MINISTRY OF EDUCATION
DECISION BRIEFING NOTE

DATE: October 20, 2021
CLIFF: 251100

PREPARED FOR: Scott MacDonald, Deputy Minister – **FOR DECISION**

SUBJECT: Student Safety

PURPOSE: To extend the current GSA with Safer Schools Together Ltd for one year.

BACKGROUND:
- In 2012, the Province announced the *erase* (Expect Respect and A Safe Education) Student Safety Strategy with 10 key elements to address bullying and harmful behaviours in school communities (Attachment 1).
- In 2012, the Ministry of Education entered into a five-year general service agreement (GSA) to achieve the objectives of the *erase* strategy with Safer Schools Together Ltd for training and subject matter expertise support.
- In 2018, through a Notice of Intent, the Ministry of Education entered into a three-year general service agreement (GSA) with Safer Schools Together Ltd. This agreement has an extension clause built into it for two additional contract years. In June 2021, the contract extension clause was exercised and extended by one year. The current agreement expires August 31, 2022.
- From the procurement process in 2012, Safer Schools Together Ltd was the only proponent that met the mandatory criteria for the *erase* strategy training and subject matter expertise support services contract. In 2018, a Notice of Intent was posted to contract with Safer Schools Together Ltd for the provision of *erase* strategy training, subject matter expertise support and an online reporting tool. No objection claims were validated.

DISCUSSION:
- Student safety issues have become increasingly complex over the past few years, and the Ministry continues to require assistance in supporting schools and school districts to prevent and respond to safety related incidents; the level of subject matter expertise required to support threat risk assessment and critical incident response is beyond the current scope and capacity of the Ministry of Education.
- Exercising the extension clause built into the current GSA would maintain service consistency and avoid service disruption for the education sector.
- As of September 27, 2021, the Student Wellness and Safety branch assumed responsibility for the COVID response portfolio. The COVID response file has been prioritized and current staff capacity does not allow for a procurement process of this size and complexity which would take approximately six months to complete.

OPTIONS:

Option 1: Exercise extension clause within the current GSA and amend to expire August 31, 2023 and increase contract maximum to $3,850,000.

Pros:

- Continuation of established services and supports for student safety.
- Ministry retains the services of internationally recognized subject matter experts and leaders in student safety who have established relationships with BC schools/school districts.

Cons:

- A competitive process to identify and award to the most qualified vendor will be delayed.
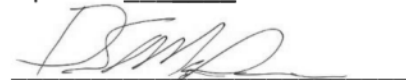- Requires an increase in contract value.

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FINANCIAL IMPLICATIONS:

Current GSA limit is $3,350,000. Extending the GSA would require the GSA limit to increase to $3,850,000 to accommodate the additional year of services.

INFORMATION TECHNOLOGY AND PRIVACY IMPLICATIONS:

No information technology and privacy implications.

RECOMMENDATION:

Option: ____1____

_____   ____November 02, 2021_____

Approved/Not Approved   Date Signed
D. Scott MacDonald
Deputy Minister of Education

Attachments:

1. Appendix 1 - ERASE Strategy Key Elements
2. Attachment 1 - GSA Safer Schools Together

Program ADM/Branch: Jennifer McCrea, Learning Division, Student Wellness and Safety
Program Contact (for content): Stacey Wilkerson
Drafter: Catherine Jensen   **Date:**   October 20, 2021

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Appendix 1 – *erase* Strategy 10 Key Elements

1. A five-year, multi-level training program for educators and community partners to help them proactively identify and address threats.
2. An anonymous online reporting tool for students.
3. Dedicated safe school co-ordinators in every school district.
4. Stronger codes of conduct for schools.
5. Provincial guidelines for threat assessments.
6. New online resources for parents.
7. Formal protocols to guide and co-ordinate the work of school and community partners.
8. A provincial advisory committee with representatives from police, school and social agency partners.
9. Focusing one of the existing six provincial teacher professional development days on anti-bullying.
10. Anti-bullying and threat assessment training for pre-service teachers.

SAFER SCHOOLS TOGETHER LTD.

For Administrative Purposes Only	
Ministry Contract No.: _____ Requisition No.: _____ Solicitation No.(if applicable): _____ Commodity Code: _____ **Contractor Information** Supplier Name: _____ Supplier No.: _____ Telephone No.: _____ E-mail Address: _____ Website: _____	**Financial Information** Client: _____ Responsibility Centre: _____ Service Line: _____ STOB: _____ Project: _____ **Template version:** *July 31, 2017*

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THIS AGREEMENT is dated for reference the 1st day of September, 2018.

BETWEEN:

> **TC SAFER SCHOOLS TOGETHER LTD.** (the "Contractor") with the following specified address and email address:
> 14788 Russell Ave
> White Rock, BC V4B 2P2
> theresa@saferschoolstogether.com

AND:

> **HER MAJESTY THE QUEEN IN RIGHT OF THE PROVINCE OF BRITISH COLUMBIA**, as represented by the Ministry of Education (the "Province") with the following specified address and fax number:
> P.O Box 9887 Stn Prov Gov
> Victoria, British Columbia V8W 9T6
> Fax: 250-356-0171

The Province wishes to retain the Contractor to provide the services specified in Schedule A and, in consideration for the remuneration set out in Schedule B, the Contractor has agreed to provide those services, on the terms and conditions set out in this Agreement.

As a result, the Province and the Contractor agree as follows:

1   DEFINITIONS

General

1.1   In this Agreement, unless the context otherwise requires:

(a)   "Business Day" means a day, other than a Saturday or Sunday, on which Provincial government offices are open for normal business in British Columbia;

(b)   "Incorporated Material" means any material in existence prior to the start of the Term or developed independently of this Agreement, and that is incorporated or embedded in the Produced Material by the Contractor or a Subcontractor;

(c)   "Material" means the Produced Material and the Received Material;

(d)   "Produced Material" means records, software and other material, whether complete or not, that, as a result of this Agreement, are produced or provided by the Contractor or a Subcontractor and includes the Incorporated Material;

(e)   "Received Material" means records, software and other material, whether complete or not, that, as a result of this Agreement, are received by the Contractor or a Subcontractor from the Province or any other person;

(f)   "Services" means the services described in Part 2 of Schedule A;

(g)   "Subcontractor" means a person described in paragraph (a) or (b) of section 13.4; and

(h)   "Term" means the term of the Agreement described in Part 1 of Schedule A subject to that term ending earlier in accordance with this Agreement.

Meaning of "record"

1.2   The definition of "record" in the *Interpretation Act* is incorporated into this Agreement and "records" will bear a corresponding meaning.

2   SERVICES

Provision of services

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2.1   The Contractor must provide the Services in accordance with this Agreement.

Term

2.2   Regardless of the date of execution or delivery of this Agreement, the Contractor must provide the Services during the Term.

Supply of various items

2.3   Unless the parties otherwise agree in writing, the Contractor must supply and pay for all labour, materials, equipment, tools, facilities, approvals and licenses necessary or advisable to perform the Contractor's obligations under this Agreement, including the license under section 6.4.

Standard of care

2.4   Unless otherwise specified in this Agreement, the Contractor must perform the Services to a standard of care, skill and diligence maintained by persons providing, on a commercial basis, services similar to the Services.

Standards in relation to persons performing Services

2.5   The Contractor must ensure that all persons employed or retained to perform the Services are qualified and competent to perform them and are properly trained, instructed and supervised.

Instructions by Province

2.6   The Province may from time to time give the Contractor reasonable instructions (in writing or otherwise) as to the performance of the Services. The Contractor must comply with those instructions but, unless otherwise specified in this Agreement, the Contractor may determine the manner in which the instructions are carried out.

Confirmation of non-written instructions

2.7   If the Province provides an instruction under section 2.6 other than in writing, the Contractor may request that the instruction be confirmed by the Province in writing, which request the Province must comply with as soon as it is reasonably practicable to do so.

Effectiveness of non-written instructions

2.8   Requesting written confirmation of an instruction under section 2.7 does not relieve the Contractor from complying with the instruction at the time the instruction was given.

Applicable laws

2.9   In the performance of the Contractor's obligations under this Agreement, the Contractor must comply with all applicable laws.

3   **PAYMENT**

Fees and expenses

3.1   If the Contractor complies with this Agreement, then the Province must pay to the Contractor at the times and on the conditions set out in Schedule B:

(a)   the fees described in that Schedule;

(b)   the expenses, if any, described in that Schedule if they are supported, where applicable, by proper receipts and, in the Province's opinion, are necessarily incurred by the Contractor in providing the Services; and

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(c)   any applicable taxes payable by the Province under law or agreement with the relevant taxation authorities on the fees and expenses described in paragraphs (a) and (b).

The Province is not obliged to pay to the Contractor more than the "Maximum Amount" specified in Schedule B on account of fees and expenses.

Statements of accounts

3.2   In order to obtain payment of any fees and expenses under this Agreement, the Contractor must submit to the Province a written statement of account in a form satisfactory to the Province upon completion of the Services or at other times described in Schedule B.

Withholding of amounts

3.3   Without limiting section 9.1, the Province may withhold from any payment due to the Contractor an amount sufficient to indemnify, in whole or in part, the Province and its employees and agents against any liens or other third-party claims that have arisen or could arise in connection with the provision of the Services. An amount withheld under this section must be promptly paid by the Province to the Contractor upon the basis for withholding the amount having been fully resolved to the satisfaction of the Province.

Appropriation

3.4   The Province's obligation to pay money to the Contractor is subject to the *Financial Administration Act*, which makes that obligation subject to an appropriation being available in the fiscal year of the Province during which payment becomes due.

Currency

3.5   Unless otherwise specified in this Agreement, all references to money are to Canadian dollars.

Non-resident income tax

3.6   If the Contractor is not a resident in Canada, the Contractor acknowledges that the Province may be required by law to withhold income tax from the fees described in Schedule B and then to remit that tax to the Receiver General of Canada on the Contractor's behalf.

Prohibition against committing money

3.7   Without limiting section 13.10(a), the Contractor must not in relation to performing the Contractor's obligations under this Agreement commit or purport to commit the Province to pay any money except as may be expressly provided for in this Agreement.

Refunds of taxes

3.8   The Contractor must:

(a)   apply for, and use reasonable efforts to obtain, any available refund, credit, rebate or remission of federal, provincial or other tax or duty imposed on the Contractor as a result of this Agreement that the Province has paid or reimbursed to the Contractor or agreed to pay or reimburse to the Contractor under this Agreement; and

(b)   immediately on receiving, or being credited with, any amount applied for under paragraph (a), remit that amount to the Province.

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4 REPRESENTATIONS AND WARRANTIES

4.1 As at the date this Agreement is executed and delivered by, or on behalf of, the parties, the Contractor represents and warrants to the Province as follows:

(a) except to the extent the Contractor has previously disclosed otherwise in writing to the Province,

(i) all information, statements, documents and reports furnished or submitted by the Contractor to the Province in connection with this Agreement (including as part of any competitive process resulting in this Agreement being entered into) are in all material respects true and correct,

(ii) the Contractor has sufficient trained staff, facilities, materials, appropriate equipment and approved subcontractual or other agreements in place and available to enable the Contractor to fully perform the Services and to grant any licenses under this Agreement, and

(iii) the Contractor holds all permits, licenses, approvals and statutory authorities issued by any government or government agency that are necessary for the performance of the Contractor's obligations under this Agreement; and

(b) if the Contractor is not an individual,

(i) the Contractor has the power and capacity to enter into this Agreement and to observe, perform and comply with the terms of this Agreement and all necessary corporate or other proceedings have been taken and done to authorize the execution and delivery of this Agreement by, or on behalf of, the Contractor, and

(ii) this Agreement has been legally and properly executed by, or on behalf of, the Contractor and is legally binding upon and enforceable against the Contractor in accordance with its terms except as enforcement may be limited by bankruptcy, insolvency or other laws affecting the rights of creditors generally and except that equitable remedies may be granted only in the discretion of a court of competent jurisdiction.

5 PRIVACY, SECURITY AND CONFIDENTIALITY

Privacy

5.1 The Contractor must comply with the Privacy Protection Schedule attached as Schedule E.

Security

5.2 The Contractor must:

(a) make reasonable security arrangements to protect the Material from unauthorized access, collection, use, disclosure, alteration or disposal; and

(b) comply with the Security Schedule attached as Schedule G.

Confidentiality

5.3 The Contractor must treat as confidential all information in the Material and all other information accessed or obtained by the Contractor or a Subcontractor (whether verbally, electronically or otherwise) as a result of this Agreement, and not permit its disclosure or use without the Province's prior written consent except:

(a) as required to perform the Contractor's obligations under this Agreement or to comply with applicable laws;

(b) if it is information that is generally known to the public other than as result of a breach of this Agreement; or

(c) if it is information in any Incorporated Material.

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Public announcements

5.4   Any public announcement relating to this Agreement will be arranged by the Province and, if such consultation is reasonably practicable, after consultation with the Contractor.

Restrictions on promotion

5.5   The Contractor must not, without the prior written approval of the Province, refer for promotional purposes to the Province being a customer of the Contractor or the Province having entered into this Agreement.

6   MATERIAL AND INTELLECTUAL PROPERTY

Access to Material

6.1   If the Contractor receives a request for access to any of the Material from a person other than the Province, and this Agreement does not require or authorize the Contractor to provide that access, the Contractor must promptly advise the person to make the request to the Province.

Ownership and delivery of Material

6.2   The Province exclusively owns all property rights in the Material which are not intellectual property rights. The Contractor must deliver any Material to the Province immediately upon the Province's request.

Matters respecting intellectual property

6.3   The Province exclusively owns all intellectual property rights, including copyright, in:

(a)   Received Material that the Contractor receives from the Province; and

(b)   Produced Material, other than any Incorporated Material.

Upon the Province's request, the Contractor must deliver to the Province documents satisfactory to the Province that irrevocably waive in the Province's favour any moral rights which the Contractor (or employees of the Contractor) or a Subcontractor (or employees of a Subcontractor) may have in the Produced Material and that confirm the vesting in the Province of the copyright in the Produced Material, other than any Incorporated Material.

