolated pockets in the Lower Mainland (ex: Richmond) may also be affected due to specific soil conditions known as “liquefaction”.

MINISTRY OF EDUCATION INFORMATION BRIEFING NOTE



- These maps are a general representation of the difference in National Building Code of Canada seismic hazard maps from 2010 to 2015, and represent the current science on where the most significant impacts may occur during a major seismic event. The red colour indicates where the greatest risk activity will occur and the blue colour where the least activity will occur.
- The seismic changes represented in the 2015 National Building Code of Canada triggered required updates to the SRG and the Analyzer (now addressed with the recently released third edition (SRG3) in use by the engineering community in BC as of July 1, 2017).
- Main changes from SRG2 to SRG3 are:
 - Updated seismic hazard values from 2015 National Building Code of Canada
 - Updated probability of drift exceedance calculations from crustal and sub-crustal hazards in SRG2 to now include crustal, sub-crustal, **and subduction** hazards in SRG3
 - Refined site classes and site amplification factors as per 2015 National Building Code of Canada
 - Added new construction prototypes for cost-effective retrofit solutions
 - Added new geographic localities to better define soil hazards (liquefaction)
 - Incorporated post-earthquake evaluation criteria into SRG3 and the Analyzer
- In 2016, the Ministry of Education revised the forecasted completion dates for mitigation of the remaining schools in the SMP to 2025 for school districts outside Vancouver, and 2030 for the Vancouver School District, based on an analysis conducted by EGBC of both the number of high-risk schools in the program and the pace of completing projects over the previous 12 years.
- The Ministry of Education continues to work with school districts to mitigate high-risk schools. Of the 346 schools currently in the SMP, as of August 2017 there are 165 projects that are completed; 14 are under construction; 12 are approved to proceed to design, tender and award; and 53 are in various stages of business case development. In addition to this, there are 102 projects remaining to be prioritized and submitted by school districts for Ministry support.

DISCUSSION:

- The seismic changes represented in the 2015 National Building Code of Canada triggered required updates to the SRG and the Analyzer (now addressed with the recently released third edition (SRG3) in use by the engineering community in BC as of July 1, 2017).
- Prior to March 31, 2017, APEGBC indicated to the Ministry of Education that there is a strong likelihood that a number of Medium risk blocks at schools located on Vancouver Island and Haida Gwaii will increase to a High risk (H1, H2, or H3) due to changes to the 2015 National Building Code of Canada changes, and should be formally reassessed using SRG3 and the Analyzer. Additionally, it was indicated that specific soil conditions (liquefaction) may also have an effect on the risk ratings for schools in the Richmond area.
- Since that time, the Ministry has conducted a desk-top exercise to determine the potential effects of the changes from the 2015 National Building Code of Canada (and hence SRG3) on the risk rating of schools that are in the SMP, as well as those schools not included in the SMP.
- Preliminary desk-top work has identified the following number of Medium risk blocks currently in the SMP list of 346 schools (specifically on Vancouver Island and Haida Gwaii):
 - In the 165 schools completed, there are 37 schools with 91 Medium risk blocks (10 schools have 1 Medium risk block, 27 schools have 2 or more Medium risk blocks)
 - In the 14 schools in construction stage, there are 2 schools with 6 Medium risk blocks (both schools have 2 or more Medium risk blocks)
 - In the 12 schools approved to proceed to design, tender and award, there are 7 schools with 17 Medium risk blocks (3 schools have 1 Medium block, 4 schools have 2 or more Medium risk blocks)
 - In the 155 schools in various stages of project development, there are 12 schools with 32 Medium risk blocks (2 schools have 1 Medium risk block, 10 schools have 2 or more Medium risk blocks)
 - **NOTE:** In addition to the schools in the current SMP list, there are 141 schools (with 304 Medium risk blocks) not on the current SMP list, but that are located on Vancouver Island and Haida Gwaii. Of these, there are 43 schools that have 1 Medium risk block, and 98 schools that have 2 or more Medium risk blocks).
- Further detailed on-site assessments are being planned to determine the implications of SRG3 and liquefaction on specific schools on Vancouver Island and Haida Gwaii, and in Richmond.

CONCLUSION:

- The Ministry is working with EGBC to develop a plan for further assessments of schools in the located on Vancouver Island, Haida Gwaii and in Richmond to determine the precise impacts of SRG3 and liquefaction on projects that are currently proceeding to design, tender and award, or that are at some stage of business case development.
- This work will include high level cost estimates for remediation of blocks that become High risk.

**MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE**

- When the further assessments are completed, the Ministry will then be able to determine the overall impact on the SMP.

Attachment(s): Two

1) SMP – Progress Report

2) SMP – District Completion Table

Program ADM/Branch: Reg Bawa

Program Contact (for content): Joel Palmer

Drafter: Michael Nyikes

Date: October 23, 2017

SUMMARY

165	Schools Completed
14	Under Construction
12	Proceeding to Construction
155	In Business Case Development Stage
346	TOTAL PROJECTS IN SEISMIC MITIGATION PROGRAM

165 SCHOOLS COMPLETED			
#	SD#	SCHOOL DISTRICT	SCHOOL
1	33	Chilliwack	Chilliwack Central Community Elementary
2	33	Chilliwack	Chilliwack Secondary
3	33	Chilliwack	Rosedale Elementary
4	33	Chilliwack	Rosedale Middle
5	33	Chilliwack	Yarrow Community
6	34	Abbotsford	Abbotsford Senior Secondary
7	34	Abbotsford	Aberdeen Elementary
8	34	Abbotsford	Jackson Elementary
9	34	Abbotsford	William A. Fraser Elementary
10	34	Abbotsford	W J Mouat Secondary
11	34	Abbotsford	Yale Secondary
12	35	Langley	Belmont Elementary
13	35	Langley	Fort Langley Elementary
14	35	Langley	Langley Fine Arts
15	35	Langley	Peterson Road Elementary
16	36	Surrey	A H P Matthew Elementary
17	36	Surrey	Clayton Elementary
18	36	Surrey	Colebrook Elementary
19	36	Surrey	Discovery Elementary
20	36	Surrey	Dr F D Sinclair Elementary
21	36	Surrey	East Kensington Elementary
22	36	Surrey	Ellendale Elementary
23	36	Surrey	Frank Hurt Secondary
24	36	Surrey	Green Timbers Elementary
25	36	Surrey	Guildford Park Secondary
26	36	Surrey	Halls Prairie Elementary
27	36	Surrey	J T Brown Elementary
28	36	Surrey	K B Woodward Elementary
29	36	Surrey	Kennedy Trail Elementary
30	36	Surrey	McLeod Road Elementary
31	36	Surrey	Mountainview Montessori
32	36	Surrey	Senator Reid Elementary
33	36	Surrey	Sullivan Elementary
34	36	Surrey	Sunnyside Elementary
35	36	Surrey	Surrey Traditional
36	36	Surrey	T E Scott Elementary
37	37	Delta	Burnsview Jr Secondary
38	37	Delta	Delta Secondary
39	37	Delta	Delview Jr Secondary
40	37	Delta	Devon Gardens Elementary
41	37	Delta	Pinewood Elementary
42	37	Delta	Port Guichon Elementary
43	37	Delta	South Delta Secondary
44	37	Delta	Sunshine Hills Elementary
45	38	Richmond	Garden City Elementary
46	38	Richmond	Steveston Secondary
47	38	Richmond	Samuel Brighthouse Elementary
48	39	Vancouver	Britannia Community Elementary

49	39	Vancouver	Captain James Cook Elementary
50	39	Vancouver	Charles Dickens Elementary
51	39	Vancouver	École Jules Quesnel Elementary
52	39	Vancouver	General Brock Annex
53	39	Vancouver	General Gordon Elementary
54	39	Vancouver	John Norquay Elementary
55	39	Vancouver	J.W. Sexsmith Community Elementary
56	39	Vancouver	Kerrisdale Elementary
57	39	Vancouver	Laura Secord Elementary
58	39	Vancouver	L'École Bilingue Elementary
59	39	Vancouver	Lord Kitchener Elementary
60	39	Vancouver	Queen Mary Elementary
61	39	Vancouver	Simon Fraser Elementary
62	39	Vancouver	Sir James Douglas Annex
63	39	Vancouver	Sir James Douglas Elementary
64	39	Vancouver	Sir Richard McBride Elementary
65	39	Vancouver	Sir Wilfrid Laurier Annex
66	39	Vancouver	Sir Wilfrid Laurier Elementary
67	39	Vancouver	Trafalgar Elementary
68	39	Vancouver	University Hill Secondary
69	39	Vancouver	Vancouver Technical Secondary
70	39	Vancouver	Walter Moberly Elementary
71	40	New Westminster	Qayqayt Elementary (formerly John Robson Elementary)
72	41	Burnaby	Brantford Elementary
73	41	Burnaby	Burnaby Central Secondary
74	41	Burnaby	Capitol Hill Elementary
75	41	Burnaby	Cariboo Hill Secondary
76	41	Burnaby	Chaffey-Burke Elementary
77	41	Burnaby	Douglas Road Elementary
78	41	Burnaby	Edmonds Community
79	41	Burnaby	Gilmore Community Elementary
80	42	Maple Ridge / Pitt Meadows	Garibaldi Secondary
81	43	Coquitlam	Anmore Elementary
82	43	Coquitlam	Baker Drive Elementary
83	43	Coquitlam	Eagle Ridge Elementary
84	43	Coquitlam	R C Macdonald Elementary
85	43	Coquitlam	James Park Elementary
86	43	Coquitlam	Lord Baden-Powell Elementary
87	43	Coquitlam	Maillard Middle
88	43	Coquitlam	Meadowbrook Elementary
89	43	Coquitlam	Miller Park Community
90	43	Coquitlam	Parkland Elementary
91	43	Coquitlam	Pitt River Middle
92	43	Coquitlam	Pleasantville Elementary
93	43	Coquitlam	Porter Street Elementary
94	43	Coquitlam	Ranch Park Elementary
95	43	Coquitlam	Rochester Elementary
96	43	Coquitlam	Roy Stibbs Elementary
97	43	Coquitlam	Seaview Community
98	43	Coquitlam	Westwood Elementary
99	44	North Vancouver	Canyon Heights Elementary
100	44	North Vancouver	Carisbrooke Elementary
101	44	North Vancouver	Carson Graham Secondary
102	44	North Vancouver	Highlands Elementary
103	44	North Vancouver	Queen Mary Elementary
104	44	North Vancouver	Ridgeway Elementary
105	44	North Vancouver	Westview Elementary
106	44	North Vancouver	Windsor Secondary
107	45	West Vancouver	West Vancouver Secondary
108	46	Sunshine Coast	Gibsons Elementary
109	46	Sunshine Coast	Madeira Park Elementary