Rights in relation to Incorporated Material

6.4   Upon any Incorporated Material being embedded or incorporated in the Produced Material and to the extent that it remains so embedded or incorporated, the Contractor grants to the Province:

(a)   a non-exclusive, perpetual, irrevocable, royalty-free, worldwide license to exercise, in respect of that Incorporated Material, the rights set out in the *Copyright Act* (Canada), including the right to use, reproduce, modify, publish and distribute that Incorporated Material; and

(b)   the right to sublicense or assign to third-parties any or all of the rights granted to the Province under section 6.4(a).

7   RECORDS AND REPORTS

Work reporting

7.1   Upon the Province's request, the Contractor must fully inform the Province of all work done by the Contractor or a Subcontractor in connection with providing the Services.

Time and expense records

7.2   If Schedule B provides for the Contractor to be paid fees at a daily or hourly rate or for the Contractor to be paid or reimbursed for expenses, the Contractor must maintain time records and books of account,

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invoices, receipts and vouchers of expenses in support of those payments, in form and content satisfactory to the Province. Unless otherwise specified in this Agreement, the Contractor must retain such documents for a period of not less than seven years after this Agreement ends.

8   AUDIT

8.1   In addition to any other rights of inspection the Province may have under statute or otherwise, the Province may at any reasonable time and on reasonable notice to the Contractor, enter on the Contractor's premises to inspect and, at the Province's discretion, copy any of the Material and the Contractor must permit, and provide reasonable assistance to, the exercise by the Province of the Province's rights under this section.

9   INDEMNITY AND INSURANCE

Indemnity

9.1   The Contractor must indemnify and save harmless the Province and the Province's employees and agents from any loss, claim (including any claim of infringement of third-party intellectual property rights), damage award, action, cause of action, cost or expense that the Province or any of the Province's employees or agents may sustain, incur, suffer or be put to at any time, either before or after this Agreement ends, (each a "Loss") to the extent the Loss is directly or indirectly caused or contributed to by:

(a) any act or omission by the Contractor or by any of the Contractor's agents, employees, officers, directors or Subcontractors in connection with this Agreement; or

(b) any representation or warranty of the Contractor being or becoming untrue or incorrect.

Insurance

9.2   The Contractor must comply with the Insurance Schedule attached as Schedule D.

Workers compensation

9.3   Without limiting the generality of section 2.9, the Contractor must comply with, and must ensure that any Subcontractors comply with, all applicable occupational health and safety laws in relation to the performance of the Contractor's obligations under this Agreement, including the *Workers Compensation Act* in British Columbia or similar laws in other jurisdictions.

Personal optional protection

9.4   The Contractor must apply for and maintain personal optional protection insurance (consisting of income replacement and medical care coverage) during the Term at the Contractor's expense if:

(a) the Contractor is an individual or a partnership of individuals and does not have the benefit of mandatory workers compensation coverage under the *Workers Compensation Act* or similar laws in other jurisdictions; and

(b) such personal optional protection insurance is available for the Contractor from WorkSafeBC or other sources.

Evidence of coverage

9.5   Within 10 Business Days of being requested to do so by the Province, the Contractor must provide the Province with evidence of the Contractor's compliance with sections 9.3 and 9.4.

10   FORCE MAJEURE

Definitions relating to force majeure

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10.1 In this section and sections 10.2 and 10.3:

    (a) "Event of Force Majeure" means one of the following events:

        (i) a natural disaster, fire, flood, storm, epidemic or power failure,

        (ii) a war (declared and undeclared), insurrection or act of terrorism or piracy,

        (iii) a strike (including illegal work stoppage or slowdown) or lockout, or

        (iv) a freight embargo

    if the event prevents a party from performing the party's obligations in accordance with this Agreement and is beyond the reasonable control of that party; and

    (b) "Affected Party" means a party prevented from performing the party's obligations in accordance with this Agreement by an Event of Force Majeure.

Consequence of Event of Force Majeure

10.2 An Affected Party is not liable to the other party for any failure or delay in the performance of the Affected Party's obligations under this Agreement resulting from an Event of Force Majeure and any time periods for the performance of such obligations are automatically extended for the duration of the Event of Force Majeure provided that the Affected Party complies with the requirements of section 10.3.

Duties of Affected Party

10.3 An Affected Party must promptly notify the other party in writing upon the occurrence of the Event of Force Majeure and make all reasonable efforts to prevent, control or limit the effect of the Event of Force Majeure so as to resume compliance with the Affected Party's obligations under this Agreement as soon as possible.

11 DEFAULT AND TERMINATION

Definitions relating to default and termination

11.1 In this section and sections 11.2 to 11.4:

    (a) "Event of Default" means any of the following:

        (i) an Insolvency Event,

        (ii) the Contractor fails to perform any of the Contractor's obligations under this Agreement, or

        (iii) any representation or warranty made by the Contractor in this Agreement is untrue or incorrect; and

    (b) "Insolvency Event" means any of the following:

        (i) an order is made, a resolution is passed or a petition is filed, for the Contractor's liquidation or winding up,

        (ii) the Contractor commits an act of bankruptcy, makes an assignment for the benefit of the Contractor's creditors or otherwise acknowledges the Contractor's insolvency,

        (iii) a bankruptcy petition is filed or presented against the Contractor or a proposal under the *Bankruptcy and Insolvency Act* (Canada) is made by the Contractor,

        (iv) a compromise or arrangement is proposed in respect of the Contractor under the *Companies' Creditors Arrangement Act* (Canada),

        (v) a receiver or receiver-manager is appointed for any of the Contractor's property, or

        (vi) the Contractor ceases, in the Province's reasonable opinion, to carry on business as a going concern.

Province's options on default

11.2 On the happening of an Event of Default, or at any time thereafter, the Province may, at its option, elect

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to do any one or more of the following:

(a)   by written notice to the Contractor, require that the Event of Default be remedied within a time period specified in the notice;

(b)   pursue any remedy or take any other action available to it at law or in equity; or

(c)   by written notice to the Contractor, terminate this Agreement with immediate effect or on a future date specified in the notice, subject to the expiration of any time period specified under section 11.2(a).

Delay not a waiver

11.3   No failure or delay on the part of the Province to exercise its rights in relation to an Event of Default will constitute a waiver by the Province of such rights.

Province's right to terminate other than for default

11.4   In addition to the Province's right to terminate this Agreement under section 11.2(c) on the happening of an Event of Default, the Province may terminate this Agreement for any reason by giving at least 90 days' written notice of termination to the Contractor.

Payment consequences of termination

11.5   Unless Schedule B otherwise provides, if the Province terminates this Agreement under section 11.4:

(a)   the Province must, within 30 days of such termination, pay to the Contractor any unpaid portion of the fees and expenses described in Schedule B which corresponds with the portion of the Services that was completed to the Province's satisfaction before termination of this Agreement; and

(b)   the Contractor must, within 30 days of such termination, repay to the Province any paid portion of the fees and expenses described in Schedule B which corresponds with the portion of the Services that the Province has notified the Contractor in writing was not completed to the Province's satisfaction before termination of this Agreement.

Discharge of liability

11.6   The payment by the Province of the amount described in section 11.5(a) discharges the Province from all liability to make payments to the Contractor under this Agreement.

Notice in relation to Events of Default

11.7   If the Contractor becomes aware that an Event of Default has occurred or anticipates that an Event of Default is likely to occur, the Contractor must promptly notify the Province of the particulars of the Event of Default or anticipated Event of Default. A notice under this section as to the occurrence of an Event of Default must also specify the steps the Contractor proposes to take to address, or prevent recurrence of, the Event of Default.   A notice under this section as to an anticipated Event of Default must specify the steps the Contractor proposes to take to prevent the occurrence of the anticipated Event of Default.

12   **DISPUTE RESOLUTION**

Dispute resolution process

12.1   In the event of any dispute between the parties arising out of or in connection with this Agreement, the following dispute resolution process will apply unless the parties otherwise agree in writing:

(a)   the parties must initially attempt to resolve the dispute through collaborative negotiation;

(b)   if the dispute is not resolved through collaborative negotiation within 15 Business Days of the dispute arising, the parties must then attempt to resolve the dispute through mediation under the rules of the Mediate BC Society; and

(c)   if the dispute is not resolved through mediation within 30 Business Days of the commencement of mediation, the dispute must be referred to and finally resolved by arbitration under the *Arbitration Act*.

Location of arbitration or mediation

12.2   Unless the parties otherwise agree in writing, an arbitration or mediation under section 12.1 will be held in Victoria, British Columbia.

Costs of mediation or arbitration

12.3   Unless the parties otherwise agree in writing or, in the case of an arbitration, the arbitrator otherwise orders, the parties must share equally the costs of a mediation or arbitration under section 12.1 other than those costs relating to the production of expert evidence or representation by counsel.

13   MISCELLANEOUS

Delivery of notices

13.1   Any notice contemplated by this Agreement, to be effective, must be in writing and delivered as follows:

(a)   by fax to the addressee's fax number or email to the addressee's email address specified on the first page of this Agreement, in which case it will be deemed to be received on the day of transmittal unless transmitted after the normal business hours of the addressee or on a day that is not a Business Day, in which cases it will be deemed to be received on the next following Business Day;

(b)   by hand to the addressee's address specified on the first page of this Agreement, in which case it will be deemed to be received on the day of its delivery; or

(c)   by prepaid post to the addressee's address specified on the first page of this Agreement, in which case if mailed during any period when normal postal services prevail, it will be deemed to be received on the fifth Business Day after its mailing.

Change of address or fax number

13.2   Either party may from time to time give notice to the other party of a substitute address or fax number, which from the date such notice is given, will supersede for purposes of section 13.1 any previous address or fax number specified for the party giving the notice.

Assignment

13.3   The Contractor must not assign any of the Contractor's rights or obligations under this Agreement without the Province's prior written consent. Upon providing written notice to the Contractor, the Province may assign to any person any of the Province's rights under this Agreement and may assign to any "government corporation", as defined in the *Financial Administration Act*, any of the Province's obligations under this Agreement.

Subcontracting

13.4   The Contractor must not subcontract any of the Contractor's obligations under this Agreement to any person without the Province's prior written consent, excepting persons listed in the attached Schedule C. No subcontract, whether consented to or not, relieves the Contractor from any obligations under this Agreement. The Contractor must ensure that:

(a)   any person retained by the Contractor to perform obligations under this Agreement; and

(b)   any person retained by a person described in paragraph (a) to perform those obligations

fully complies with this Agreement in performing the subcontracted obligations.

Waiver

13.5   A waiver of any term or breach of this Agreement is effective only if it is in writing and signed by, or on behalf of, the waiving party and is not a waiver of any other term or breach.

Modifications

13.6   No modification of this Agreement is effective unless it is in writing and signed by, or on behalf of, the parties.

Entire agreement

13.7   This Agreement (including any modification of it) constitutes the entire agreement between the parties as to performance of the Services.

Survival of certain provisions

13.8   Sections 2.9, 3.1 to 3.4, 3.7, 3.8, 5.1 to 5.5, 6.1 to 6.4, 7.1, 7.2, 8.1, 9.1, 9.2, 9.5, 10.1 to 10.3, 11.2, 11.3, 11.5, 11.6, 12.1 to 12.3, 13.1, 13.2, 13.8, and 13.10, any accrued but unpaid payment obligations, and any other sections of this Agreement (including schedules) which, by their terms or nature, are intended to survive the completion of the Services or termination of this Agreement, will continue in force indefinitely subject to any applicable limitation period prescribed by law, even after this Agreement ends.

Schedules

13.9   The schedules to this Agreement (including any appendices or other documents attached to, or incorporated by reference into, those schedules) are part of this Agreement.

Independent contractor

13.10   In relation to the performance of the Contractor's obligations under this Agreement, the Contractor is an independent contractor and not:

(a)   an employee or partner of the Province; or

(b)   an agent of the Province except as may be expressly provided for in this Agreement.

The Contractor must not act or purport to act contrary to this section.

Personnel not to be employees of Province

13.11   The Contractor must not do anything that would result in personnel hired or used by the Contractor or a Subcontractor in relation to providing the Services being considered employees of the Province.

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Key Personnel

13.12   If one or more individuals are specified as "Key Personnel" of the Contractor in Part 4 of Schedule A, the Contractor must cause those individuals to perform the Services on the Contractor's behalf, unless the Province otherwise approves in writing, which approval must not be unreasonably withheld.

13.12.1 The Contractor must seek approval for an individual to perform the Services described in Schedule A prior to the provision of those Services, which approval must include a statement of the individual's qualifications.

Pertinent information

13.13   The Province must make available to the Contractor all information in the Province's possession which the Province considers pertinent to the performance of the Services.

Conflict of interest

13.14   The Contractor must not provide any services to any person in circumstances which, in the Province's reasonable opinion, could give rise to a conflict of interest between the Contractor's duties to that person and the Contractor's duties to the Province under this Agreement.

Time

13.15   Time is of the essence in this Agreement and, without limitation, will remain of the essence after any modification or extension of this Agreement, whether or not expressly restated in the document effecting the modification or extension.

Conflicts among provisions

13.16   Conflicts among provisions of this Agreement will be resolved as follows:

(a)   a provision in the body of this Agreement will prevail over any conflicting provision in, attached to or incorporated by reference into a schedule, unless that conflicting provision expressly states otherwise; and

(b)   a provision in a schedule will prevail over any conflicting provision in a document attached to or incorporated by reference into a schedule, unless the schedule expressly states otherwise.

Agreement not permit nor fetter

13.17   This Agreement does not operate as a permit, license, approval or other statutory authority which the Contractor may be required to obtain from the Province or any of its agencies in order to provide the Services. Nothing in this Agreement is to be construed as interfering with, or fettering in any manner, the exercise by the Province or its agencies of any statutory, prerogative, executive or legislative power or duty.