110	47	Powell River	Henderson Elementary
111	47	Powell River	Westview Elementary (formerly Grief Point)
112	48	Sea to Sky	Myrtle Philip Community
113	50	Haida Gwaii	Port Clements Elementary
114	61	Greater Victoria	Central Middle
115	61	Greater Victoria	Cloverdale Elementary
116	61	Greater Victoria	Doncaster Elementary
117	61	Greater Victoria	George Jay Elementary
118	61	Greater Victoria	Gordon Head Middle
119	61	Greater Victoria	James Bay Community
120	61	Greater Victoria	Lansdowne Middle
121	61	Greater Victoria	Margaret Jenkins Elementary
122	61	Greater Victoria	Mckenzie Elementary
123	61	Greater Victoria	Monterey Middle
124	61	Greater Victoria	Mount Douglas Secondary
125	61	Greater Victoria	Quadra Elementary
126	61	Greater Victoria	Tillicum Elementary
127	61	Greater Victoria	Victoria West Elementary
128	61	Greater Victoria	Willows Elementary
129	62	Sooke	Belmont Secondary
130	62	Sooke	Dunsmuir Middle
131	62	Sooke	Happy Valley Elementary
132	62	Sooke	Sangster Elementary
133	62	Sooke	Spencer Middle
134	63	Saanich	Claremont Secondary
135	63	Saanich	Cordova Bay Elementary
136	63	Saanich	Deep Cove Elementary
137	63	Saanich	Lochside Elementary
138	63	Saanich	North Saanich Middle
139	63	Saanich	Parkland Secondary
140	63	Saanich	Prospect Lake Elementary
141	63	Saanich	Stelly's Secondary
142	64	Gulf Islands	Salt Spring Island Middle
143	68	Nanaimo-Ladysmith	Pauline Haarer Elementary
144	68	Nanaimo-Ladysmith	Wellington Secondary
145	69	Qualicum	Parksville Elementary
146	70	Alberni	Alberni District Secondary
147	70	Alberni	Maquinna Elementary
148	71	Comox Valley	École Robb Road
149	71	Comox Valley	Highland Secondary
150	72	Campbell River	Carihi Secondary
151	72	Campbell River	École Des Deux Mondes Elementary
152	72	Campbell River	École Phoenix Middle
153	72	Campbell River	Pinecrest Elementary
154	72	Campbell River	Southgate Middle
155	72	Campbell River	Willow Point Elementary
156	78	Fraser-Cascade	C E Barry Intermediate
157	78	Fraser-Cascade	Hope Secondary
158	79	Cowichan Valley	Crofton Elementary
159	79	Cowichan Valley	Drinkwater Elementary
160	79	Cowichan Valley	Lake Cowichan Secondary
161	85	Vancouver Island North	Eagle View Elementary
162	84	Vancouver Island West	Gold River Secondary
163	84	Vancouver Island West	Zeballos Elementary-Secondary
164	93	Conseil Scolaire Francophone	École Cote Du Soleil
165	93	Conseil Scolaire Francophone	École Rose-Des-Vents

14 UNDER CONSTRUCTION			
#	SD#	SCHOOL DISTRICT	SCHOOL
1	39	Vancouver	Kitsilano Secondary
2	39	Vancouver	Lord Nelson Elementary

3	39	Vancouver	Lord Strathcona Community Elementary
4	39	Vancouver	Sir Charles Kingsford-Smith Elementary
5	40	New Westminster	F W Howay Elementary
6	41	Burnaby	École Alpha Secondary
7	41	Burnaby	Montecito Elementary
8	43	Coquitlam	Banting Middle
9	43	Coquitlam	Centennial Secondary
10	43	Coquitlam	Moody Middle
11	62	Sooke	Ruth King Elementary
12	71	Comox Valley	Georges P. Vanier Secondary
13	72	Campbell River	Cortes Island Elementary Junior Secondary
14	93	Conseil Scolaire Francophone	École Des Pionniers

12 PROCEEDING TO CONSTRUCTION			
#	SD#	SCHOOL DISTRICT	SCHOOL
1	35	Langley	Langley Secondary (LSS)
2	37	Delta	Gibson Elementary
3	38	Richmond	William Cook Elementary
4	39	Vancouver	Dr. Annie B. Jamieson Elementary
5	39	Vancouver	Lord Tennyson Elementary
6	39	Vancouver	Maple Grove Elementary
7	39	Vancouver	Sir Sandford Fleming Elementary
8	42	Maple Ridge / Pitt Meadows	Fairview Elementary
9	42	Maple Ridge / Pitt Meadows	Westview Secondary
10	43	Coquitlam	Minnekhada Middle
11	44	North Vancouver	Argyle Secondary
12	61	Greater Victoria	Campus View Elementary

155 IN BUSINESS CASE DEVELOPMENT STAGE			
#	SD#	SCHOOL DISTRICT	SCHOOL
1	34	Abbotsford	Abbotsford Traditional Secondary
2	34	Abbotsford	Bakerview Elementary
3	34	Abbotsford	King Traditional Elementary
4	35	Langley	Apex Secondary (formerly Otter Elementary)
5	35	Langley	Brookwood Secondary
6	35	Langley	D W Poppy Secondary
7	35	Langley	H D Stafford Secondary
8	35	Langley	Langley Fundamental Elementary
9	35	Langley	Mountain Secondary
10	35	Langley	Shortreed Community Elementary
11	35	Langley	Simonds Elementary
12	36	Surrey	Bear Creek Elementary
13	36	Surrey	David Brankin Elementary
14	36	Surrey	George Greenaway Elementary
15	36	Surrey	Holly Elementary
16	36	Surrey	Mary Jane Shannon Elementary
17	36	Surrey	Prince Charles Elementary
18	36	Surrey	Queen Elizabeth Secondary
19	38	Richmond	Alfred B Dixon Elementary
20	38	Richmond	Blundell Elementary
21	38	Richmond	Daniel Woodward Elementary
22	38	Richmond	Donald E Mckay Elementary
23	38	Richmond	École des Navigateurs
24	38	Richmond	Hugh Boyd Secondary
25	38	Richmond	James Gilmore Elementary
26	38	Richmond	James Mckinney Elementary
27	38	Richmond	James Thompson Elementary
28	38	Richmond	James Whiteside Elementary
29	38	Richmond	John G Diefenbaker Elementary
30	38	Richmond	John T Errington Elementary
31	38	Richmond	Manoah Steves Elementary

32	38	Richmond	Maple Lane Elementary
33	38	Richmond	Mitchell Elementary
34	38	Richmond	Quilchena Elementary
35	38	Richmond	R M Grauer Elementary
36	38	Richmond	Robert J Tait Elementary
37	38	Richmond	Sea Island Elementary
38	38	Richmond	Tomsett Elementary
39	38	Richmond	Walter Lee Elementary
40	38	Richmond	W D Ferris Elementary
41	38	Richmond	Westwind Elementary
42	38	Richmond	William Bridge Elementary
43	39	Vancouver	Admiral Seymour Elementary
44	39	Vancouver	Bayview Community Elementary
45	39	Vancouver	Britannia Community Secondary
46	39	Vancouver	Carnarvon Community Elementary
47	39	Vancouver	Champlain Heights Community Elementary
48	39	Vancouver	Chief Maquinna Elementary
49	39	Vancouver	David Livingstone Elementary
50	39	Vancouver	David Lloyd George Elementary
51	39	Vancouver	David Thompson Secondary
52	39	Vancouver	Dr. A R Lord Elementary
53	39	Vancouver	Dr. George M. Weir Elementary
54	39	Vancouver	Dr. H N MacCorkindale Elementary
55	39	Vancouver	Edith Cavell Elementary
56	39	Vancouver	Emily Carr Elementary
57	39	Vancouver	Eric Hamber Secondary
58	39	Vancouver	False Creek Elementary
59	39	Vancouver	Florence Nightingale Elementary
60	39	Vancouver	General Brock Elementary
61	39	Vancouver	General Wolfe Elementary
62	39	Vancouver	Gladstone Secondary
63	39	Vancouver	Grandview Elementary
64	39	Vancouver	Graham Bruce Community Elementary
65	39	Vancouver	G T Cunningham Elementary
66	39	Vancouver	Henry Hudson Elementary
67	39	Vancouver	John Henderson Elementary
68	39	Vancouver	John Oliver Secondary
69	39	Vancouver	Killarney Secondary
70	39	Vancouver	King George Secondary
71	39	Vancouver	Lord Beaconsfield Elementary
72	39	Vancouver	Lord Byng Secondary
73	39	Vancouver	Lord Selkirk Annex
74	39	Vancouver	Lord Selkirk Elementary
75	39	Vancouver	Mount Pleasant Elementary
76	39	Vancouver	Nootka Community Elementary
77	39	Vancouver	Point Grey Secondary
78	39	Vancouver	Prince Of Wales Secondary
79	39	Vancouver	Renfrew Community Elementary
80	39	Vancouver	Queen Alexandra Elementary
81	39	Vancouver	Queen Elizabeth Annex
82	39	Vancouver	Queen Elizabeth Elementary
83	39	Vancouver	Queen Victoria Annex
84	39	Vancouver	Quilchena Elementary
85	39	Vancouver	Sir Alexander MacKenzie Elementary
86	39	Vancouver	Sir Guy Carleton Community Elementary
87	39	Vancouver	Sir John Franklin Community
88	39	Vancouver	Sir Matthew Begbie Elementary
89	39	Vancouver	Sir Richard McBride Annex
90	39	Vancouver	Sir Wilfred Grenfell Community
91	39	Vancouver	Sir William MacDonald Elementary
92	39	Vancouver	Sir William Osler Elementary