Remainder not affected by invalidity

13.18   If any provision of this Agreement or the application of it to any person or circumstance is invalid or unenforceable to any extent, the remainder of this Agreement and the application of such provision to any other person or circumstance will not be affected or impaired and will be valid and enforceable to the extent permitted by law.

Further assurances

13.19   Each party must perform the acts, execute and deliver the writings, and give the assurances as may be reasonably necessary to give full effect to this Agreement.

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Additional terms

13.20   Any additional terms set out in the attached Schedule F apply to this Agreement.

Governing law

13.21   This Agreement is governed by, and is to be interpreted and construed in accordance with, the laws applicable in British Columbia.

14   INTERPRETATION

14.1   In this Agreement:

(a)   "includes" and "including" are not intended to be limiting;

(b)   unless the context otherwise requires, references to sections by number are to sections of this Agreement;

(c)   the Contractor and the Province are referred to as "the parties" and each of them as a "party";

(d)   "attached" means attached to this Agreement when used in relation to a schedule;

(e)   unless otherwise specified, a reference to a statute by name means the statute of British Columbia by that name, as amended or replaced from time to time;

(f)   the headings have been inserted for convenience of reference only and are not intended to describe, enlarge or restrict the scope or meaning of this Agreement or any provision of it;

(g)   "person" includes an individual, partnership, corporation or legal entity of any nature; and

(h)   unless the context otherwise requires, words expressed in the singular include the plural and *vice versa*.

15   EXECUTION AND DELIVERY OF AGREEMENT

15.1   This Agreement may be entered into by a separate copy of this Agreement being executed by, or on behalf of, each party and that executed copy being delivered to the other party by a method provided for in section 13.1 or any other method agreed to by the parties.

The parties have executed this Agreement as follows:

SIGNED on the _____ day of _____, 20__ by the Contractor (or, if not an individual, on its behalf by its authorized signatory or signatories):	SIGNED on the _____ day of _____, 20__ on behalf of the Province by its duly authorized representative:
_____ Signature(s)	_____ Signature
_____ Print Name(s)	_____ Print Name
_____ Print Title(s)	_____ Print Title

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<center>SCHEDULE A – SERVICES</center>

PART 1.   TERM

1.1   Subject to section 2 of this Part 1, the term of this Agreement commences on September 1, 2018 and ends on August 31, 2021.

1.2   At the sole discretion of the Province, the term of this Agreement may be extended for up to two additional one-year terms.

PART 2.   SERVICES

2.1 Background

The Ministry of Education is responsible for providing leadership and funding to the British Columbia (BC) K-12 education system through governance, legislation, policy and standards. The vision for the K-12 education system is that it will enable the success of all students, regardless of their background or where they live, by fostering their intellectual, human, social and career development. This is achieved through high educational standards, increasingly personalized and flexible student-centered learning, a focus on quality teaching and learning, long-term future orientation, and inclusive and effective learning environments that maximize student potential.

The Ministry is responsible for the provincial strategy to enhance student safety and wellness, known as *Expect Respect And a Safe Education* ("ERASE"). ERASE was first implemented in the 2012-13 school year and included 10 key components:

- A five-year, multi-level training program for educators and community partners to help them proactively identify and address threats.
- New online tools, including a Smartphone app, for kids to report bullying anonymously.
- Dedicated safe school coordinators in every school district.
- Stronger codes of conduct for schools.
- Provincial guidelines for threat assessments.
- New online resources for parents.
- Formal protocols to guide and co-ordinate the work of school and community partners.
- A provincial advisory committee with representatives from police, school and social agency partners.
- Focusing one of the existing six provincial teacher professional development days on anti-bullying.
- Anti-bullying and threat assessment training for pre-service teachers.

The Minister is entering into this Agreement with the Contractor for subject matter expertise and service delivery in support of the provincial safety and wellness strategy.

2.2 Outputs

The Contractor must provide the following services:

2.2.1 Subject Matter Expertise

(1) The Contractor must provide subject matter expertise to support the Province with ERASE strategy services as requested by the Province from time to time. Subject matter expertise includes, but is not limited to:

(a) advising the Province on its provincial safety and wellness strategy;

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(b) advising the Province on the ERASE marketing and promotion strategy;

(c) developing content for inclusion in

- the provincial guidelines for threat assessments
- the ERASE website
- online training courses
- educator resources such as guidelines, checklists, and strategies; and,

(d) developing content and participation in events coordinated by the Province.

(2) Unless otherwise agreed to in writing, within 5 days of a request to provide the services described in this paragraph, the Contractor must prepare and submit a work plan to the Province that sets out:

(a) an estimated timeline for completion,

(b) total estimated hours, and

(c) total estimated cost to the Province.

(3) The Contractor must not begin providing the services described in this paragraph until the Province has provided written approval of the work plan.

(4) The services described in this paragraph may only be provided by Key Personnel, or by a person who is qualified as a Subject Matter Expert Professional, Class 1 or Class 2, or a Subject Matter Expertise Associate in accordance with Appendix 1.

2.2.2 Critical Incident Advisory and Support Services

(1) The Contractor must provide critical incident advisory and support services upon request by the Province, a board of education, an independent school authority, or a First Nations school. The Contractor must respond within 2 hours of being contacted regarding a critical incident.

(2) Critical incident advisory and support services include, but are not limited to:

(a) advising boards of education on the Violence Threat Risk Assessment (VTRA) Protocols;

(b) facilitating a coordinated response among multiple stakeholders, which may include safe school coordinators, school teachers and administrators, local government and police departments, and the Ministry of Children and Family Development;

(c) notifying the Province of a critical incident that may require action (e.g. media involvement);

(d) reviews of incidents or allegations, on behalf of the Province, boards of education, independent schools, or First Nations schools;

(3) The Contractor will manage a secure database to track and manage critical incidents and will provide the Province with real-time, roles-based and secure access to the aggregated data.

(4) The services described in this paragraph may only be provided by Key Personnel, or by a person who is qualified as a Subject Matter Expert Professional, Class 1 or Class 2, or a Subject Matter Expertise Associate in accordance with Appendix 1.

2.2.3 Training

(1) Upon receiving a request under this paragraph, the Contractor must deliver the training program requested.

(2) The Contractor agrees to provide the following training programs for number of participants indicated:

(a) Ensuring Safe and Caring School Communities (60 to 100 participants)

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(b) Modified Ensuring Safe and Caring School Communities Webinar (TBD – dependent on webinar server capacity)

(c) Basic Digital Threat Assessment (36 to 50 participants)

(d) Basic Digital Threat Assessment Refresher Webinar (TBD-dependent on webinar capacity)

(e) Advanced Digital Threat Assessment (36 to 50 participants)

(f) Basic Violence Threat Risk Assessment (48 to 80 participants)

(g) Basic Violence Threat Risk Assessment Refresher Webinar (TBD – dependent on webinar server capacity)

(h) Advanced Violence Threat Risk Assessment (48 to 80 participants)

(i) Train the Trainer - Ensuring Safe and Caring School Communities (48 to 80 participants)

(j) Train the Trainer – Basic Digital Threat Assessment (36 to 50 participants)

(k) Traumatic Event Systems (TES) (60 to 80 participants)

(3) Despite not having the minimum number of participants indicated in (2), the Province may require that the Contractor deliver the training program.

(4) The Contractor must deliver the training program at the time and place requested by the Province and to the number of participants indicated.

(5) The Contractor must provide the course content, training materials and equipment necessary to deliver the training program.

(6) The Contractor is responsible for making their own travel arrangements.

(7) The training program may only be delivered by qualified personnel, as set out in Part 4 – Key Personnel, or by a person who is qualified in accordance with the terms set out in Appendix 2.

(8) The Contractor will make training materials and content available in English and French, and ensure content uses terminology consistent with that of other Province documents, Termium and the Lexicon(s) published by the Province , which are available on the following websites:

- http://www2.gov.bc.ca/gov/content/education-training/ways-to-learn/french-programs
- http://www.bced.gov.bc.ca/sco/resources.htm

(9) In developing course content and training materials, the Contractor must

(a) accommodate local solutions and/or existing procedures within school districts,

(b) rely on industry best practice, and

(c) include checklists and easy to follow procedures that will enable school and district teams to accurately conduct school safety activities.

(10) The Contractor acknowledges that participants in each training program will be requested to evaluate the course based on the learning outcomes set out in Appendix 2. The Contractor will support with distributing the evaluation materials or links to participants at the request of the Province.

(11) The Contractor will conduct a comprehensive pre-test at the beginning of the Train the Trainer session and a comprehensive post-test in which participants must achieve an 80% minimum score to achieve certification.

(12) The Contractor will provide the Province, on a semi-annual basis, with a list of certified trainers in each district.

2.2.4 Branding and Social Media

(1) The Reporting Tool and all content and materials that are developed for public use through services in this Agreement will include the ERASE (Expect Respect and A Safe Education) logo and the BC Mark. Information about the requirements of Government of B.C. Marks can be found at

- http://www.corporate.gov.bc.ca/print-ads/Govt_of_BC_Logos/BCID.html

(2) All branded content and materials are required to be consistent with the Province's BC Corporate Identity Program (BC ID) requirements, and will require review and written approval by the Province and Government Communication and Public Engagement. The Contractor may need to revise the course content and materials based on these reviews. Information about the BC ID Program can be found at

- http://gww.bcid.gov.bc.ca/BCID_intro.html

(3) The Contractor will work with the Province to implement a Provincial marketing and promotion strategy. The Province will be responsible for developing and coordinating the marketing and promotion strategy.

(4) The Province will retain ownership and administrative roles of all ERASE branded social media accounts. The Contractor will be given publisher access to the accounts to post on the Province's behalf.

(5) The Contractor will submit social media posts and monitor social media activity on ERASE branded social media accounts, including Facebook, Twitter, Instagram and Snapchat, as part of the ERASE marketing and promotion strategy.

2.2.5 ERASE Reporting Tool

(1) The Contractor must customize, host and maintain an online reporting tool, in both English and French, which will be accessible by students of public schools, independent schools and First Nations schools to enable student users to report on bullying or other safety concerns.

(2) The Contractor must host the reporting tool at an URL provided by the Province.

(3) The Contractor must make the English version of the Reporting Tool available for student use no later than September 4, 2018, and throughout the Term.

(4) The Contractor must make the French version of the Reporting Tool available for student use no later than November 15, 2018, and throughout the Term.

(A) Reporting Tool Technical Requirements

(1) The Contractor must provide a Reporting Tool that is compatible with common web browsers, including IE7+, Mozilla Firefox 3.0+, Safari 4+, Opera 9+, and Google Chrome.

(2) The Contractor must create a low-bandwidth version of the Reporting Tool that is compatible with mobile browsers, including those provided on the iOS (iPad & iPhone), Android, Blackberry, and Windows Mobile platforms.

(3) The Contractor must provide a Reporting Tool that complies with the most current version of Web Content Accessibility Guidelines (http://www.w3.org/TR/WCAG/) (currently 2.1), to increase accessibility for people with disabilities, including those with blindness and low vision, deafness and hearing loss, learning disabilities, cognitive limitations, limited movement, speech disabilities, photosensitivity and combinations of these.

(4) The Contractor must provide a Reporting Tool that meets the standards set in *Freedom of Information and Protection of Privacy Act*, including:

(a) servers for the Reporting Tool, including any back-up servers, must be located in Canada and no data will be routed outside of Canada;

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(b) backups of the data must be stored at the primary server location and transmit the data to a server residing at the secondary server location;

(c) a backup must occur at 24 hour intervals or at another interval mutually agreed upon by the Province and the Contractor;

(d) a privacy breach protocol must be in place, outlining the responsibility of users and custodians of the personal information. A clear and concise management process will be in place in order to respond to privacy/security breaches. Individuals and their responsibilities will be clearly identified to avoid delays in responding.

(5) The Contractor must maintain the Reporting Tool to ensure that it has the capacity to support province-wide use of the tool.

(6) The Contractor must notify the Province in advance of regularly scheduled maintenance, which must occur only during periods of expected low usage and, if maintenance requires downtime, a notification of the downtime will be

(a) posted on the main website ahead of time, and

(b) email messages will be sent to Safe School Coordinators.

(7) The Contractor must only perform major system updates outside of office hours (8:30 – 4:30, Monday to Friday), or any other time when system load is expected to be low, in order to minimize downtime. In the event that system updates are required to be performed during office hours, the services will be hosted on the secondary servers until the upgrades are complete.

(B) Reporting Tool Business Requirements

(1) The Contractor must provide and maintain a Reporting Tool that:

(a) enables users to confidentially and anonymously submit User Reports via web browser, including eliminating log-in or account requirements;

(b) provides the following information or requires the following information from users prior to submission of a User Report:

(i) an acknowledgement that the submission of false User Reports may be public mischief which is a criminal offense;

(ii) consent for disclosure of personal information submitted as required under the *Freedom of Information and Protection of Privacy Act*.

(iii) advises users to call 911 or in emergency situations;

(iv) advises users that B.C. law requires Boards of Education to report instances of potential criminal activities, instances of sexual and/or physical abuse to the appropriate authority.

(c) has a defined template for submissions, including:

(i) auto-populating the date and time the report was submitted;

(ii) smart auto-fill feature of BC schools and cities;

(iii) drop-down menu for the type(s) of report (e.g., bullying, threats, vandalism);

(iv) an open field for the description of what is being reported;

(v) optional fields for the User to report:

- Name of person(s) causing offence;
- When and where did/will the incident occur;
- Whether the User would like to be contacted. The Reporting Tool will require the User to provide the following information if they would like to be contacted:

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- User's first name,
- User's last name, and
- User's contact information;

(d) informs users after submission that additional information can be found at http://erase.gov.bc.ca

(e) automatically and immediately routes User Reports to the appropriate School Safe School Coordinator;

(f) must not send User Reports to the Province;

(g) provides real-time, roles-based and secure access to the aggregated data and to the User Reports, including:

(i) allows the Province online access to view, rank, search and sort summary statistics at the provincial and district level (e.g., number of User Reports by school district, types of incidents reported), but not access User Reports, and

(h) provides regular and on-request reports of aggregate data to School/School District Safe School Coordinators (e.g., number of User Reports by school and district, types of incidents reported);

(i) allows users to extract data and reports in .pdf or .csv format;

(j) meets the Province's approval for look-and-feel customizations, such as use of graphics, logos, colours, and font to ensure consistency with the ERASE brand strategy; and

(k) has a communication section that advises Users about tool availability, planned maintenance or other service closures or disruptions.