93	39	Vancouver	Sir Winston Churchill Secondary
94	39	Vancouver	Southlands Elementary
95	39	Vancouver	Templeton Secondary
96	39	Vancouver	Thunderbird Elementary
97	39	Vancouver	Tillicum Elementary Annex
98	39	Vancouver	Waverley Annex
99	39	Vancouver	Waverley Elementary
100	39	Vancouver	Windermere Community Secondary
101	40	New Westminster	Lord Tweedsmuir Elementary
102	40	New Westminster	Richard McBride Elementary
103	41	Burnaby	Armstrong Elementary
104	41	Burnaby	Burnaby North Secondary
105	41	Burnaby	Cascade Heights Elementary
106	41	Burnaby	Glenwood Elementary
107	41	Burnaby	Kitchener Elementary
108	41	Burnaby	Marlborough Elementary
109	41	Burnaby	Maywood Community
110	41	Burnaby	Moscrop Jr. Secondary
111	41	Burnaby	Parkcrest Elementary
112	41	Burnaby	Rosser Elementary
113	41	Burnaby	Seaforth Elementary
114	41	Burnaby	Stoney Creek Elementary
115	41	Burnaby	Stride Avenue Community
116	43	Coquitlam	Cedar Drive Elementary
117	43	Coquitlam	Dr. Charles Best Secondary
118	43	Coquitlam	Glenayre Elementary
119	43	Coquitlam	Hillcrest Middle
120	43	Coquitlam	Irvine Elementary
121	43	Coquitlam	Maple Creek Middle
122	43	Coquitlam	Mary Hill Elementary
123	43	Coquitlam	Montgomery Middle
124	43	Coquitlam	Moody Elementary
125	43	Coquitlam	Port Moody Secondary
126	44	North Vancouver	Balmoral Jr. Secondary
127	44	North Vancouver	Handsworth Secondary
128	45	West Vancouver	Sentinel Secondary
129	48	Sea to Sky	Howe Sound Secondary
130	52	Prince Rupert	Prince Rupert Middle (formerly Secondary)
131	61	Greater Victoria	Arbutus Middle
132	61	Greater Victoria	Braefoot Elementary
133	61	Greater Victoria	Cedar Hill Jr. Secondary
134	61	Greater Victoria	Craigflower Elementary
135	61	Greater Victoria	Lambrick Park Secondary
136	61	Greater Victoria	MacAulay Elementary
137	61	Greater Victoria	Reynolds Secondary
138	61	Greater Victoria	Shoreline Community Middle
139	61	Greater Victoria	Victoria High
140	62	Sooke	Willway Elementary
141	63	Saanich	Children's Development Centre
142	63	Saanich	Keating Elementary
143	68	Nanaimo-Ladysmith	Cilaire Elementary
144	68	Nanaimo-Ladysmith	North Cedar Intermediate
145	68	Nanaimo-Ladysmith	Pleasant Valley Elementary
146	68	Nanaimo-Ladysmith	Rutherford Community
147	70	Alberni	Ucluelet Elementary
148	70	Alberni	Ucluelet Secondary
149	70	Alberni	Wickaninnish Community
150	71	Comox Valley	Courtenay Elementary
151	71	Comox Valley	Lake Trail Secondary (formerly Middle)
152	75	Mission	Mission Secondary
153	79	Cowichan Valley	Cowichan Secondary

154	79	Cowichan Valley	Cowichan Trades Centre (formerly Koksilah Elementary)
155	93	Conseil Scolaire Francophone	École Anne Herbert

Seismic Mitigation Program - DISTRICT COMPLETION TABLE

		COMPLETED / TOTAL	
33	CHILLIWACK	5 / 5	100%
34	ABBOTSFORD	6 / 8	75%
35	LANGLEY	4 / 12	33%
36	SURREY	21 / 28	75%
37	DELTA	8 / 9	89%
38	RICHMOND	3 / 27	11%
39	VANCOUVER	23 / 89	26%
40	NEW WESTMINSTER	1 / 4	25%
41	BURNABY	8 / 23	35%
42	MAPLE RIDGE - PITT MEADOWS	1 / 3	33%
43	COQUITLAM	18 / 32	56%
44	NORTH VANCOUVER	8 / 11	73%
45	WEST VANCOUVER	1 / 2	50%
46	SUNSHINE COAST	2 / 2	100%
47	POWELL RIVER	2 / 2	100%
48	SEA TO SKY	1 / 2	50%
50	HAIDA GWAI	1 / 1	100%
52	PRINCE RUPERT	0 / 1	0%
61	GREATER VICTORIA	15 / 25	60%
62	SOOKE	5 / 7	71%
63	SAANICH	8 / 10	80%
64	GULF ISLANDS	1 / 1	100%
68	NANAIMO-LADYSMITH	2 / 5	40%
69	QUALICUM	1 / 1	100%
70	ALBERNI	2 / 5	40%
71	COMOX VALLEY	2 / 5	40%
72	CAMPBELL RIVER	6 / 7	86%
75	MISSION	0 / 1	0%
78	FRASER-CASCADE	2 / 2	100%
79	COWICHAN VALLEY	3 / 5	60%
84	VANCOUVER ISLAND WEST	2 / 2	100%
85	VANCOUVER ISLAND NORTH	1 / 1	100%
93	CONSEIL SCOLAIRE FRANCOPHONE	2 / 4	50%
		165 / 342	48%

**MINISTRY OF EDUCATION
BRIEFING NOTE**

DATE: September 10, 2017
CLIFF: 195761

PREPARED FOR: Honourable Rob Fleming, Minister - **FOR INFORMATION**

SUBJECT: Sexual Orientation and Gender Identity (SOGI) Strategy – *The ARC Foundation Final Education Report – 2016/17*

BACKGROUND:

- The ARC Foundation of Vancouver is a private foundation that supports projects focused on improving the lives of individuals who are marginalized in society based on sexual orientation, gender identity, ethnicity or financial status. In September 2016, the Ministry announced a partnership with the ARC Foundation to support schools and school districts in developing SOGI inclusive policies and procedures¹. The partnership was formalized through a Memorandum of Understanding (MOU).
- The MOU was renewed in May 2017 with a focus on the development and implementation of a provincial SOGI strategy. The MOU included a commitment to creating a provincial SOGI Education Lead position that would support the strategy, with \$100K in one-time funding from the Ministry to the ARC Foundation to support this one-year position starting in August 2017.
- The Ministry also provided \$50K in one-time funding to ARC to develop educational videos and eLearning modules for teachers, school/school district staff, parents and community partners.

DISCUSSION:

- *The ARC Foundation's Final Education Report – 2016/17* (the Report) presents an overview of several initiatives undertaken during the 2016/17 school year involving collaboration between the Ministry, the ARC Foundation, and other K-12 education partners. These initiatives included hosting provincial SOGI education leadership and policy summits; creating a SOGIeducation.org website with tools and resources for educators, and best practice guidelines for schools; and developing a network of SOGI-inclusive school districts. A detailed overview of these initiatives is included in Appendix 1. Feedback from educators and administrators was also included in the Report to demonstrate the impact of SOGI activities in both the public and independent school systems (see Appendix 2).

Key findings in the Report include:

- Educators value opportunities to connect with their peers at school, district and provincial levels to share information, ask for advice and discuss current issues and trends.
- Downloadable and customizable resources have successfully reduced the time required for multiple districts to create individual resources from scratch.

¹ In September 2016, the Minister of Education also directed all Boards of Education and Independent School Authorities to update their codes of conduct and anti-bullying policies to specifically reference sexual orientation and gender identity/expression. .

- The top barrier to implementing SOGI-inclusive initiatives is time. SOGI school district and school leads value the ARC Foundation's coordination of meetings and regular communication that reduces their administrative time and creates capacity for strategic conversations.
- The SOGIEDucation.org website continues to grow in awareness and popularity as a one-stop-shop for SOGI inclusive education.
- The Report recommends that the Ministry of Education build on the successes of the 2016/17 school year and continue to work with the ARC Foundation on implementing the SOGI Strategic Plan in the 2017/18 school year.
- The Ministry's current MOU with the ARC Foundation ends on September 30, 2018.
- The Ministry's current budget for SOGI for 2017/18 is \$50,000. \$25,000 of that funding was allocated to support a provincial meeting of the 48 school districts who are participating in the SOGI Educator Network – the meeting was held in Richmond on October 4, 2017.

CONCLUSION

The Ministry's ongoing SOGI policy work and partnership with the ARC Foundation aligns with Government's focus on mental health and addictions, especially given the over-representation of LGBTQ students with mental health concerns. The SOGI policy work also aligns with the Ministry's ERASE strategy - to ensure schools are welcoming, inclusive and free of bullying and violence.

Appendix 1 – SOGI Activities and Initiatives in 2016/17

Appendix 2 – Impact of SOGI Initiatives

MINISTRY OF EDUCATION BRIEFING NOTE

Appendix 1 – SOGI Activities and Initiatives in 2016/17

Ministry of Education SOGI Policy Guide – outlines goals for SOGI inclusive education, and best practices for policies and procedures that promote inclusive learning environments.

SOGI Education Leadership Summit – hosted by the ARC Foundation in Oct 2016, this event provided SOGI competency training to over 140 educators from nine school districts.

SOGI Policy Summit – hosted by the Ministry in Oct 2016, this event provided guidance on SOGI-inclusive policy development to over 130 public and independent school leaders.

SOGI 1 2 3 – a collaborative campaign focused on SOGI-inclusive education and led by the ARC Foundation in partnership with the Ministry, BCTF, UBC Faculty of Education, Out in Schools, nine school districts, and other local LGBTQ community organizations.

SOGI Website (SOGIeducation.org) - hosted by ARC, this website provides a platform for educators to access and share SOGI-inclusive education resources that address policies and procedures, inclusive environments, and curriculum.

School Codes of Conduct and SOGI-related Policies and Practices – 59 of 60 Boards of Education and all Independent School Authorities have updated their codes of conduct and policies and practices to incorporate SOGI.

eLearning Videos and Modules – the Ministry provided a grant of \$50K ^{s.13,s.17} to develop eLearning videos and modules for teachers, school/school district staff, parents and community partners. These will be released by October 2017.

BC SOGI Educator Network – launched at the beginning of the 2016/17 school year by the ARC Foundation, the Network facilitates the implementation of SOGI initiatives, and the sharing of resources and information within and across school districts. A SOGI District Lead in each school district provides consistent support to district staff and SOGI School Leads. 9 school districts participated in the Network in 2016/17.

Educator Tools/Resources – the SOGI Educator Toolkit provides customizable educator resources for immediate classroom implementation. Additional tools and resources are in development for the 2017/18 school year.

Educator Learning & Development Strategy – professional development activities focused on equipping educators with information and resources regarding SOGI language and terminology, integrating SOGI into curriculum, coaching and supporting staff, and supporting students and families.

Teacher Education for All! – ARC Foundation provided \$125K to UBC for projects that encourage an inclusive culture, workplace and learning environment, and focus on intersectional approaches SOGI. A SOGI Resource Lead coordinates the project, and focuses on educator communication and content for educator professional development.

Appendix 2 – Impact of SOGI Initiatives

The following statements summarize educator and administrator feedback to ARC regarding the SOGI activities and initiatives that were undertaken in 2016/17:

- As schools have more support and resources to plan and deliver SOGI initiatives and activities, learning environments for sexual minority students are becoming safer and more inclusive.
- In schools where there are well-established SOGI-related policies and procedures, educators are working more effectively to create inclusive school environments and incorporate SOGI into the curriculum.
- Educators report that higher levels of district and school administrator leadership support the development of SOGI inclusive learning environments.
- The more funding a school commits toward implementation of SOGI initiatives, the more educators proactively create SOGI inclusive environments.
- As educators incorporate SOGI into the curriculum, they report greater acceptance and appreciation of sexual and gender minority students in their schools and classrooms.

ARC Foundation Final SOGI Education Report – 2016/17

Introduction

The 2016/17 school year has been one of considerable activity, progress and impact in SOGI-inclusive education. ARC Foundation and the Ministry of Education have worked well together to deliver key initiatives impacting educators and students across the province. With over 400 newly active SOGI School Leads and their District SOGI Leadership Teams, supporting some 170,000 students daily, who have expressed their needs, it is appropriate to reflect on successes and look ahead to planning for the continuation of this growth in 2017/18.

The SOGI 1 2 3 initiative is designed to address the gap between educators reporting high-level support of LGBTQ (SOGI)-inclusive education and lower level participation in LGBTQ-inclusive activities due to feeling that they do not have the appropriate skills or training. Educators need to be equipped with high-quality, consistent and sustainable tools as they support students on a day-to-day basis and have a direct and far-reaching impact on engagement of LGBTQ students.

ARC Foundation is leading the strategy and operations of SOGI 1 2 3, which includes measurement and evaluation. There are a number of processes and tools in place to measure impact of the various components of SOGI 1 2 3, including SOGleducation.org, the BC SOGI Educator Network and the SOGI Education Leadership Summit. ARC Foundation is working with UBC's Faculty of Education on this evaluation process and a master's student is supporting with framing questions, data analysis and identifying statistical significance and correlations to support the overall narrative.

This final report presents an overview of impact, outcomes and learning from the following SOGI education initiatives in 2016/17 and recommendations for Ministry of Education leadership to consider for the 2017/18 school year.

1. SOGI 1 2 3 Provincial Leadership
2. SOGleducation.org
3. BC SOGI Educator Network
4. Professional Development
5. UBC Faculty of Education, *Teacher Education for All!*

Key Themes

The key themes that emerge throughout all initiatives include the following:

- Educators value opportunities to **connect with their peers** at school, district and provincial levels to share information, ask for advice and discuss current issues and trends
- **Proven resources** to download, customize and share have successfully reduced the time required for multiple districts to create (often the same) resources from scratch
- Time to implement SOGI-inclusive initiatives is the top barrier for SOGI School Leads and SOGI District Leads and they value the coordination of meetings and regular communication **that reduces administrative time** and creates capacity for strategic conversation
- SOGleducation.org continued to grow in awareness and popularity as **a one-stop-shop for SOGI-inclusive education**

1. SOGI 1 2 3 Provincial Leadership

In 2016/17, ARC Foundation secured formal partnership agreements with the BC Ministry of Education and BC Teachers' Federation.

Ministry of Education

The Memorandum of Understanding (MOU) with the Ministry of Education has been extended by 18 months to include collaboration on the new BC SOGI Education Lead position.

The BC SOGI Education Lead was hired in May 2017 following a panel interview with ARC Foundation, Ministry of Education and BC Teachers' Federation. The role is a financial collaboration between the Ministry of Education and ARC Foundation and will operate as a one-year secondment from August 1, 2017 to July 31, 2017. The position reports to the Executive Director of ARC Foundation and will focus on the implementation of provincial SOGI education activities, including the BC SOGI Educator Network.

We look forward to continuing to work with the Ministry of Education throughout 2017/18 to build on the successes accomplished over the past year.

s.13,s.17

2. SOGleducation.org

SOGleducation.org was launched on October 21, 2016 as the primary platform for the SOGI 1 2 3 campaign. The purpose of the website is to share proven SOGI-inclusive tools and resources in the areas of policy and procedures, inclusive environments and curriculum resources. All materials available on the site are created by educators, for educators.

SOGleducation.org metrics and trends for 2016/17 include the following:

- The total number of views to date is over 8,800
- The most popular pages are the home page, SOGI 3: Curriculum Resources and SOGI 1: Policies and Procedures
- The most popular curriculum entry points visited are 2/3 Gender Identity (273), K-12 Why “That’s So Gay” is Not Okay (245) and K/1 Family Diversity (214)
- The audience size has continued to grow each month while the returning visitor numbers stay above 25%, meaning educators are using SOGleducation.org as an ongoing resource
- The number of online searches for SOGI 1 2 3 has continued to increase throughout the year, showing the growth of the SOGI 1 2 3 name and brand
- Elementary resources are the most popular on both SOGleducation.org and TeachBC

Feedback from educators in the BC SOGI Educator Network show that 89% of SOGI District Leads and 63% of SOGI School Leads agree that SOGleducation.org is a useful and informative resource.

The primary communications channel for promoting SOGleducation.org has been word-of-mouth by leveraging the communications networks of our partners and audience groups. Specific tactics have included emails to BCTF Social Justice Leads, an advert in the BCTF Teacher Magazine, social media promotion through BCTF, a presentation to K-12 education partners, an article in the BCPVPA e-newsletter and inclusion in UBC Faculty of Education presentations.

3. BC SOGI Educator Network

The BC SOGI Educator Network was formally launched as a pilot project at the beginning of the 2016/2017 year by ARC Foundation and nine BC school districts: Vancouver, North Vancouver, West Vancouver, Burnaby, Langley, Delta, Sea to Sky, Nanaimo Ladysmith, and Kamloops/Thompson.

Over the past eight months, the BC SOGI Educator Network brings together BC educators interested in SOGI-inclusive education to meet, share resources and collectively overcome obstacles within and across districts. District Leads have access to an expansive collection of emerging SOGI tools to test and evolve with their schools. Key tools were curated and shared publicly and with all members through SOGleducation.org as the SOGI Educator Toolkit.