(C) Reporting Tool Support Services

(1) The Contractor must provide user support to the Reporting Tool by providing helpdesk support as follows:

(a) a toll-free phone number and e-mail that is regularly monitored and responded to from 8:30 am to 4:30 pm Pacific Standard Time, Monday to Friday, excluding B.C. statutory holidays, and

(b) initial response to helpdesk inquiries within 2-hours, during regular helpdesk hours.

(2) The Contractor must maintain user access and routing rules using up-to-date lists of District Safe School Coordinators and Superintendents (or other contact as designated by district Superintendent), provided by the Province, to ensure User Reports and alerts are sent to the appropriate contacts.

(3) The Contractor must ensure access and routing rules are updated within 2 working day of receiving an update from the Province.

(4) The Contractor must provide user guides for the Reporting Tool, which will include online tutorials and electronic resources and guides for various users, including students, parents, school and District staff, and Ministry staff.

(5) The Contractor must provide user resources specific to the School Safe Coordinator role, including:

(a) use, functionality and accessibility of the Reporting Tool;

(b) roles and responsibilities and suggested protocols in responding to student submissions; and

(c) guidelines on how to promote and integrate the Reporting Tool as part of the school's student safety strategy.

(6) The Contractor must provide an online user guide in English no later than September 4, 2018, and must keep it up to date throughout the Term of the Agreement.

(7) The Contractor must provide online user guide in French no later than November 15, 2018, and must keep it up to date throughout the Term of the Agreement.

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2.3 Inputs

(1) The Contractor must provide the necessary resources, including qualified staff, facilities, and equipment, to perform the Services.

(2) Upon request, the Province will provide to the Contractor up to date lists of all public, independent and First Nations schools, District Safe School Coordinators, and other individuals identified as safe school coordinators.

2.4 Outcomes

Through the delivery of the Services the Province wishes to realize the following outcomes and, without limiting the obligation of the Contractor to comply with other provisions of this Part, the Contractor must use commercially reasonable efforts to achieve them:

- Safe and effective learning environments for all students;
- Increased capacity (knowledge, skills, attitudes, resources) among school district staff (including school administrators and educators), parents and students to prevent and respond to student safety issues;
- Enhanced social/school connectedness for students, families, school staff and community partners;
- Accessible (e.g., online/webinar) and relevant training, resources and services that are responsive and reflective of trends, best practice and school and district needs;
- Increased supports for vulnerable student populations, including First Nations students, lesbian/gay/bisexual/transsexual/queer students, and children in care;
- Increased awareness and use of ERASE resources;
- Strengthened partnerships and coordination between the Province, the Contractor, schools, school districts, families, the health sector, child and youth mental health services, the justice sector, and community organizations that includes
  - effective communication between the Province, the Contractor, schools and school districts that is clear, timely, and consistent;
  - consistent information sharing and coordinated response across sectors regarding student safety issues/incidents that encompasses public, independent and First Nations schools; and
  - improved interventions and follow up

The parties acknowledge that the Contractor does not warrant that these outcomes will be achieved.

2.5 General Reporting requirements

(1) The Contractor will submit, in a form satisfactory to the Province:

(a) A biannual report with the aggregated data and trends of the Reporting Tool, including:

- Number of reports received – total and by month

- Number of reports received per report category (bullying/threat of physical abuse/ vandalism/ threat of school attack/ etc.)

- Number of reports received from public vs. independent vs. First Nations schools

- Percentage of reports from anonymous user

(b) A biannual report with the aggregated data and trends of the Contractor's Critical Incident Advisory and Support Services, including:

- Number of reports received – total and by month

- Number of reports received per report category (bullying/threat of physical abuse/ vandalism/ threat of school attack/ etc.)

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- Number of reports received from public vs. independent vs. First Nations schools

(c) A biannual report with summary data and trends of ERASE social media activity managed by the Contractor, including:

- Number of social media posts, by social media platform

- Audience growth rate indicators (e.g. number of new followers) by social media platform

- Audience engagement indicators (e.g. number of "likes", "shares", "retweets") by social media platform

PART 3.   RELATED DOCUMENTATION:

The following are Appendices to this Schedule A:

Appendix 1 – Subject Matter Expertise/ Critical Incident Advisory and Support Services Qualifications and Responsibilities

Appendix 2 – Instructor Credentials

Appendix 3 - Training Course Descriptions

PART 4.   KEY PERSONNEL:

The Key Personnel of the Contractor are as follows:

Subject Matter Expert Professionals:
- Theresa Campbell
- J. Kevin Cameron
- Sam Jingfors

Subject Matter Expert Associate:

- Sherri Mohoruk

APPENDIX 1

Subject Matter Expertise/ Critical Incident Advisory and Support Services Qualifications and Responsibilities

1. **Subject Matter Expert Professional - Class 1**
   - Minimum eight years experience in supporting schools/school districts regarding school safety matters
   - Nationally/internationally recognized expert, and skilled trainer and presenter on student safety matters including: school climate/culture and connectedness, mental wellness, violence threat risk assessment including digital threat assessment, social media and online investigations, trauma response and gang associated behaviour
   - Board certified Expert in Traumatic Stress, Diplomate, and member of American Academy of Experts in Traumatic Stress
   - Develops and delivers multi-level training for the ERASE Strategy
   - Provides initial critical incident response, management and assessment plans for violence threat assessment, trauma and gang associated behaviourial incidents

2. **Subject Matter Expert Professional - Class 2**
   - Minimum eight years experience in supporting schools/school districts regarding school safety matters
   - Social media and online investigations expert
   - Trained in violence threat risk assessment
   - Demonstrated experience delivering international threat assessment training
   - Develops and delivers training sessions and presentations on Basic, Advanced and Specialized Digital Threat Assessment
   - Provides critical incident assessment and response

3. **Subject Matter Expert Associate**
   - Extensive background/expertise in providing direct support to schools/school districts regarding school safety matters, critical incidents and trauma response
   - Trained in Violence Threat Risk Assessment and Traumatic Events Systems
   - Supports policy, protocol and training material development and review
   - Provides liaison role between the Ministry of Education and Safer Schools Together
   - Lead role in providing ongoing consultation and direct support to schools and school districts in response to critical incidents

4. **Threat Analysts**
   - Exceptional technical computer knowledge and working knowledge of Canadian Criminal Code
   - Trained in Violence Threat Risk Assessment and online investigations
   - Must pass rigorous performance tests and assignments prior to being hired by the Contractor
   - Receives extensive in-house training from the Contractor's social media management response team

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APPENDIX 2

Instructor Credentials

Training Course	Qualifications
Ensuring Safe and Caring School Communities	Instructors should have a Bachelor's Degree or better in Education, Psychology, or Counselling and 3 or more year's demonstrated experience working in a field related to youth and youth issues, particularly in the areas of school and student violence and the prevention of bullying, child and youth mental health, and gang violence; instructors without a degree should have 8 or more years of demonstrated working experience in these areas. Additionally, Level 1 instructors should have: • Experience presenting on topics relating to children and youth; • Experience facilitating groups; • Experience with youth justice.
Basic Digital Threat Assessment (DTA)	Minimum Bachelor's University degree or 5+ years of demonstrated in a school or school safety environment • Trained in Violence Threat Risk Assessment and online information gathering techniques • Exceptional technical computer and social media knowledge • Demonstrated presentation skill set and ability to walk participants through the plethora of technical issues and questions that arise throughout a DTA training day
Advanced Digital Threat Assessment (DTA)	Minimum Bachelor's University degree or 5+ years of demonstrated in a school or school safety environment • Trained in Violence Threat Risk Assessment and online information gathering techniques • Exceptional technical computer and social media knowledge • Demonstrated presentation skill set and ability to walk participants through the plethora of technical issues and questions that arise throughout a DTA training day • Experience in delivering Basic Digital Threat Assessment training

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Training Course	Qualifications
Basic Violence Threat Risk Assessment	Instructors should have a Bachelor's Degree or higher in Education, Psychology, or Counselling and 3 or more years demonstrated experience working in a field related to youth and youth issues, particularly in the areas of Bullying and the prevention of Bullying, child and youth mental health, violence threat risk assessment and gang violence; instructors without a degree should have 8 or more years demonstrated experience in these areas. Additionally, Level 2 instructors should have: • Experience with youth justice; • Experience presenting on topics relating to children and youth • Experience facilitating groups; • Experience working with Cross-Sector Teams, including education sector, mental health sector and policing sector; • Demonstrated ability to facilitate the development of Cross-Sector Teams; • Broad connections with community organizations; • Demonstrated expertise in school based Threat/Risk Assessment.
Advanced Violence Threat Risk Assessment	Instructors should have a Bachelor's Degree or higher in Education, Psychology, or Counselling and 5 or more years demonstrated experience working in a field related to youth and youth issues, particularly in the areas of Bullying and the prevention of Bullying, child and youth mental health, violence threat risk assessment and gang violence; instructors without a degree should have 8 or more year's demonstrated experience in these areas. Additionally instructors should have: • Experience presenting on topics relating to children and youth; • Experience facilitating groups; • Experience working with Cross-Sector Teams, including education sector, mental health sector and policing sector; • Demonstrated ability to facilitate the development of Cross-Sector Teams; • Broad connections with community organizations; • Demonstrated expertise in school based Threat / Risk Assessment; • Experience providing on-going consultation and support on high profile cases.
Traumatic Event Systems	• Instructors should have a Bachelor's Degree or higher in Education, Psychology or Counselling and : Minimum 10 years demonstrated systems experience working in a field related to Violence Threat Risk Assessment and trauma response Demonstrated experience managing and responding to high profile traumatic events

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Training Course	Qualifications
Train the Trainer – Ensuring Safe and Caring School Communities	***In addition to the Ensuring Safe and Caring School Communities training qualifications*** • 2+ years of demonstrated Ensuring Safe and Caring School Communities session delivery
Train the Trainer – Basic Digital Threat Assessment	***In addition to the Basic Digital Threat Assessment training qualifications*** • 2+ years of demonstrated Digital Threat Assessment Basic session delivery
Webinar	See qualifications above for relevant training qualifications

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Detailed Training Level Requirements

Ensuring Safe and Caring School Communities

This training session will be delivered as one six-hour face-to-face session.

Learning Outcomes

As a result of completing this training Participants should be able to:

- Translate policy into action by:
    - identifying relevant topics in school codes of conduct
    - making recommendations for appropriate updates in school codes of conduct
- Assess and improve school climate and culture through:
    - Ensuring a baseline of data regarding school safety
    - Proper documentation of incidences, interventions and preventative activities
- Identify appropriate actions to promote school connectedness with students, staff, parents and community partners
- Explain the role of school systems and their respective impact on safety
- Explain the importance of the physical school environment to ensure a safe education for students
- Select appropriate programs for prevention, promotion, and intervention utilizing provided criteria
- Explain personal responsibility and role to promote inclusiveness and acknowledge diversity
- Identify and apply appropriate and effective strategies and interventions to address mean behaviour, peer conflict and all forms of bullying
- Perform violence potential assessments in our schools
- Navigate social media and recognize the evolution of sexting behaviors
- Identify and apply strategies to promote positive mental health and well being
- Identify and apply strategies to ensure a trauma informed classroom environment

Modified Ensuring Safe and Caring School Communities Webinar

This training session will be delivered as one three-hour webinar.

Learning Outcomes:

As a result of completing this training Participants should be able to:

- Assess and improve school climate and culture
- Understand the role of school systems and the impact on safety
- Learn strategies to promote positive mental health and well being
- Learn strategies to ensure a trauma informed classroom environment

Basic Digital Threat Assessment

This training session will be delivered as one six-hour face-to-face session.

Learning Outcomes:

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As a result of completing this training Participants should be able to:

- Describe the current state of affairs in social media from a safe schools perspective, including the impact of technology on student wellness,

- Identify the use, misuse, and associated risks of social media platforms for students.

- Discuss cyber \issues as they apply to students and schools

- Apply the theoretical foundations of Digital Threat Assessment

- Complete online verification and authentication of images

- Describe the vast date landscape from smartphones, search engines and social media

- Describe the how internet privacy settings work and how to support students in understanding and updating privacy settings.

Basic Digital Threat Assessment Refresher Webinar

This training session will be delivered as a one three-hour webinar.

Learning Outcomes:

As a result of completing this training Participants should be able to:

A refresher of fundamental knowledge concepts covered in Basic Digital Threat Assessment, including:

- A general update on the social media world and any recent important changes

- What we are continuing to see from a provincial and North American lens

- How social media continues to impact school safety, culture, and climate of our schools

- Online verification and authentication of images: utilizing reverse image search

- Best practices for online information gathering, documenting and screen capturing, privacy and staff protection of personal social media information

Advanced Digital Threat Assessment

This training session will be delivered as one six-hour face-to-face session

Learning Outcomes

As a result of completing this training Participants should be able to:

- See learning outcomes from Basic DTA

- Use the internet to complete detailed online searches

- Describe Twitter functionality and its use to support online threat assessment

- Leverage the school network infrastructure locally used devices to complete

- Describe the advanced internet subcultures and the issues associated with each

- Apply advanced online search techniques to identify safety concerns

Basic Violence Threat Risk Assessment

This training session will be a total of 12 hours delivered over 2 six-hour face-to-face sessions. Refresher sessions may be delivered as three-hour webinars.

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Learning Outcomes

As a result of completing this training participants should be able to:

- Explain the role of school systems and their respective impact on safety

- Explain the impact of trauma on systems (e.g. family, community, school, school districts)

- Identify the impact of individual student behavior within these systems

- Explain the key hypothesis in threat assessment

- Perform case analysis to identify promotion, prevention, or intervention to appropriately address the needs of students

- Describe the evolutionary process of violence and how they may apply this process to their school environment

- Identify critical periods pertaining to a threat of violence and appropriate interventions for each period

- Identify and address emerging risk factors

- Complete human target & site selection assessment

- Describe behavioral typologies

- Complete a violence threat/risk assessment and apply appropriate interventions to manage the situation

- Complete assessments and interventions of un-authored threats

- Apply appropriate crisis/trauma management "post-vention" to support the needs of students and school community after a crisis has occurred.

Basic Violence Threat Risk Assessment Refresher Webinar

This training session will be delivered as one three-hour webinar. A prerequisite for participation in this course is successful completion of Basic Violence Threat and Risk Assessment.

Learning Outcomes:

As a result of completing this training Participants should be able to:

- Understand and apply the 3 Stage - 6 step VTRA Model

- Apply best practice in data collection for Step 1 Process (PBA)

- Describe the 3 Key Hypotheses

- Apply Threat/Risk Assessment & Intervention Planning

- Complete a case scenario walk-through

Advanced Violence Threat Risk Assessment

This training session will be a total of 12 hours delivered over 2 six-hour face-to-face sessions. A prerequisite for participation in this course is successful completion of Basic Violence Threat and Risk Assessment.

Learning outcomes

As a result of completing this training Participants should be able to:

- Know how to create and maintain a successful Cross-Sector Team, including knowing:

  - who should be on a Cross-Sector Team;

- how to assemble a Cross-Sector Team and how to build relationships within the team;

- what incidents/situations would cause the Cross-Sector Team to become involved;

- how and when to gather data on students and how to share that data;

- how to analyze and use data collected;

- how to plan, implement, and follow up on student support programs;

- what and how to report incidents, situations, support programs and results;

- when to close a case or situation.

- Identify the similarities and difference between Hypothesis Development vs. Assessment and Conclusion

- Identify the similarities and difference between Threat Assessment vs. Risk Assessment

- Identify the similarities and difference between Assessing the Threat vs. Assessing the Threat Maker

- Explain the four typologies of high risk individuals, and apply these to identification of students for prevention, promotion and intervention

- Describe the functional domains

- Complete a language analysis

- General understanding of issues to be considered to make an appropriate referral for external supports

- Explain the origin of traits

- Describe emotional maturity and be able to assess the emotional maturity of students

- Identify when a family assessment is required and refer to external supports

- Describe the intent and process of a strategic interview and complete strategic interviews when required and appropriate

- Attendees who successfully complete this training will be eligible for Canadian Centre for Threat Assessment and Trauma Response's VTRA train the trainer course

Train the Trainer (Ensuring Safe and Caring School Communities and Basic Digital Threat Assessment)

Each Train the Trainer training session will be delivered as one six-hour face-to-face session.

In support of, or related to, this level of training, the Contractor will also:

- Ensure all course content and materials are able to accommodate local solutions and/or existing procedures for Ensuring Safe and Caring School Communities and Digital Threat Assessment within school districts.

- Ensure course content and materials are based on industry best practice.

- Develop an assessment tool to evaluate Participants on their knowledge of the course content and course learning materials.

1) **Train the Trainer - Ensuring Safe and Caring School Communities Learning Outcomes**

A prerequisite for participation in this course is successful completion of Ensuring Safe and Caring School Communities.

As a result of completing this training Participants should be able to:

- Deliver Ensuring Safe and Caring School Communities training sessions to other Participants.

2) **Train the Trainer – Basic Digital Threat Assessment Learning Outcomes**

A prerequisite for participation in this course is successful completion of Basic and Advanced Digital Threat Assessment.

As a result of completing this training Participants should be able to:

- Deliver Basic Digital Threat Assessment training sessions to other Participants.

Traumatic Event Systems

This training session will be a total of 12 hours delivered over 2 six-hour days face-to-face sessions.

Learning Outcomes:

- As a result of completing this training Participants should be able to:
- Understanding the theoretical foundation of the Traumatic Event Systems (TES) model
- Recommended TES team composition
- Practical application of the TES model
- Understanding trauma in Human Systems
- Understanding the relationship between the TES model and Violence Threat Risk Assessment (VTRA)
- Psychological First Aid
- Communication tools

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SCHEDULE B: FEES AND EXPENSES

1. MAXIMUM AMOUNT PAYABLE:

Maximum Amount: Despite sections 2 and 3 of this Schedule, **$2,550,000** is the maximum amount which the Province is obliged to pay to the Contractor for fees and expenses under this Agreement (exclusive of any applicable taxes described in section 3.1(c) of this Agreement).

2. FEES:

The Province will pay the Contractor for Services, as described in Schedule A of this Agreement, based on the Fee Schedule set out in section 2.1. The Province may, at its discretion, adjust the Annual Maximum for any amount in the Fee Schedule.

2.1 Fee Schedule

Services	Fees	Annual Maximum	Payment Schedule
Subject Matter Expertise, as described in Schedule A, Section 2.2.1	Hourly rate, billed to the nearest 0.25 of an hour, based on the Subject Matter Expert Rate table (Section 2.2 (a) of this Schedule). In the event that Subject Matter Expertise Services exceed $200,000 per annum, the Contractor will need express written consent of the Province before providing any additional Services. Additional services will be paid at based on the hourly rate, tracked to the nearest 0.25 of an hour, using the SME rate table below.	$200,000	Billed monthly, as per the Statement of Account
Critical Incident Advisory and Support Services, as described in Schedule A, Section 2.2.2	Base fee of $100,000 to ensure Contractor is available to provide advisory and support services at all times. The Contractor will track service requests from the Province, School Districts, Independent Schools or First Nations Schools, and draw-down from the $100,000 based on the hourly rate, tracked to the nearest 0.25 of an hour, using the SME rate table below.	$100,000	Paid in monthly installments from September to June
	In the event the Critical Incident and Advisory Support Services exceed $100,000, the Contractor will need the express written consent of the Province before providing any	At the discretion of the Province	Billed monthly, as per the Statement of Account

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Services	Fees	Annual Maximum	Payment Schedule
	additional Services. Additional services will be paid based on the hourly rate, tracked to the nearest 0.25 of an hour, using the SME rate table below.		
Training Delivery, as described in Schedule A, Section 2.2.3	Flat fee based on the Training Delivery Rate Table (Section 2.2 (b) of this Schedule), including travel expenses, anywhere in BC	$425,000	Billed monthly, as per the Statement of Account
Reporting Tool, as described in Schedule A, Section 2.2.5	Flat fee of $90,000 per year	$90,000	Paid in monthly installments ($7,500 per month)
Social Media Posts and Monitoring, as described in Schedule A, Section 2.2.4	Flat fee of $300 per month, based on the Threat Analyst rate in the Subject Matter Expertise Rate Table (Section 2.2 (a) of this Schedule).	$3,600	Paid in monthly installments ($300 per month)
Administration and Reporting Requirements, as described in Schedule A, Section 2.5	Flat fee of $700 per month	$8,400	Paid in monthly installments ($700 per month)

2.2 Fee Rate Tables

a) Subject Matter Expertise (SME) Rate Table

Fees: at a rate as outlined in table below per hour for Subject Matter Expertise hours during the Term when the Contractor provides the Services.

Subject Matter Expert Service Level	Fee per hour
Subject Matter Expert Professional (Class 1 and Class 2)	$275/hr
Subject Matter Expert Associate	$170/hr
Threat Analyst	$75/hr

b) Training Delivery Rate Table

Fees: at a rate outlined in table below per-training-session price to deliver a live, face-to-face training session to participants [those that are signed up by the school/district] throughout B.C. provided by the Contractor. The following fee schedule is inclusive of travel expenses.

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Training	Price
Ensuring Safe and Caring School Communities	$7,500
Modified Ensuring Safe and Caring School Communities Webinar	$3,750
Basic Digital Threat Assessment	$7,500
Basic Digital Threat Assessment Refresher Webinar	$3,750
Advanced Digital Threat Assessment	$7,500
Basic Violence Threat Risk Assessment	$13,500
Basic Violence Threat Risk Assessment Refresher Webinar	$3,750
Advanced Violence Threat Risk Assessment	$13,500
Traumatic Event Systems	$13,500
Train the Trainer	$7,500
Customized Training: Rates for customized training will be determined on a case by case basis and will be based on the subject matter expertise and/or training rates outlined in Schedule B of this Agreement. Rates for these sessions must be preapproved by the Province and will be for delivery only.	

3. EXPENSES:

a) The Contractor will be eligible travel, accommodation and meal expenses when:

   i. the Contractor is required to travel greater than 32 kilometers away from Metro Vancouver, British Columbia.
   ii. the Province provides written pre-approval, and,
   iii. when the travel is related to delivery of subject matter expertise services as described in Schedule A, section 2.2.1; or for critical incident and advisory services, as described in Schedule A, section 2.2.2;

b) The Contractor will be eligible for travel, accommodation and meal expenses on the same basis as the Province pays its Group II employees when they are on travel status, excluding goods and services tax ("GST") or other applicable tax paid or payable by the Contractor on expenses to the extent that the Contractor is entitled to claim credits (including GST input tax credits), rebates, refunds or remissions of the tax from the relevant taxation authorities.

c) The Contractor is not eligible for expenses for delivery of Services relating to the following:

   (i) Training Services, as described in Schedule A, section 2.2.3;
   (ii) Branding Services, as described in Schedule A, section 2.2.4;
   (iii) Reporting Tool, as described in Schedule A, section 2.2.5; and
   (iv) Reporting, as described in Schedule A, section 2.5.

4. STATEMENTS OF ACCOUNT:

Statements of Account: In order to obtain payment of any fees and expenses under this Agreement for a period from and including the 1st day of a month to and including the last day of that month (each a "Billing

Period"), the Contractor must deliver to the Province on a date after the Billing Period (each a "Billing Date"), a written statement of account in a form satisfactory to the Province containing:

(a)   the Contractor's legal name and address;

(b)   the date of the statement, and the Billing Period to which the statement pertains;

(c)   the Contractor's calculation of all fees claimed for that Billing Period, including a declaration by the Contractor of all subject matter hours worked during the Billing Period and all training provided during the Billing Period for which the Contractor claims fees and a description of the applicable fee rates;

(d)   a chronological listing, in reasonable detail, of any expenses claimed by the Contractor for the Billing Period with receipts attached, if applicable, and, if the Contractor is claiming reimbursement of any GST or other applicable taxes paid or payable by the Contractor in relation to those expenses, a description of any credits, rebates, refunds or remissions the Contractor is entitled to from the relevant taxation authorities in relation to those taxes;

(e)   the Contractor's calculation of any applicable taxes payable by the Province in relation to the Services for the Billing Period;

(f)   a description of this Agreement;

(g)   a statement number for identification; and

(h)   any other billing information reasonably requested by the Province.

5. PAYMENTS DUE:

Payments Due: Within 30 days of the Province's receipt of the Contractor's written statement of account delivered in accordance with this Schedule, the Province must pay the Contractor the fees and expenses (plus all applicable taxes) claimed in the statement if they are in accordance with this Schedule. Statements of account or contract invoices offering an early payment discount may be paid by the Province as required to obtain the discount.

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Schedule C – Approved Subcontractor(s)

Schedule D – Insurance

1. The Contractor must, without limiting the Contractor's obligations or liabilities and at the Contractor's own expense, purchase and maintain throughout the Term the following insurances with insurers licensed in Canada in forms and amounts acceptable to the Province:

    (a) Commercial General Liability in an amount not less than $2,000,000.00 inclusive per occurrence against bodily injury, personal injury and property damage and including liability assumed under this Agreement and this insurance must

        (i)   include the Province as an additional insured,

        (ii) be endorsed to provide the Province with 30 days advance written notice of cancellation or material change, and

        (iii) include a cross liability clause.

2. All insurance described in section 1 of this Schedule must:

    (a) be primary; and

    (b) not require the sharing of any loss by any insurer of the Province.

3. The Contractor must provide the Province with evidence of all required insurance as follows:

    (a) within 10 Business Days of commencement of the Services, the Contractor must provide to the Province evidence of all required insurance in the form of a completed Province of British Columbia Certificate of Insurance;

    (b) if any required insurance policy expires before the end of the Term, the Contractor must provide to the Province within 10 Business Days of the policy's expiration, evidence of a new or renewal policy meeting the requirements of the expired insurance in the form of a completed Province of British Columbia Certificate of Insurance; and

    (c) despite paragraph (a) or (b) above, if requested by the Province at any time, the Contractor must provide to the Province certified copies of the required insurance policies.

4. The Contractor must obtain, maintain and pay for any additional insurance which the Contractor is required by law to carry, or which the Contractor considers necessary to cover risks not otherwise covered by insurance specified in this Schedule in the Contractor's sole discretion.

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Schedule E – Privacy Protection Schedule

Definitions

1. In this Schedule,

    (a) "**access**" means disclosure by the provision of access;

    (b) "**Act**" means the *Freedom of Information and Protection of Privacy Act*;

    (c) "**contact information**" means information to enable an individual at a place of business to be contacted and includes the name, position name or title, business telephone number, business address, business email or business fax number of the individual;

    (d) "**personal information**" means recorded information about an identifiable individual, other than contact information, collected or created by the Contractor as a result of the Agreement or any previous agreement between the Province and the Contractor dealing with the same subject matter as the Agreement but excluding any such information that, if this Schedule did not apply to it, would not be under the "control of a public body" within the meaning of the Act; and

    (e) "**privacy course**" means the Province's online privacy and information sharing training course.

Purpose

2. The purpose of this Schedule is to:

    (a) enable the Province to comply with the Province's statutory obligations under the Act with respect to personal information; and

    (b) ensure that, as a service provider, the Contractor is aware of and complies with the Contractor's statutory obligations under the Act with respect to personal information.