Key metrics related to participation in the BC SOGI Educator Network in 2017/18 are below:

- Twelve SOGI District Leads from nine school districts participated
- 66% of school districts have a dedicated SOGI resource with FTE
- 33% of participating school districts introduced a SOGI District Lead role for the first time in 2016/17
- 66% of SOGI District Leads were new to the role this year
- One school district doubled their SOGI FTE from 2015/16 to 2016/17 and again for 2017/18
- 400+ SOGI School Leads recruited (some schools have more than one)
- 17,000 students in schools in participating districts now have a SOGI School Lead
- 100% of schools have either a SOGI School Lead or Administrator representative in place
- Seven Network team meetings and two team socials took place from September 2016 – May 2017

The evaluation process for the BC SOGI Educator Network is both quantitative and qualitative and includes the following tactics:

- SOGI District Lead before/after surveys (October 2016 and May 2017)
- SOGI District Lead before/after interviews (October 2016 and May 2017)
- SOGI School Lead before/after surveys (January 2017 and May 2017)
- Mid-pilot meetings with SOGI District Leads and District Leadership (January 2017)
- Debrief with SOGI District Leads (May 2017)
- Inventory of shared resources (ongoing)

The results of the 'before' activities conducted in October 2016 were documented in the Pre-Pilot Evaluation Report and shared with the Ministry of Education in November 2016. The results of the SOGI School Lead 'before' survey was documented in the SOGI School Lead Survey Analysis and shared with the Ministry of Education in February 2017.

SOGI District Leads

The final SOGI District Lead Survey was sent to SOGI District Leads from the nine active school districts participating in the BC SOGI Educator Network in May 2017. When comparing the results from this survey to those from the beginning of the pilot in October 2016, the following trends can be seen:

- **100%** of Leads estimate that educators in their district are confident engaging in SOGI-inclusive education/activities at least some of the time, compared to **0%** in October 2016
- **86%** of Leads estimate that at least 25% of schools in their district have created individual SOGI action plans, compared to **0%** of schools in October 2016
- **89%** of Leads agree that students have responded positively to SOGI school/classroom initiatives in their district, compared to **56%** in October 2016
- **66%** of Leads agree that they received support and guidance throughout the year from their district leadership to help them perform their duties as a SOGI District Lead, compared to **22%** in October 2016
- **67%** of Leads agree that they are satisfied with the SOGI professional development opportunities that have been offered to them in their role compared to **25%** in October 2016

SOGI School Leads

The final SOGI School Lead Survey was distributed in May 2017 to SOGI School Leads in eight of the school districts participating in the BC SOGI Educator Network: Burnaby, Delta, Kamloops/Thompson, Langley, North Vancouver, Sea to Sky, Vancouver and West Vancouver. When comparing the results from this survey to those from the SOGI School Lead Survey conducted in January 2017, the following trends can be seen:

- **77%** of Leads agreed that their school has the support and resources to plan and deliver SOGI initiatives and activities compared to **48%** in January 2017
- **71%** of Leads agree that they are satisfied with the SOGI School Lead training that have been offered to them this year compared to a **48%** satisfaction with professional development in January 2017
- **42%** of Leads agree that district SOGI policy/procedures are well known and implemented effectively in their school compared to **26%** in January 2017
- **34%** of Leads agree that educators in their school incorporate SOGI into the curriculum compared to **19%** in January 2017
- **58%** of Leads agree that SOGI resources are easily accessible in their school library compared to **46%** in January 2017

In addition, the following correlations were present in the May 2017 survey:

1. As School Leads had more support and resources to plan and deliver SOGI initiatives and activities, they also reported safer and more inclusive environments for sexual minority students
2. In schools with more well-known and implemented SOGI policy and procedures, educators are more likely to work to create inclusive school environments and to incorporate SOGI into the curriculum
3. School Leads related higher levels of administration and leadership support to increased levels of creating SOGI inclusive environments.
4. The more funding a school committed toward SOGI initiatives, educators were also more likely to proactively create SOGI-inclusive environments
5. As educators created more SOGI inclusive school environments, they also reported a more accepting attitude of all educators toward gender and sexual minority students
6. As educators incorporated SOGI into the curriculum, they report accepting and appreciating attitudes toward sexual and gender minority students in their schools

4. Professional Development

Professional development for educators on SOGI-inclusive education has continued to be a strong tactic and ongoing theme throughout 2017/18. Feedback from the BC SOGI Educator Network, in addition to national studies such as the Egale January 2016 report from the Canada-wide Every Teacher Project, continues to demonstrate that a top barrier preventing educators from engaging in SOGI-inclusive education is lack of appropriate professional development.

Educators report that they would like professional development on topics including SOGI language and terminology, how to integrate SOGI into the curriculum at all levels, how to coach and support other staff and how to best support students and families. More and more educators are also highlighting a need for more advanced professional development beyond basic terminology.

Professional development activities in 2016/17 took place at a provincial, district and school-based level.

Provincial: SOGI Policy Summit

ARC Foundation supported the Ministry of Education with the coordination of the SOGI Policy Summit on October 25, 2016 in Richmond. This event brought together Superintendents, district leadership and independent school representatives from across the province for a day of information and discussion focused on the Minister's policy directive.

ARC Foundation co-developed the agenda, contributed to the curation of content for the day and recommended individuals and school districts for the panel based on our knowledge and relationships through the BC SOGI Educator Network. SOGI 1 2 3 was formally launched to district leaders at the event through an ARC Foundation presentation.

The results from the evaluation survey show that 100% of participants agreed that the Summit provided useful and relevant information, while 86% felt confident and equipped with knowledge and tools to implement SOGI inclusive policy and procedures in their school/district following the event. In addition, informal feedback throughout the year highlighted the SOGI Policy Summit as integral in supporting districts to understand and implement the SOGI policy directive.

District-level: SOGI Education Leadership Summit

The SOGI Education Leadership Summit took place on October 21, 2016 in Burnaby. Over 130 participants attended from Network participant districts, including teachers, counsellors, librarians, administrators and district leads. An evaluation survey was distributed to Summit participants immediately after the Summit in October 2016 and again in May 2017 to measure long-term impact.

Overall, feedback on the Summit is very positive. When comparing the results from the May 2017 survey to the results collected in October 2016, the following trends can be seen:

- **94%** of participants feel confident and ready to take action towards SOGI-inclusive education in their school/district compared to **87%** in October 2016
- **100%** agreed that looking back at the event, the Summit was useful and relevant to their role
- Participant knowledge and understanding of sexual orientation and gender identity decreased from an average of **8.5** out of 10 in October 2016 to **7.3** (SO) and **7.1** (GI) out of 10 in May 2017. This could be caused from learning that SOGI is a complex concept.

When reflecting back on the event, participants valued the experience of the presenters and facilitators, the take-away resources and the opportunity to network and collaborate with other educators from their own and other districts. Months later, many of the resources shared at the Summit have been implemented by participants in their schools and districts. They remember the first-hand accounts from students, teachers and parents and want to continue their learning.

School-based Professional Development

ARC Foundation has supported school-based professional development through two different tactics: toolkits and resources, and funding.

SOGI District Leads participating in the BC SOGI Educator Network received template resources throughout the year to support the delivery of professional development workshops and presentations. The template presentations included information about SOGI 1 2 3 and curriculum integration and were often delivered to districts as part of a train-the-trainer model. SOGI School Leads would attend a professional development session led by the SOGI District Lead, and then went on to deliver SOGI content within their own schools.

A key barrier identified by SOGI District Leads is lack of funding to provide coverage for lessons needed for SOGI School Leads to take release time to attend professional development sessions, including SOGI School Lead training. s.13,s.17

s.13,s.17

SOGI 1 2 3 Educator Learning & Development Strategy

The Educator Learning and Development Framework addresses the need to equip educators with the SOGI knowledge and tools they need to support all students on a day-to-day basis. Through a selection of formats that are targeted by stakeholder, educators can customize their professional development based on their own SOGI journey, their geographic location and the supports that they have in place within their districts. Products will be designed with an option for virtual or in-person delivery.

The Ministry of Education contributed \$50,000 funding towards the development of the learning and development strategy, which was matched by an individual donor. The strategy is being actioned in three phases:

1. Phase 1 –SOGI 1 2 3 Videos (In Process)

SOGI 1 2 3 videos will share information in three to five minute learning segments. This set of six videos will introduce BC educators to the key aspects of SOGI-inclusive education, and will be designed to meet the needs of those who have little to no experience with SOGI-inclusive education. The videos will conclude by directing viewers to the SOGIeducation.org web site where they can find additional information and resources. Project timelines are below:

- March-May 2017 – script and video development
- June 2017 – review and approval
- Sept 2017 – dissemination

2. Phase 2 – SOGI e-Learning Videos (In Process)

The SOGI e-Learning videos will contain 8-10 minute learning segments and will be accompanied by additional learning resources such as a facilitator's guide with expected learning outcomes and discussion questions. These videos will focus on four SOGI education priority topics: Policies and Procedures, Inclusive Environments, Curriculum Resources and SOGI Leadership. The content is informed by the BC SOGI Education Network, K-12 education partners, UBC Faculty of Education, Qmunity, Transcare BC and Out in Schools. The e-Learning videos will help meet the learning needs of educators who are part of the BC SOGI Educator Network, while also appealing to a broader audience of school support staff, administrators and parents. Project timelines are below:

- April/May 2017– informal consultations with K-12 partners/community groups
- May/July 2017 – video design and production
- August 2017 – review and approval
- September-November 2017– phased dissemination
- October 2017-January 2018 – feedback and enhancements

s.13,s.17

SOGI 1 2 3 partners

In addition to developing our own content and tools, ARC Foundation is working with partners to leverage and influence their professional development opportunities. For example, we are working with BCPVPA to deliver a webinar around SOGI education in early 2017/18 as part of their professional learning series and with UBC Faculty of Education on their two-day summer institute on SOGI education in July 2017.