Collection of personal information

3. Unless the Agreement otherwise specifies or the Province otherwise directs in writing, the Contractor may only collect or create personal information that is necessary for the performance of the Contractor's obligations, or the exercise of the Contractor's rights, under the Agreement.

4. Unless the Agreement otherwise specifies or the Province otherwise directs in writing, the Contractor must collect personal information directly from the individual the information is about.

5. Unless the Agreement otherwise specifies or the Province otherwise directs in writing, the Contractor must tell an individual from whom the Contractor collects personal information:

    (a) the purpose for collecting it;

    (b) the legal authority for collecting it; and

    (c) the title, business address and business telephone number of the person designated by the Province to answer questions about the Contractor's collection of personal information.

Privacy Training

6. The Contractor must ensure that each person who will provide services under the Agreement that involve the collection or creation of personal information will complete, at the Contractor's expense, the privacy course prior to that person providing those services.

7. The requirement in section 6 will only apply to persons who have not previously completed the privacy course.

Accuracy of personal information

8. The Contractor must make every reasonable effort to ensure the accuracy and completeness of any personal information to be used by the Contractor or the Province to make a decision that directly affects the individual the information is about.

Requests for access to personal information

9. If the Contractor receives a request for access to personal information from a person other than the Province, the Contractor must promptly advise the person to make the request to the Province unless the Agreement expressly requires the Contractor to provide such access and, if the Province has advised the Contractor of the name or title and contact information of an official of the Province to whom such requests are to be made, the Contractor must also promptly provide that official's name or title and contact information to the person making the request.

Correction of personal information

10. Within 5 Business Days of receiving a written direction from the Province to correct or annotate any personal information, the Contractor must annotate or correct the information in accordance with the direction.

11. When issuing a written direction under section 10, the Province must advise the Contractor of the date the correction request to which the direction relates was received by the Province in order that the Contractor may comply with section 12.

12. Within 5 Business Days of correcting or annotating any personal information under section 10, the Contractor must provide the corrected or annotated information to any party to whom, within one year prior to the date the correction request was made to the Province, the Contractor disclosed the information being corrected or annotated.

13. If the Contractor receives a request for correction of personal information from a person other than the Province, the Contractor must promptly advise the person to make the request to the Province and, if the Province has advised the Contractor of the name or title and contact information of an official of the Province to whom such requests are to be made, the Contractor must also promptly provide that official's name or title and contact information to the person making the request.

Protection of personal information

14. The Contractor must protect personal information by making reasonable security arrangements against such risks as unauthorized access, collection, use, disclosure or disposal, including any expressly set out in the Agreement.

Storage and access to personal information

15. Unless the Province otherwise directs in writing, the Contractor must not store personal information outside Canada or permit access to personal information from outside Canada.

Retention of personal information

16. Unless the Agreement otherwise specifies, the Contractor must retain personal information until directed by the Province in writing to dispose of it or deliver it as specified in the direction.

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Use of personal information

17.   Unless the Province otherwise directs in writing, the Contractor may only use personal information if that use is for the performance of the Contractor's obligations, or the exercise of the Contractor's rights, under the Agreement.

Disclosure of personal information

18.   Unless the Province otherwise directs in writing, the Contractor may only disclose personal information inside Canada to any person other than the Province if the disclosure is for the performance of the Contractor's obligations, or the exercise of the Contractor's rights, under the Agreement.

19.   Unless the Agreement otherwise specifies or the Province otherwise directs in writing, the Contractor must not disclose personal information outside Canada.

Notice of foreign demands for disclosure

20.   In addition to any obligation the Contractor may have to provide the notification contemplated by section 30.2 of the Act, if in relation to personal information in the custody or under the control of the Contractor, the Contractor:

(a)   receives a foreign demand for disclosure;

(b)   receives a request to disclose, produce or provide access that the Contractor knows or has reason to suspect is for the purpose of responding to a foreign demand for disclosure; or

(c)   has reason to suspect that an unauthorized disclosure of personal information has occurred in response to a foreign demand for disclosure

the Contractor must immediately notify the Province and, in so doing, provide the information described in section 30.2(3) of the Act. In this section, the phrases "foreign demand for disclosure" and "unauthorized disclosure of personal information" will bear the same meanings as in section 30.2 of the Act.

Notice of unauthorized disclosure

21.   In addition to any obligation the Contractor may have to provide the notification contemplated by section 30.5 of the Act, if the Contractor knows that there has been an unauthorized disclosure of personal information in the custody or under the control of the Contractor, the Contractor must immediately notify the Province. In this section, the phrase "unauthorized disclosure of personal information" will bear the same meaning as in section 30.5 of the Act.

Inspection of personal information

22.   In addition to any other rights of inspection the Province may have under the Agreement or under statute, the Province may, at any reasonable time and on reasonable notice to the Contractor, enter on the Contractor's premises to inspect any personal information in the possession of the Contractor or any of the Contractor's information management policies or practices relevant to the Contractor's management of personal information or the Contractor's compliance with this Schedule and the Contractor must permit, and provide reasonable assistance to, any such inspection.

Compliance with the Act and directions

23.   The Contractor must in relation to personal information comply with:

(a) the requirements of the Act applicable to the Contractor as a service provider, including any applicable order of the commissioner under the Act; and

(b) any direction given by the Province under this Schedule.

24. The Contractor acknowledges that it is familiar with the requirements of the Act governing personal information that are applicable to it as a service provider.

Notice of non-compliance

25. If for any reason the Contractor does not comply, or anticipates that it will be unable to comply, with a provision in this Schedule in any respect, the Contractor must promptly notify the Province of the particulars of the non-compliance or anticipated non-compliance and what steps it proposes to take to address, or prevent recurrence of, the non-compliance or anticipated non-compliance.

Termination of Agreement

26. In addition to any other rights of termination which the Province may have under the Agreement or otherwise at law, the Province may, subject to any provisions in the Agreement establishing mandatory cure periods for defaults by the Contractor, terminate the Agreement by giving written notice of such termination to the Contractor, upon any failure of the Contractor to comply with this Schedule in a material respect.

Interpretation

27. In this Schedule, references to sections by number are to sections of this Schedule unless otherwise specified in this Schedule.

28. Any reference to the "Contractor" in this Schedule includes any subcontractor or agent retained by the Contractor to perform obligations under the Agreement and the Contractor must ensure that any such subcontractors and agents comply with this Schedule.

29. The obligations of the Contractor in this Schedule will survive the termination of the Agreement.

30. If a provision of the Agreement (including any direction given by the Province under this Schedule) conflicts with a requirement of the Act or an applicable order of the commissioner under the Act, the conflicting provision of the Agreement (or direction) will be inoperative to the extent of the conflict.

31. The Contractor must comply with the provisions of this Schedule despite any conflicting provision of this Agreement or, subject to section 32, the law of any jurisdiction outside Canada.

32. Nothing in this Schedule requires the Contractor to contravene the law of any jurisdiction outside Canada unless such contravention is required to comply with the Act.

Schedule F – Additional Terms

1. Commencing upon the first to occur of the delivery of (i) a written notice pursuant to section 11.2(c) or section 11.4, and (ii) six (6) months before the expiry of the Term, and ending upon the earlier of the completion of the Termination Services or up to six (6) months after the effective date of termination of the Term (the "**Termination Assistance Period**"), the Service Provider will provide the Province with the following additional services to facilitate the Province's repatriation of the Services or the orderly transition and migration of the Services to an alternative service provider (the "**Alternate Service Provider**"), as the case may be, in an orderly, effective and efficient manner, and with minimal disruptions or adverse effect to the delivery of the Services (collectively, the "**Termination Services**"):

    (a) cooperation with and assistance to the Province or the Alterative Service Provider in order to facilitate the transfer of the Services to the Province or the Alternative Service Provider, as the case may be, in an orderly, effective and efficient manner and without any material interruptions or adverse effects to the Services so transferred; and

    (b) answers to all reasonable questions from the Province or the Alternative Service Provider regarding the Services;

    and the Service Provider will otherwise provide assistance and information requested by the Province in order to enable the smooth transition of the management of the applicable Services from the Service Provider to the Province or the Alternative Service Provider.

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Schedule G – Security Schedule

Definitions

1.   In this Schedule,

  (a)   "Equipment" means any equipment, including interconnected systems or subsystems of equipment, software and networks, used or to be used by the Contractor to provide the Services;

  (b)   "Facilities" means any facilities at which the Contractor provides or is to provide the Services;

  (c)   "Information" means information

    (i)   in the Material, or

    (ii)   accessed, produced or obtained by the Contractor (whether verbally, electronically or otherwise) as a result of the Agreement;

  (d)   "Record" means a "record" as defined in the *Interpretation Act*;

  (e)   "Sensitive Information" means

    (i)   Information that is "personal information" as defined in the *Freedom of Information and Protection of Privacy Act*, or

    (ii)   any other Information specified as "Sensitive Information" in Appendix G6, if attached; and

  (f)   "Services Worker" means an individual involved in providing the Services for or on behalf of the Contractor and, for greater certainty, may include

    (i)   the Contractor or a subcontractor if an individual, or

    (ii)   an employee or volunteer of the Contractor or of a subcontractor.

Schedule contains additional obligations

2.   The obligations of the Contractor in this Schedule are in addition to any other obligations in the Agreement or the schedules attached to it relating to security including, without limitation, the obligations of the Contractor in the Privacy Protection Schedule, if attached.

Services Worker confidentiality agreements

3.   The Contractor must not permit a Services Worker who is an employee or volunteer of the Contractor to have access to Sensitive Information unless the Services Worker has first entered into a confidentiality agreement with the Contractor to keep Sensitive Information confidential on substantially similar terms as those that apply to the Contractor under the Agreement.

Services Worker security screening

4.   The Contractor may only permit a Services Worker who is an employee or a volunteer of the Contractor to have access to Sensitive Information or otherwise be involved in providing the Services if, after having subjected the Services Worker to the personnel security screening requirements set out in Appendix G1 and any additional requirements the Contractor may consider appropriate, the Contractor is satisfied that the Services Worker does not constitute an unreasonable security risk. The Contractor must create, obtain and retain Records documenting the Contractor's compliance with the security screening requirements set out in Appendix G1 in accordance with the provisions of that appendix.

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Services Worker activity logging

5.   Subject to section 6, the Contractor must create and maintain detailed Records logging the activities of all Service Workers in relation to:

       (a)   their access to Sensitive Information; and

       (b)   other matters specified by the Province in writing for the purposes of this section.

6.   The Records described in section 5 must be made and maintained in a manner, and contain information, specified in Appendix G2, if attached.

Facilities and Equipment protection and access control

7.   The Contractor must create, maintain and follow a documented process to:

       (a)   protect Facilities and Equipment of the Contractor required by the Contractor to provide the Services from loss, damage or any other occurrence that may result in any of those Facilities and Equipment being unavailable when required to provide the Services; and

       (b)   limit access to Facilities and Equipment of the Contractor

              (i)   being used by the Contractor to provide the Services, or

              (ii)   that may be used by someone to access Information

to those persons who are authorized to have that access and for the purposes for which they are authorized, which process must include measures to verify the identity of those persons.

8.   If the Province makes available to the Contractor any Facilities or Equipment of the Province for the use of the Contractor in providing the Services, the Contractor must comply with any policies and procedures provided to it by the Province on acceptable use, protection of, and access to, such Facilities or Equipment.

Sensitive Information access control

9.   The Contractor must:

       (a)   create, maintain and follow a documented process for limiting access to Sensitive Information to those persons who are authorized to have that access and for the purposes for which they are authorized, which process must include measures to verify the identity of those persons; and

       (b)   comply with the information access control requirements set out in Appendix G3, if attached.

Integrity of Information

10.   The Contractor must:

       (a)   create, maintain and follow a documented process for maintaining the integrity of Information while possessed or accessed by the Contractor; and

       (b)   comply with the information integrity requirements set out in Appendix G4, if attached.

11.   For the purposes of section 10, maintaining the integrity of Information means that, except to the extent expressly authorized by the Agreement or approved in writing by the Province, the Information has:

       (a)   remained as complete as when it was acquired or accessed by the Contractor; and

(b)   not been altered in any material respect.

Documentation of changes to processes

12.   The Contractor must create and maintain detailed Records logging any changes it makes to the processes described in sections 7, 9 and 10.

Notice of security breaches

13.   If Contractor becomes aware that:

(a)   unauthorized access, collection, use, disclosure, alteration or disposal of Information or Records containing Information; or

(b)   unauthorized access to Facilities or Equipment

has occurred or is likely to occur (whether or not related to a failure by the Contractor to comply with this Schedule or the Agreement), the Contractor must immediately notify the Province of the particulars of that occurrence or likely occurrence. If the Contractor provides a notification under this section other than in writing, that notification must be confirmed in writing to the Province as soon as it is reasonably practicable for the Contractor to do so.

Review of security breaches

14.   If the Province decides to conduct a review of a matter described in section 13 (whether or not the matter came to the attention of the Province as a result of a notification under section 13), the Contractor must, on the request of the Province, participate in the review to the extent that it is reasonably practicable for the Contractor to do so.

Retention of Records

15.   Unless the Agreement otherwise specifies, the Contractor must retain all Records in the Contractor's possession that contain Information until directed by the Province in writing to dispose of them or deliver them as specified in the direction.

Storage of Records

16.   Until disposed of or delivered in accordance with section 15, the Contractor must store any Records in the Contractor's possession that contain Information in accordance with the provisions of Appendix G5, if attached.

Audit

17.   In addition to any other rights of inspection the Province may have under the Agreement or under statute, the Province may, at any reasonable time and on reasonable notice to the Contractor, enter on the Contractor's premises to inspect and, at the Province's discretion, copy:

(a)   any Records in the possession of the Contractor containing Information; or

(b)   any of the Contractor's Information management policies or processes (including the processes described in sections 7, 9 and 10 and the logs described in sections 5 and 12) relevant to the Contractor's compliance with this Schedule

and the Contractor must permit, and provide reasonable assistance to the exercise by the Province of the Province's rights under this section.

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Termination of Agreement

18.   In addition to any other rights of termination which the Province may have under the Agreement or otherwise at law, the Province may, subject to any provisions in the Agreement establishing mandatory cure periods for defaults by the Contractor, terminate the Agreement by giving written notice of such termination to the Contractor, upon any failure of the Contractor to comply with this Schedule in a material respect.

Interpretation

19.   In this Schedule, unless otherwise specified:

(a)   references to sections are to sections of this Schedule; and

(b)   references to appendices are to the appendices attached to this Schedule.

20.   Any reference to the "Contractor" in this Schedule includes any subcontractor retained by the Contractor to perform obligations under the Agreement and the Contractor must ensure that any such subcontractors comply with this Schedule.

21.   The appendices attached to this Schedule are part of this Schedule.

22.   If there is a conflict between a provision in an appendix attached to this Schedule and any other provision of this Schedule, the provision in the appendix is inoperative to the extent of the conflict unless the appendix states that it operates despite a conflicting provision of this Schedule.

23.   If there is a conflict between:

(a)   a provision of the Agreement, this Schedule or an appendix attached to this Schedule; and

(b)   a documented process required by this Schedule to be created or maintained by the Contractor

the provision of the Agreement, Schedule or appendix will prevail to the extent of the conflict.

24.   The obligations of the Contractor in this Schedule will survive the termination of the Agreement.

SCHEDULE G – Appendix G1 – Security screening requirements

The personnel security screening requirements set out in this Appendix G1 are for the purpose of assisting the Contractor to determine whether or not a Services Worker constitutes an unreasonable security risk.

Verification of name, date of birth and address

1. The Contractor must verify the name, date of birth and current address of a Services Worker by viewing at least one piece of "primary identification" of the Services Worker and at least one piece of "secondary identification" of the Services Worker,* as described in the table following this section. The Contractor must obtain or create, as applicable, Records of all such verifications and retain a copy of those Records. For a Services Worker from another province or jurisdiction, reasonably equivalent identification documents are acceptable.

Primary Identification	Secondary Identification
Issued by ICBC: • B.C. driver's licence or learner's licence (must have photo) • B.C. Identification (BCID) card **Issued by provincial or territorial government:** • Canadian birth certificate **Issued by Government of Canada:** • Canadian Citizenship Card • Permanent Resident Card • Canadian Record of Landing/Canadian Immigration Identification Record	• School ID card (student card) • Bank card (only if holder's name is on card) • Credit card (only if holder's name is on card) • Passport • Foreign birth certificate (a baptismal certificate is not acceptable) • Canadian or U.S. driver's licence • Naturalization certificate • Canadian Forces identification • Police identification • Foreign Affairs Canada or consular identification • Vehicle registration (only if owner's signature is shown) • Picture employee ID card • Firearms Acquisition Certificate • Social Insurance Card (only if has signature strip) • B.C. CareCard • Native Status Card • Parole Certificate ID • Correctional Service Conditional Release Card

*It is not necessary that each piece of identification viewed by the Contractor contains the name, date of birth and current address of the Services Worker. It is sufficient that, in combination, the identification viewed contains that information.

Verification of education and professional qualifications

2. The Contractor must verify, by reasonable means, any relevant education and professional qualifications of a Services Worker, obtain or create, as applicable, Records of all such verifications, and retain a copy of those Records.

Verification of employment history and reference checks

3. The Contractor must verify, by reasonable means, any relevant employment history of a Services Worker, which will generally consist of the Contractor requesting that a Services Worker provide employment references and the Contractor contacting those references. If a Services Worker has no relevant employment history, the Contractor must seek to verify the character or other relevant personal characteristics of the Services Worker by requesting the Services Worker to provide one or more personal references and contacting those references. The Contractor must obtain or create, as applicable, Records of all such verifications and retain a copy of those Records.

Security interview

4. The Contractor must allow the Province to conduct a security-focused interview with a Services Worker if the Province identifies a reasonable security concern and notifies the Contractor it wishes to do so.

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MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE

DATE: November 4, 2021
CLIFF: 251559

PREPARED FOR: Scott MacDonald, Deputy Minister – **FOR INFORMATION**

SUBJECT: Meeting with MLA Rachna Singh, Parliamentary Secretary for Anti-Racism

PURPOSE: Meeting requested by MLA Singh to discuss Bill 8

BACKGROUND:

- The Ministry is currently modernizing the delivery of online learning programs to support B.C.'s curriculum and ensure every student has equal, consistent access to quality education.

- Many of the changes you are hearing about stem from the Funding Model Review (FMR) that took place in 2018. At the time, the ministry consulted widely with the education sector around how schools are funded.

- Following this, a Funding Model Implementation Online Learning Working Group (OLWG) was created specifically to share ideas on the BC Distributed Learning Model. The OLWG report provided us with several recommendations on the Online Learning processes, policy, procedures and infrastructure required to support students in their programs and ensure that teachers have the tools and resources they need to engage their students.

- To support these recommendations, a legislative amendment was passed in March 2020 and came into force on July 1, 2021.

- The Ministry will ensure adequate time is allowed for implementation and transition.

- The amendment changes the name from Distributed Learning to Online Learning and will give districts and authorities more flexibility to offer online and blended learning to their students. There will also be opportunities for districts/programs to become provincial providers, who can accept students from other districts for unique programs or experiences.

DISCUSSION:

s.13

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Page 054 of 263

Withheld pursuant to/removed as

s.13

s.13

Attachment: 251559 IBM DM OL Executive Presentation

Program ADM/Branch: Eleanor Liddy
Program Contact (for content): Erin Kelly
Drafter: Eleanor Liddy
Date: Nov. 4, 2021

Online Learning

November 2021

Purpose of Briefing

To provide an update on the online learning project, including:

❖ Planned changes

❖ Public consultation process

❖ Next Steps

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Planned changes

	Current State 2021/22	Future State 22/2023/24 SY
Policy	**7 Interim Online Learning Policies**	**Common Online Learning Policy** and **Procedures Guide aligned with the School Act** and **Independent School Act**
Learning Options for students	**In-person** or **flexible learning options** • Local Brick and Mortar Schools • 68 Online Learning schools located throughout B.C.	**High quality flexible learning options enhanced by in person support services** • Local B&M schools • Local public or independent OL programs • Public and Independent Provincial Online Learning Schools (POLS)
Quality Assurance	**Standards for Online Learning documents** • Standards for K-12 • Standards for OL Content	**New Quality Assurance Framework and Process** • Clear quality standards for online learning programs • Higher accountability • Measurable outcomes • Continuous improvement
Provincial Infrastructure	**Inequity of OL resources and expertise** • Variety of LMS used by schools • Variable levels of access to OL resources and expertise	**Equitable access to high quality OL tools, resources, training** • Provincial LMS • High quality OL courses resources • Online learning training for teachers and administrators • Provincial Online Learning Schools

Work to date

Launched new website and email feedback channel

Distributed Info Sheet

Updated website based on parent feedback

June

June–Oct.

September

October

Received 200 emails (of 250) from Independent school parents of diverse learners

Scheduled five parent forums with sector partners

Wosk Centre (SFU) to facilitate and report out

Parent Forums

Development

August – September

Input sought from education sector partners and Rightsholders to hold separate forums

Design

September – October

Sector partners provided names (approx. 175) and provided names to ministry

Ministry posted info on website

SFU Centre for Dialogue engaged to design the questions and facilitate

Launch

Oct 20- 28

Engage approx. 175 parents in facilitated breakout sessions

SFU to report out findings and Ministry to publish report

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Engagement (2019 – Present)

Committee/Workstream	Stakeholders & Rightsholders
Funding Model Implementation Online Learning Working Group (2019)	FNESC, BCSSA, BCSTA, BCPVPA, BCDLAA, BCASBO, BCTF, BCCPAC
LMS Criteria (Winter 2020)	FNESC, BCSSA, BCPVPA, BCASBO, FISA, BCDLAA, BCTF, WCLN
LMS Demo Evaluations (June 2021)	FNESC, MNBC, BCDLAA, BCTF, FISA
Policy Working Group (December 2020 - Ongoing)	FNESC, MNBC, BCDLAA + FISA
Provincial Schools Focus Group (May – Sept 2021)	FNESC, MNBC, BCSSA, BCASBO,BCTF, BCPVPA, BCDLAA, FISA, BCCPAC
Sector Advisory Committee (October 2021 – December 2022)	BCASBO, BCCPAC, BCSSA, BCPVPA, BCTF, CUPE, FISA, FNESC, MNBC
Quality Assurance Framework Educator Workshop (November 2021)	BCTF, FNESC, MNBC

Next Steps

Sector Engagement

Bimonthly Education Sector Meetings

(Oct 2021 – Dec 2022)

Parent Engagement

Five Parent Forums

(Oct 2021)

Parent Forum Report (SFU)

(Dec 2021)

Provincial Online Learning Schools

Application and Agreements with Minister

(Nov 2021 – Feb 2022)

LINK: **B.C. Online Learning Website**

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MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE
</div>

DATE: November 12, 2021
CLIFF: 251363

PREPARED FOR: Honourable Jennifer Whiteside, Minister – **FOR INFORMATION**

SUBJECT: Liberal MLA meeting regarding capital priorities for School District 23, Central Okanagan

PURPOSE: Meeting to discuss the status of capital priorities for SD23 with MLA Norm Letnick (Kelowna-Lake Country), MLA Ben Stewart (Kelowna West), and MLA Renee Merrifield (Kelowna-Mission)

BACKGROUND:
- School District No. 23, Central Okanagan (the District) is experiencing significant enrolment growth in Kelowna - Lake Country, Kelowna - West and Kelowna - Mission.
- The 2020/21 District wide capacity utilization was 105% with a shortage of 388 seats. The 2030/31, 10-year projected enrolment forecast indicates a capacity utilization of 117% and a shortage of 3,964 seats. (see attachment #1 – Page. 8)
- Since 2017, the Ministry has approved up to $73.3 million in provincial and $ 11.8 million in District funding for 3 expansion projects in the Central Okanagan.

PROJECT	DESCRIPTION	STATUS	PROVINCIAL CONTRIBUTION	DISTRICT CONTRIBUTION
Canyon Falls Middle school	new 750 capacity school in Kelowna-Mission	Complete (opened in September 2019)	Up to $36.3	$1.0M Local Capital
H.S. Grenda Middle School	new 600 capacity school in Kelowna Lake Country	Complete (opened in September 2021)	Up to $35.1M	$5.3M Purchase School Site
Wilden Site Acquisition		Complete Supported in July 2021	Up to $1.9M	$5.5M Land Capital
SUB-TOTAL VALUE (COMPLETE PROJECTS)			**$73.3M**	**$11.8M**
Westside Secondary School		In progress (business case development)	Up to $101.5	$3.0M Minister Restricted & Local Capital
Dr. Knox Middle School	Addition to Dr Knox Middle School	In progress (business case development)	Up to $23M	$ TBD
SUB-TOTAL ESTIMATED VALUE (PROJECTS IN PROGRESS)			**$124.5M**	**$3.0M**

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- The Ministry has supported the District to provide a business case for a new 1,200 capacity Westside Secondary School in Kelowna West. This concept plan for the project was recently approved, and the District has been supported to move forward to the final business case.
- The Westside Secondary project was originally supported to proceed to business case in March 2019, including funding to acquire a new site. The District pursued multiple site options, none of which were successful, leading to the decision to repurpose the existing George Pringle Elementary school site. During this period, enrolment pressures in this region have continued to grow.
- The Ministry also supported the District to provide a business case for an addition to Dr. Knox Middle School in Kelowna – Mission in July 2021. The business case is under development, and has not been received by EDUC at this time.
- Since the 2003/2004, the District has been requesting the replacement of Rutland Middle School (RMS) in Kelowna - Lake Country. In March 2017, the previous government supported the project to move forward into business cases development with a notional funding ceiling. The business case provided by the district did not align with the notionally supported scope, schedule, and budget and was unable to proceed for final funding approval. The District continues to develop options for a Rutland Middle School replacement project. (see attachment #2)

DISCUSSION:
- The District has submitted a 2022/23 Five-Year Capital Plan that details the District's top priorities for expansion and replacement schools valued at $339.9 million. (see attachment #3)
- The highest priorities requested within the submission:
  - **New Schools:** Glenmore Secondary School in Kelowna - Mission. In September 2021, the City of Kelowna met with the Ministry at UBCM to discuss alignment opportunities for a future Secondary school with a new recreation centre. (see attachment #4)
  - **Additions:** Ecole KLO Middle School in Kelowna - Mission.
  - **Site acquisitions:** University Area Elementary/Middle site in Kelowna - Lake Country.
  - **Replacements:** Rutland Middle School (RMS) in Kelowna – Lake Country.
- The District's expansion and replacement projects highlighted above are currently not included in Ministry's capital budget plan, and therefore not supported to proceed to concept plan or final business case development.
- Capital priorities of SD23 are being considered alongside priorities from other school districts across the province as part of the annual capital planning cycle, in support of Budget 2022.

CONCLUSION:
- Government is keenly aware of enrolment pressures in the Central Okanagan region, and has been working to address these pressures over the past few years.
- Since 2017, government has provided over $70 million in provincial funding to acquire 1 site and deliver 2 new schools in the district, resulting in 1,250 new student seats and eliminating the need to purchase and install 50 portable classrooms in the district.