5. UBC Faculty of Education, Teacher Education For All!

ARC Foundation partnered with the University of British Columbia in May 2016 to establish the ARC-UBC SOGI Education Fund from an ARC Foundation gift of \$125,000. The purpose of the fund is to support projects that build capacity for faculty, staff and students across the University of British Columbia and the primary initiative of the Fund in 2016/17 was the Teacher Education for All! project.

The Teacher Education for All! project was designed to build capacity for faculty, staff and students in the Teacher Education program at UBC to create and provide an inclusive culture, work place, and learning environment, with a particular focus on intersectional approaches to thinking about sexual and gender diversity.

A key component of the funding for the project was the creation of the new role of SOGI Resource Development Lead. This position coordinated aspects of the Teacher Education for All! program and also included one day per week (0.2 FTE) focused on resource development and the BC SOGI Educator Network. The position played a valuable end-user advisory role on the planning and implementation of the Network, with a specific focus on educator communications and content for educator professional development.

Accompanying Documents

The following documents contain further evaluation detail, including survey results, on the key findings highlighted in this report. They can be found in the shared MOE SOGI Policy folder on Box.com.

- SOGISchoolLeadSurveySummary_Full_May2017.pdf
- PostPilot_DistrictLead_SurveySummary.pdf
- SurveyMonkeyResponses_SOGISummit_Oct2016.pdf
- PrePilotEvaluation_SurveySummary.pdf
- SOGILeadSurveySummary_Full_Jan2017.pdf
- PrePilotEvaluation_Report_Nov16.pdf

**MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE**

DATE: November 15, 2017
CLIFF: 195761

PREPARED FOR: Honourable Rob Fleming, Minister - **FOR INFORMATION**

SUBJECT: Sexual Orientation and Gender Identity

PURPOSE: Meeting with Robert Quartermain, Brad Beattie and Matt Carruthers from ARC Foundation, on November 21, 2017, to discuss the Ministry's commitment to Supporting Students of all Sexual Orientation and Gender Identity (SOGI)

BACKGROUND:

The ARC Foundation of Vancouver is a private foundation that supports projects focused on improving the lives of individuals who are marginalized in society based on sexual orientation, gender identity, ethnicity or financial status. In September 2016, the Ministry announced a partnership with the ARC Foundation - formalized through a Memorandum of Understanding (MOU) to support schools and school districts in developing SOGI inclusive policies and procedures¹. At this time, all independent schools and 59 school districts have established SOGI inclusive codes of conduct/anti-bullying policies.

The MOU was renewed in May 2017 that included \$100k in one-time funding (fiscal 2016/17) from the Ministry to the Arc Foundation to support the following actions:

- Provide provincial leadership to support SOGI inclusive education
- Build school cultures where all students and staff feel safe, connected and welcomed
- Support educators with K-12 tools and resources
- Establish a provincial SOGI Education Lead position to support the work

A key accomplishment of the Ministry's collaboration with ARC and other partners, including BC Teacher's Federation and UBC Faculty of Education, is the [SOGI123](#) website. This website provides accessible, ready-to-use resources for educators to support all students, regardless of their sexual orientation or gender identity. The Ministry provided an additional \$50K in one-time funding to ARC in 2016/17 to develop educational videos and eLearning modules for teachers, school/school district staff, parents and community partners that are available on the site.

The Ministry has also worked with the ARC Foundation to provide 3 Provincial SOGI Summits including a SOGI Policy Summit and 2 District Lead Summits – the most recent one held in Richmond on October 4, 2017, with attendance from 48 school districts participating in the BC SOGI Educator Network. All summits have provided education leaders with tools, resources

¹ In September 2016, the Minister of Education also directed all Boards of Education and Independent School Authorities to update their codes of conduct and anti-bullying policies to specifically reference sexual orientation and gender identity/expression. .

and supports for SOGI inclusive environments.

Another highlight is the BC SOGI Educator Network. This network has expanded from 9 school districts in 2016/17 to 49 school districts in 2017/18, far surpassing the target of 20 school districts for this fiscal year.

To demonstrate a commitment and support for this work, the Ministry of Education and several provincial K-12 education partners released a joint statement in support of inclusive learning environments on October 25, 2017.

DISCUSSION:

The Ministry's current MOU with the ARC Foundation ends on September 30, 2018. It is
s.13,s.17

ARC Foundation meeting attendee information:

- Robert Quartermain - Trustee
- Brad Beattie – Executive Director
- Matt Carruthers – Provincial SOGI Education Lead

s.13

Appendix 1 – SOGI Activities and Initiatives in 2016/17

Program ADM/Branch: Jennifer McCrea/Learning Division

Program Contact (for content): Scott Beddall, Director – Safety and Wellness

Drafter: Scott Beddall

Date: November 15, 2017

Appendix 1 – SOGI Activities and Initiatives in 2016/17

Ministry of Education SOGI Policy Guide – outlines goals for SOGI inclusive education, and best practices for policies and procedures that promote inclusive learning environments.

SOGI Education Leadership Summit – hosted by the ARC Foundation in Oct 2016, this event provided SOGI competency training to over 140 educators from nine school districts.

SOGI Policy Summit – hosted by the Ministry in Oct 2016, this event provided guidance on SOGI-inclusive policy development to over 130 public and independent school leaders.

SOGI Website (SOGIeducation.org) - hosted by ARC, this website provides a platform for educators to access and share SOGI-inclusive education resources that address policies and procedures, inclusive environments, and curriculum.

School Codes of Conduct and SOGI-related Policies and Practices – 59 of 60 Boards of Education² and all Independent School Authorities have updated their codes of conduct and policies and practices to incorporate SOGI.

eLearning Videos and Modules – the Ministry provided a grant of \$50K s.13,s.17 to develop eLearning videos and modules for teachers, school/school district staff, parents and community partners. These resources are available on the SOGI website.

BC SOGI Educator Network – launched at the beginning of the 2016/17 school year by the ARC Foundation, the Network facilitates the implementation of SOGI initiatives, and the sharing of resources and information within and across school districts. A SOGI District Lead in each school district provides consistent support to district staff and SOGI School Leads.

Educator Tools/Resources – the SOGI Educator Toolkit provides customizable educator resources for immediate classroom implementation.

² Nisga'a is in the process of updating their district Codes of Conduct

Educator Learning & Development Strategy – professional development activities focused on equipping educators with information and resources regarding SOGI language and terminology, integrating SOGI into curriculum, coaching and supporting staff, and supporting students and families.

Teacher Education for All! – ARC Foundation provided \$125K to UBC for projects that encourage an inclusive culture, workplace and learning environment, and focus on intersectional approaches SOGI. A SOGI Resource Lead coordinates the project, and focuses on educator communication and content for educator professional development.

**MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE**

DATE: October 31, 2017
CLIFF: 196690

PREPARED FOR: Rob Fleming, Minister, Education - **FOR INFORMATION**

SUBJECT: Inclusion BC

PURPOSE: Inclusion BC, Information to support MRF's meeting with Inclusion BC.

BACKGROUND:

- Inclusion BC is a provincial federation whose members include people with developmental disabilities, families and community agencies.
- Inclusion BC's objectives include:
 - advocating for and supporting the inclusion of people with developmental disabilities
 - collaborating with community organizations and provincial associations for community living
 - representing Canada on national and international associations
 - furthering the training and education of people who work in the field of inclusion
 - supporting research and study that furthers the full citizenship of people with developmental disabilities
- Inclusion BC:
 - "has been actively working to ensure that the government fully funds the recent court ruling and restores lost supports for special education" .
 - "is committed to ensuring that BC has strong, publicly-funded schools, with educators and parents who are well-equipped to implement best practices in inclusive education and to work collaboratively to support quality learning for all students".
 - believes the impact of chronic under-funding in education has been felt disproportionately by students with special needs, stating that "Many parents have turned to private schools out of desperation and others dread the beginning of a new school year".
- Restraint and seclusion are of concern to Inclusion BC. The Federation has been advocating to eliminate restraint and seclusion since launching the initiative in 2013.
 - The Ministry of Education worked with Inclusion BC in 2013 to develop provincial guidelines for physical restraint and seclusion. School boards and independent schools have been asked to develop local policies and practices to align with the provincial guidelines. Inclusion BC's follow-up research found that about 1/3 of school boards have such policies and practices in place. The Federation would like the Ministry to mandate school boards to have such policies.
 - The organization would like the Ministry of Education to require school districts to report all incidences of restraint and seclusion occurring in the educational setting.
 - Inclusion BC has developed an online survey for parents to provide feedback on restraint and seclusion to inform the work of Inclusion BC.
 - The survey leads parents to a set of questions regarding their experience with either restraint or seclusion or both.

- The questions address the type and length of the experience, who was involved, as well as if and how the restraint or seclusion was communicated with the parents.
 - An explanation of the survey and definitions are provided at the beginning of the survey(see Appendix A)
- The Ministry of Education Special Education Policy currently defines inclusion as: *the principle that all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their educational programs.*

DISCUSSION:

- A meeting is arranged between Inclusion BC and the Minister of Education for November 14, 2017. Inclusion BC requested the meeting to discuss how the Federation can work with Education to “advance solutions to major challenges in public education for students with special needs and their families”.
- Five members of Inclusion BC will be attending:
 - Faith Bodnar, Executive Director
 - Tracey Humpreys, Parent, public about seeking supports for Indigenous families with children with special needs, looking for increased funding for special needs assessment, two of three children with special needs attending Independent School
 - Jackie Carpenter, President (two years) and Parent
 - Karen Delong, Director, Community Development
 - Walter Gurlick
- Inclusion BC has stated that they are currently encouraged by what they are hearing regarding support for education and the priority on teacher training and supports.
- The organization hosts about 500-700 people at a summit each spring that focuses on issues surrounding developmental disability.
- The report from the 2017 summit reflects a consensus that now is an opportune time to strengthen supports for inclusive education in BC.
- The Family Support Network (a support group for parents of students with special needs) holds quarterly partnership meetings of which Inclusion BC and the Ministry of Education each participate. Due to the joint membership at this table, Inclusion BC is up to date on the work of the Inclusive Education Branch.

CONCLUSION:

- The Ministry of Education recognizes the important role Inclusion BC has as a stakeholder for Inclusive Education in British Columbia. The Ministry values Inclusion BC’s ideas and concerns when reviewing policy, services and supports for students with diverse abilities and the educators that work with them.

Program ADM/Branch: Jennifer McCrea

Program Contact (for content): Patricia Kovacs

Drafter: Linda Lamers

Date: October 18, 2017

MINISTRY OF EDUCATION INFORMATION BRIEFING NOTE

Appendix A

Restraint and Seclusion in BC Schools 2016/2017 Survey

In 2013, Inclusion BC and the Family Support Institute launched an initiative to address growing reports of children being subjected to restraint and seclusion in BC schools. A provincial survey indicated these practices were frequent, often leading to physical and emotional trauma, and causing many families to pull their children from the public school system. We urged the Ministry of Education to take firm action to eliminate or severely limit such practices and to require formal documentation and reporting of all incidents.

The Education Ministry responded with new provincial guidelines that called on school boards and independent school authorities to review and/or develop policies and practices based on the provincial guidelines, and to ensure that employees are informed about them. Our research shows that only 1/3 of School Boards have done so.

Since there is still no reporting requirement, we are asking parents/guardians to complete this 10-15 minute survey reviewing current practices. Responses will remain completely anonymous and will drive Inclusion BC's ongoing advocacy to eliminate such practices while improving training and supports within our schools

The following definitions will help you complete this survey. Answer as best as you can. You can skip questions if you're unsure.

Questions or advocacy support: Karen De Long by telephone at (604) 777-9100, extension 530, or by email kdelong@inclusionbc.org

DEFINITIONS

Restraint: Method of restricting another person's freedom of movement or mobility in order to secure and maintain the safety of the person or the safety of others. Providing a 'physical escort' i.e., temporary touching or holding of a student's hand, wrist, arm, shoulder or back for the purpose of accompanying and inducing a student who is acting out to walk to a safe location, does not constitute physical restraint. Providing physical guidance or prompting a student when teaching a skill, redirecting attention, or providing comfort also does not constitute physical restraint.

Seclusion: Involuntary confinement of a person, alone in a room, enclosure, or space which the person is physically prevented from leaving. Behaviour strategies such as 'time out' used for social reinforcement as part of a behaviour plan are not considered 'seclusion'. Seclusion does not apply where a student has requested to be in a different/secluded location/space.

Time-out: Removing a child from an apparently reinforcing setting for a specified and limited period of time. Time-out involves removing a student from sources of positive reinforcement as a consequence of a specific undesired behaviour.

**MINISTRY OF EDUCATION
BRIEFING NOTE**

DATE: August 3, 2017
CLIFF: 195255

PREPARED FOR: Honourable Rob Fleming, Minister, for **Information** at the request of **Assistant Deputy Minister, International Education, Independent Schools and Partner Relations**.

SUBJECT: Meeting with the Parent Advocacy Network for Public Education (PAN) and the Vancouver District Parent Advisory Council (DPAC).

BACKGROUND: The PAN describes itself as a non-partisan grassroots collective of parents and community members who share a commitment to public education. Their Mission is to “work to address the chronic underfunding and devaluing of public education in Vancouver and across British Columbia by creating a strong network of parents who support one another in advocacy.”

The PAN sent a letter to the Honourable Rob Fleming on July 26, 2017 (see attached), requesting that the Minister draw his attention to two critical issues:

- Concerns arising from the Supreme Court Ruling; and
- Vancouver School Board-specific concerns

The PAN sometimes works with the Vancouver DPAC to accomplish shared objectives.


DISCUSSION: Traditionally, the Ministry has worked with the BC Confederation of Parent Advisory Councils (BCCPAC) as the official representative for parents in B.C. The BCCPAC does not have a relationship with the PAN.

The PAN was formed out of the perception from its founding members that Parent Advisory Councils (PACs) tend to be overly focused on fundraising and that many parents who participate in PACs are reluctant to engage in advocacy work because they view it as a partisan activity.

While the PAN is a separate entity from the BCCPAC, some of its members do participate in PACs and DPACs as well as BCCPAC events and conferences. The PAN does not have a President or an Executive Director but is instead led by a Steering Committee and a team of Media Representatives.

Attachment(s):

- Attachment – PAN Letter to Minister
- Attachment – PAN Leadership Team Members

Contact Information Ramona Soares, ADM, International Education, Independent Schools & Partner Relations 604-396-6132	Approved (ADM Initial) RS	Approved (DM Signature) 
	ADM Ramona Soares IIPR Division	DM Scott MacDonald Deputy Minister
	Date Approved: 2017.08.03	Date signed: 2017.08.03

Wednesday July 26, 2017

The Honourable Rob Fleming, Minister of Education

via email

Re: Pressing Concerns within Vancouver School District #39

Dear Mr Fleming,

The Parent Advocacy Network (PAN) would like to extend our formal congratulations to you on your appointment as Minister of Education within the new NDP cabinet. Your long service as opposition spokesperson, your knowledge of the complexity of the issues, and your demonstrated commitment to a strong, fully-funded and equitable public education system inspires confidence in parents. You bring to this portfolio the strong, decisive leadership needed to address the problems that have accumulated over the past 16 years and restore public confidence in a government committed to providing predictable, sustainable funding to meet the learning needs of all BC children.

PAN and parents would like to draw your attention to two critical public education issues that require urgent and immediate attention:

1) Concerns arising from the implementation of the Supreme Court ruling

We are concerned that full funding be allocated to all school boards, including Vancouver, to allow districts to fully implement and comply with the restored class size and composition language as stipulated in the Memorandum of Understanding (MOU) with the BCTF. However, as you also know, this will not address some of the unintentional consequences of the restored language, and the short timeline for implementation that have serious implications for children in Vancouver and other districts.

In Vancouver, many schools have been unable to fill vacancies in the first round of job postings with further vacancies opening up as teachers move to preferred positions in other districts. Given the current lack of TOCs (teachers on call) within the VSB, and the situation in which resource and support workers have been seconded to cover teaching staff absences, we are concerned there will not be sufficient teachers to fill the required positions. This is creating legitimate concerns that there are insufficient qualified teachers available to fill these positions for September which may result in classes without teachers. Vancouver, with its high cost of living, is in urgent need of financial assistance in providing incentives to attract qualified professional teachers from out of province to address this hiring problem.

PAN is also concerned that the implementation of the restored language does not address the needs of student populations equitably. Inner city schools are not perceiving any benefit from the restored class size, and composition language even where large numbers of designated special needs students would warrant this and space is available. In fact, these schools, are losing their additional resource supports through the Learning Improvement Fund (LIF), as funds shift from a needs-based criteria to one that is formula-driven and based on formal special needs designations. Counselors are still allocated based on school population rather than the degree of need within the student body. Furthermore, cutbacks to school psychologists over the last 16 years and the long wait times for school based psych ed. assessments, means that less affluent schools whose families cannot afford private assessments have larger numbers of students with "undesigned" behavioural issues that do not factor within the composition language.

2) VSB-Specific Concerns

PAN firmly believes that the VSB should have a publicly accountable, democratically elected school board of trustees. We are glad you have publicly indicated that you will retain Ms. Turner until an elected, fully-functioning, Board of Trustees is in place. This will ensure stability and continuity within the VSB while it continues to work, in consultation with stakeholders, to restore and rebuild a full and cohesive senior management team; this includes the active search for a replacement superintendent, anticipation of the planned November departure of Acting Superintendent John Lewis and a recently hired secretary-treasurer.

Parents would prefer to see less partisanship within the Board in order to enable elected trustees to deliberate and act for the best interests of student learning, first and foremost. In the long term, this can only be achieved within the context of stable, predictable and adequate funding that will enable each school district to ensure that all children have the opportunity to access a quality education that meets their learning needs. As you are well aware, even with the additional funding as a result of the Supreme Court ruling, the VSB is anticipating a \$25 million dollar shortfall over the next five years.

We hope that you and Ms. Turner will work together to address these issues as quickly as possible.

Thank you once again for your commitment to work for the provision of a quality and equitable public education system for the benefit of all children in BC.

We look forward to continued conversation with you around public education.

Sincerely yours,
Parent Advocacy Network

CC:
Scott MacDonald, Deputy Minister of Education
Suzanne Hoffman, Chief Educator
Dianne Turner, Official Trustee, VSB
Gordon Swan, President, BCSTA
Hon Adrian Dix, MLA
Hon Andrew Wilkinson, MLA
Hon David Eby, MLA
Hon George Chow, MLA
Hon George Heyman, MLA
Hon Mable Elmore, MLA
Hon Melanie Mark, MLA
Hon Michael Lee, MLA
Hon Sam Sullivan, MLA
Hon Shane Simpson, MLA
Hon Spencer Chandra Herbert, MLA

Parent Advocacy Network Leadership Team

Steering Committee:

- Carrie Bercic
- Corine Willems
- Erica Jaaf
- Galen Hutcheson
- Rayana

Communications Team:

- Amanda Hillis
- Andrea Sinclair
- Jennifer Stewart
- Kim Werker

**MINISTRY OF EDUCATION
BRIEFING NOTE**

DATE: August 11, 2017

CLIFF: 195279

PREPARED FOR: Honourable Rob Fleming, Minister, for **Information** at the request of the ADM of International Education, Independent Schools and Partner Relations Division

SUBJECT: Meeting with the Executive Director of BC Confederation of Parent Advisory Councils (BCCPAC), August 15, to discuss grant funding

BACKGROUND:

The BC Confederation of Parent Advisory Councils (BCCPAC) is a charitable organization registered under the *Society Act* of B.C. The organization's mandate is to be the voice for parents in public education and to improve public education for all students by including and supporting parents.

BCCPAC's president is Jen Mezei and the Executive Director is John Gaipman.

In the B.C. *School Act*, the role of parents in the public education system entitles them to be informed of their child's progress in school and allows them to belong to a Parent Advisory Council (PAC) (Division 2, Sec. 7.1).

According to BCCPAC, its membership includes more than 400 PACs. There are approximately 1,400 PACs in the province.

Accomplishments for BCCPAC in 2016/17 included a successful joint ministry-BCCPAC built agenda at the November 2017 DPAC Summit in Richmond, where ministry executives joined keynote speakers to discuss topics which included mental health, enhanced school district reporting and learning transformation. BCCPAC also completed a full redesign of its website.

DISCUSSION:

At the upcoming meeting with the Minister, the issues BCCPAC will likely raise are:

1. Increased annual funding for BCCPAC

As a not-for-profit organization, BCCPAC faces a number of institutional challenges that other ministry partners and stakeholders do not encounter. BCCPAC has communicated to the ministry that it is unable to continue to maintain its operations without increased funding if it is to be a viable parent engagement organization.

The ministry has traditionally provided BCCPAC with an annual discretionary grant to support the organization's mandate to engage and support parent organizations in the K-12 education system. Over the past 15 years, the ministry's discretionary grants to BCCPAC have varied from approximately \$100,000 to as much as \$2.3 million in 2006/07 (See Appendix 1).

As a charitable organization, BCCPAC has also received Community Gaming Grant funds from the provincial government every year since 2012/13 (See Appendix 1).

The Ministry has supported BCCPAC's focus to improve engagement with PACs and DPACs and has structured recent grants to fund initiatives in this area. In 2016/17, the ministry provided BCCPAC with a \$100,000 discretionary grant to fund a new website, communications updates, greater engagement with DPACs and a review of internal committees and processes. The ministry provided BCCPAC with an additional \$5,000 to support the organization's annual DPAC Summit based on its appeal to the Minister and DM for additional funds.

The ministry recently disbursed a \$100,000 grant to BCCPAC for the 2017/18 fiscal. The corresponding accountability agreement has outlined three priorities for the organization to undertake with grant funds for 2017/18:

- \$60,000 - Costs, organization and logistics (including travel and accommodation for DPAC representatives) to support the DPAC Summit in November 2017;
- \$30,000 - Build training resources for DPACs to support outreach and advocacy;
- \$10,000 - Support further development and updates to BCCPAC's website

2. Improve BCCPAC's status as an education partner

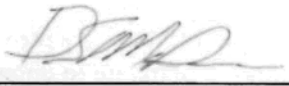
The ministry has traditionally defined the B.C. School Trustees Association, the BC Superintendents Association, the BC Association of School Business Officials and the BC Principals' and Vice Principals' Association as key management partners. The BCCPAC has always been viewed as an important stakeholder but would like to be included at the table alongside management partners.

Management partners are at the forefront of managing and leading B.C.'s public education system and as a result have traditionally enjoyed greater input to the decision making process at the ministry than BCCPAC. However; the ministry works closely with BCCPAC to ensure it is informed about important ministry initiatives and is consulted about potential decisions that may impact parents.

The ministry has actively engaged in supporting BCCPAC's annual November DPAC Summit and its annual May Spring Forum. Partner and Intergovernmental Relations works closely with BCCPAC executives and regularly facilitates communication with key ministry executives and staff. The ADM of International Education, Independent Schools and Partner Relations Division also meets regularly with BCCPAC executives by teleconference.

CONCLUSION:

The Partner and Intergovernmental Relations Branch will continue to work closely with BCCPAC on important parent engagement initiatives to ensure parents have a voice in the K-12 system.

Contact Information International Education, Independent Schools & Partner Relations Tel: 604-396-6132	Approved (ADM Initial) RS	Approved (DM Signature) 
	ADM Ramona Soares IIPRD	Scott MacDonald Deputy Minister
	Date Approved: August 11, 2017	Date signed: 2017.08.11

Ministry of Education Grants		COMMUNITY GAMING GRANT	
FY	TOTAL		
01/02	355,766.50		
02/03	\$627,203.65		
03/04	\$394,300.00		
04/05	\$788,728.89		
05/06	\$1,330,557.21		
06/07	\$2,306,339.16		
07/08	\$609,753.02		
08/09	\$769,577.71		
09/10	\$100,612.89		
10/11	\$250,000.00		
11/12	\$1,272.64		
12/13	\$204,195.77	\$50,000	
13/14	\$100,000.00	\$60,000	
14/15	\$300,000.00	\$75,000	
15/16	\$0.00	\$75,000	
16/17	\$105,595.48	\$37,500	
17/18 Current	\$100,000.00		

**MINISTRY OF EDUCATION
BRIEFING NOTE**

DATE: August 29, 2017
CLIFF: 195652

PREPARED FOR: Honourable Rob Fleming, Minister, for **Information** at the request of **Capital Division** for Clayton Elementary (Surrey).

SUBJECT: Clayton Elementary Modular Classrooms and Full Day Kindergarten (FDK) in School District No. 36 (Surrey)

BACKGROUND:

- In August 2011 the Surrey School District (the District) installed two modular classrooms at Clayton Elementary as part of the implementation of full day kindergarten (FDK).
- FDK was announced in June of 2009, shortly after the Ministry was directed to develop a plan to deliver the required classrooms for approximately 36,500 kindergarten students.
- The capital implementation of FDK included renovating existing surplus space into kindergarten classrooms as well as providing modular classrooms where no surplus space was available.
- The province provided approximately \$56 million towards the construction and installation of 140 new modular classrooms for 26 school districts.
- The modular classrooms are designed as a permanent installation and last approximately 40 years, however, they can be moved to another site if required. They are not the same as portables, which are used to provide temporary space for schools and typically only last 10 to 15 years.
- The Surrey School District received 26 modular classrooms which were placed at 18 different school sites including the 2 modular classrooms at Clayton Elementary.
- In addition to the 2 modular classrooms at Clayton Elementary the District has 5 portables on site.
- The District estimates that the purchase and installation of the modular classrooms cost approximately \$500,000 each.
- The Clayton Elementary modular classrooms have lock-block foundations, which are concrete blocks on a gravel pad which removes the requirement for seismic anchors and makes the modular easier to relocate.

DISCUSSION:

- The scope of the FDK project included site planning, site preparation as well as the design, construction, delivery and installation of modular classrooms.
- Specifications for the modular classrooms were designed under the guidance of a project team that included:
 - The Ministry of Education
 - Partnerships BC
 - Stantec
 - Spiegel, Skillen & Associates

- Representatives from school districts
- The modular classrooms were designed to applicable Leadership in Energy and Environmental Design (LEED) Gold standards and to support the Wood First initiative.
- A contract was awarded in October 2010 to Shelter Industries Inc. to construct, deliver and install the modular classrooms.
- The current Facility Condition Index (FCI) for the two modular classrooms at Clayton Elementary is 0.01 which indicates an almost new condition (the provincial average FCI is 0.43).
- The replacement value as identified by VFA Canada is \$289,729 each.

CONCLUSION:


- The Ministry provided the District with the funding to cover the cost of the modular classrooms and the site works, including delivery and installation at Clayton Elementary and the 24 other modular classrooms at 17 other school sites in Surrey.
- The FCI coupled with VFA assessed replacement value indicates that the modular classrooms at Clayton Elementary have maintained their value over time and are in excellent condition.
- Shelter Industries Inc. closed in 2012; the Ministry retained the electronic plans of the FDK modular classrooms. A new company, Shelter Modular, is linked to the original Shelter Industries and is advertising the FDK modular classrooms as part of their portfolio of work. <http://sheltermodular.com/projects>

Supplement(s):

Photo 1: Exterior of FDK Modular Classroom

Photo 2: Interior of FDK Modular Classroom

Photo 3: Interior Millwork of FDK Modular Classroom

Contact Information Ryan Spillett, Acting Assistant Deputy Minister Capital Division [Capital Delivery Branch, 250-882-3699]	RS	Approved 
	ADM initial	D. Scott MacDonald Deputy Minister
		Date signed: 2017.09.06

**MINISTRY OF EDUCATION
BRIEFING NOTE**

Supplement(s)

Photo 1: Exterior of FDK Modular Classroom



Photo 2: Interior of FDK Modular Classroom



Photo 3: Interior Millwork of FDK Modular Classroom