- Looking forward, government has also supported the district to develop business cases for 2 other new schools – a new Westside Secondary School and an addition to Dr Knox Middle School - for a combined value of up to $125 million in provincial funding.
- When complete, these projects will result in 1,500 new student seats, avoiding the need to purchase and install 60 portable classrooms in the district.
- Funding to support a Neighbourhood Learning Centre at the new West Kelowna Secondary School will provide opportunities for child care and first nation community space within the new facility.
- The Ministry looks forward to continuing to work closely with the School District, the local governments, and other stakeholders to ensure access to safe, modern learning environments in the community

Attachment(s)
1. SD23 School District Detailed Utilization
2. 246208 IBN – MJW Rutland Middle Replacement Project
3. SD23 2022_23 Capital Plan Submission Summary
4. 248857 Final_UBCM 2021 Meeting Note – City of Kelowna

Program ADM/Branch: Chris Brown/Capital Management Branch
Program Contact (for content): Rob Drew
Drafter: Mora Cunningham
Date: November 12, 2021

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School District Detailed Utilization

Central Okanagan (SD23)

School	Metric		2019/2020	2020/2021	2021/2022*	2022/2023	2023/2024	2024/2025	2025/2026	2026/2027	2027/2028	2028/2029	2029/2030	2030/2031	2031/2032
A S Matheson Elementary	K Enrolment	0		36	44	42	40	42	42	42	42	42	42	42	0
	E Enrolment	0		247	255	269	256	251	251	259	268	265	264	267	0
	S Enrolment	0		0	0	0	0	0	0	0	0	0	0	0	0
	Total Enrolment	0		283	299	311	296	293	293	301	310	307	306	309	0
	International Enrolment**	0												0	0
	Calculated Operating Capacity	295		295	295	295	295	295	295	295	295	295	295	295	295
	Calculated Operating Utilization %	0%	0%	96%	101%	105%	100%	99%	99%	102%	105%	104%	104%	105%	0%
Anne Mcclymont Elementary	K Enrolment	0		67	74	61	53	52	55	58	58	59	59	59	0
	E Enrolment	0		403	401	400	414	410	410	393	368	363	371	381	0
	S Enrolment	0		0	0	0	0	0	0	0	0	0	0	0	0
	Total Enrolment	0		470	475	461	467	462	465	451	426	422	430	440	0
	International Enrolment**	0												0	0
	Calculated Operating Capacity	348		348	348	348	348	348	348	348	348	348	348	348	348
	Calculated Operating Utilization %	0%	0%	135%	136%	132%	134%	133%	134%	130%	122%	121%	124%	126%	0%
Anne Mcclymont Primary	K Enrolment	0			0	1	1	1	1	1	1	1	1	1	0
	E Enrolment	0			0	1	0	1	1	1	1	1	1	1	0
	S Enrolment	0			0	0	0	0	0	0	0	0	0	0	0
	Total Enrolment	0			0	2	1	2	2	2	2	2	2	2	0
	International Enrolment**	0												0	0
	Calculated Operating Capacity	97			97	97	97	97	97	97	97	97	97	97	97
	Calculated Operating Utilization %	0%	0%		0%	2%	1%	2%	2%	2%	2%	2%	2%	2%	0%
Bankhead Elementary	K Enrolment	0		48	53	50	50	50	50	50	50	50	50	50	0
	E Enrolment	0		294	301	313	325	354	345	357	365	365	368	372	0
	S Enrolment	0		0	0	0	0	0	0	0	0	0	0	0	0
	Total Enrolment	0		342	354	363	375	404	395	407	415	415	418	422	0
	International Enrolment**	0												0	0
	Calculated Operating Capacity	383		383	383	383	383	383	383	383	383	383	383	383	383
	Calculated Operating Utilization %	0%	0%	89%	92%	95%	98%	105%	103%	106%	108%	108%	109%	110%	0%
Belgo Elementary School	K Enrolment	0		57	52	61	59	63	60	59	59	59	59	59	0
	E Enrolment	0		278	269	261	260	263	270	274	281	280	280	276	0
	S Enrolment	0		0	0	0	0	0	0	0	0	0	0	0	0
	Total Enrolment	0		335	321	322	319	326	330	333	340	339	339	335	0
	International Enrolment**	0												0	0
	Calculated Operating Capacity	314		314	314	314	314	314	314	314	314	314	314	314	314
	Calculated Operating Utilization %	0%	0%	107%	102%	103%	102%	104%	105%	106%	108%	108%	108%	107%	0%
Bellevue Creek Elementary	K Enrolment	0			0	0	0	0	0	0	0	0	0	0	0
	E Enrolment	0			0	0	0	0	0	0	0	0	0	0	0
	S Enrolment	0			0	0	0	0	0	0	0	0	0	0	0
	Total Enrolment	0			0	0	0	0	0	0	0	0	0	0	0
	International Enrolment**	0												0	0
	Calculated Operating Capacity				0										
	Calculated Operating Utilization %	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Black Mountain	K Enrolment	0		72	69	60	66	76	70	70	69	69	69	69	0
	E Enrolment	0		370	373	374	357	355	363	361	362	372	375	368	0
	S Enrolment	0		0	0	0	0	0	0	0	0	0	0	0	0
	Total Enrolment	0		442	442	434	423	431	433	431	431	441	444	437	0

*Note that if the K E S and Total Enrolment boxes are filled in with the colour Blue, the enrolment value shown is projected. If the box is filled with Green, the enrolment value is actuals.

** International Student

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School District Detailed Utilization

School	Metric														
Elementary	International Enrolment**	0												0	0
	Calculated Operating Capacity	354		354	354	354	354	354	354	354	354	354	354	354	354
	Calculated Operating Utilization %	0%	0%	125%	125%	123%	119%	122%	122%	122%	122%	125%	125%	123%	0%
Canyon Falls Middle School	K Enrolment	0		0	0	0	0	0	0	0	0	0	0	0	0
	E Enrolment	0		470	488	508	504	503	552	578	627	616	533	514	0
	S Enrolment	0		239	250	268	280	299	274	300	329	328	387	310	0
	Total Enrolment	0		709	738	776	784	802	826	878	956	944	920	824	0
	International Enrolment**	0			5	5	5	5	5	5	5	5	5	5	0
	Calculated Operating Capacity	750		750	750	750	750	750	750	750	750	750	750	750	750
	Calculated Operating Utilization %	0%	0%	95%	98%	103%	105%	107%	110%	117%	127%	126%	123%	110%	0%
Casorso Elementary	K Enrolment	0		67	66	65	67	61	66	66	66	67	66	66	0
	E Enrolment	0		461	446	446	425	426	421	426	424	424	425	424	0
	S Enrolment	0		0	0	0	0	0	0	0	0	0	0	0	0
	Total Enrolment	0		528	512	511	492	487	487	492	490	491	491	490	0
	International Enrolment**	0													
	Calculated Operating Capacity	425		425	425	425	425	425	425	425	425	425	425	425	425
	Calculated Operating Utilization %	0%	0%	124%	120%	120%	116%	115%	115%	116%	115%	116%	116%	115%	0%
Central Secondary	K Enrolment	0		0	0	0	0	0	0	0	0	0	0	0	0
	E Enrolment	0		0	0	0	0	0	0	0	0	0	0	0	0
	S Enrolment	0		0	2	0	0	0	0	0	0	0	0	0	0
	Total Enrolment	0		0	2	0	0	0	0	0	0	0	0	0	0
	International Enrolment**	0		0		0	0	0	0	0	0	0	0	0	0
	Calculated Operating Capacity	0		0		0	0	0	0	0	0	0	0	0	0
	Calculated Operating Utilization %	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Chief Tomat Elementary	K Enrolment	0		47	44	42	49	44	44	42	42	41	40	40	0
	E Enrolment	0		220	213	222	231	233	249	245	243	245	235	231	0
	S Enrolment	0		0	0	0	0	0	0	0	0	0	0	0	0
	Total Enrolment	0		267	257	264	280	277	293	287	285	286	275	271	0
	International Enrolment**	0											0	0	
	Calculated Operating Capacity	268		268	268	268	268	268	268	268	268	268	268	268	268
	Calculated Operating Utilization %	0%	0%	100%	96%	99%	104%	103%	109%	107%	106%	107%	103%	101%	0%
Chute Lake Elementary	K Enrolment	0		58	75	60	60	60	60	60	60	60	60	60	0
	E Enrolment	0		405	407	435	445	463	452	463	438	438	438	438	0
	S Enrolment	0		0	0	0	0	0	0	0	0	0	0	0	0
	Total Enrolment	0		463	482	495	505	523	512	523	498	498	498	498	0
	International Enrolment**	0											0	0	
	Calculated Operating Capacity	392		392	392	392	392	392	392	392	392	392	392	392	392
	Calculated Operating Utilization %	0%	0%	118%	123%	126%	129%	133%	131%	133%	127%	127%	127%	127%	0%
Constable Neil Bruce Middle School	K Enrolment	0		0	0	0	0	0	0	0	0	0	0	0	0
	E Enrolment	0		596	601	611	637	665	676	721	739	703	708	726	0
	S Enrolment	0		293	320	322	325	335	364	362	372	411	391	372	0
	Total Enrolment	0		889	921	933	962	1,000	1,040	1,083	1,111	1,114	1,099	1,098	0
	International Enrolment**	0			10	10	10	10	10	10	10	10	10	10	0
	Calculated Operating Capacity	750		750	750	750	750	750	750	750	750	750	750	750	750
	Calculated Operating Utilization %	0%	0%	119%	123%	124%	128%	133%	139%	144%	148%	149%	147%	146%	0%
Davidson	K Enrolment	0		80	66	77	77	70	72	72	72	72	72	72	0
	E Enrolment	0		401	323	328	352	374	384	376	382	377	372	374	0
	S Enrolment	0		0	0	0	0	0	0	0	0	0	0	0	0

*Note that if the K E S and Total Enrolment boxes are filled in with the colour Blue, the enrolment value shown is projected. If the box is filled with Green, the enrolment value is actuals.

** International Student

School District Detailed Utilization

School	Metric														
Road Elementary	Total Enrolment	0		481	389	405	429	444	456	448	454	449	444	446	0
	International Enrolment**	0												0	0
	Calculated Operating Capacity	377		377	377	377	377	377	377	377	377	377	377	377	377
	Calculated Operating Utilization %	0%	0%	128%	103%	107%	114%	118%	121%	119%	120%	119%	118%	118%	0%
Dorothea Walker Elementary	K Enrolment	0		69	72	65	68	61	60	60	60	60	60	60	0
	E Enrolment	0		422	451	470	494	505	497	475	456	450	450	440	0
	S Enrolment	0		0	0	0	0	0	0	0	0	0	0	0	0
	Total Enrolment	0		491	523	535	562	566	557	535	516	510	510	500	0
	International Enrolment**	0												0	0
	Calculated Operating Capacity	356		356	356	356	356	356	356	356	356	356	356	356	356
	Calculated Operating Utilization %	0%	0%	138%	147%	150%	158%	159%	156%	150%	145%	143%	143%	140%	0%
Dr Knox Middle School	K Enrolment	0		0	0	0	0	0	0	0	0	0	0	0	0
	E Enrolment	0		318	344	355	349	316	408	403	388	390	366	359	0
	S Enrolment	0		603	653	693	717	723	683	742	833	819	801	755	0
	Total Enrolment	0		921	997	1,048	1,066	1,039	1,091	1,145	1,221	1,209	1,167	1,114	0
	International Enrolment**	0												0	0
	Calculated Operating Capacity	800		800	800	800	800	800	800	800	800	800	800	800	800
	Calculated Operating Utilization %	0%	0%	115%	125%	131%	133%	130%	136%	143%	153%	151%	146%	139%	0%
Dr. Knox Middle School (Old)	K Enrolment	0		0	0	0	0	0	0	0	0	0	0	0	0
	E Enrolment	0			0	0	0	0	0	0	0	0	0	0	0
	S Enrolment	0			0	0	0	0	0	0	0	0	0	0	0
	Total Enrolment	0			0	0	0	0	0	0	0	0	0	0	0
	International Enrolment**	0												0	0
	Calculated Operating Capacity				0										
	Calculated Operating Utilization %	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Ellison Elementary	K Enrolment	0		41	34	34	31	31	33	33	33	33	33	33	0
	E Enrolment	0		167	188	188	193	179	169	161	160	159	161	163	0
	S Enrolment	0		0	0	0	0	0	0	0	0	0	0	0	0
	Total Enrolment	0		208	222	222	224	210	202	194	193	192	194	196	0
	International Enrolment**	0												0	0
	Calculated Operating Capacity	245		245	245	245	245	245	245	245	245	245	245	245	245
	Calculated Operating Utilization %	0%	0%	85%	91%	91%	91%	86%	82%	79%	79%	78%	79%	80%	0%
George Elliot Secondary	K Enrolment	0		0	0	0	0	0	0	0	0	0	0	0	0
	E Enrolment	0		180	0	0	0	0	0	0	0	0	0	0	0
	S Enrolment	0		775	860	708	772	825	845	833	806	812	868	904	0
	Total Enrolment	0		955	860	708	772	825	845	833	806	812	868	904	0
	International Enrolment**	0				42	42	42	42	42	42	42	42	42	0
	Calculated Operating Capacity	700		700	700	700	700	700	700	700	700	700	700	700	700
	Calculated Operating Utilization %	0%	0%	136%	123%	101%	110%	118%	121%	119%	115%	116%	124%	129%	0%
George Pringle Elementary	K Enrolment	0		60	69	70	72	68	70	70	70	70	70	70	0
	E Enrolment	0		337	325	323	321	327	321	325	326	326	323	326	0
	S Enrolment	0		0	0	0	0	0	0	0	0	0	0	0	0
	Total Enrolment	0		397	394	393	393	395	391	395	396	396	393	396	0
	International Enrolment**	0												0	0
	Calculated Operating Capacity	444		444	444	444	444	444	444	444	444	444	444	444	444
	Calculated Operating Utilization %	0%	0%	89%	89%	89%	89%	89%	88%	89%	89%	89%	89%	89%	0%
	K Enrolment	0		91	93	97	94	109	102	102	102	102	102	102	0
	E Enrolment	0		569	584	568	585	597	595	590	605	615	619	628	0

*Note that if the K E S and Total Enrolment boxes are filled in with the colour Blue, the enrolment value shown is projected. If the box is filled with Green, the enrolment value is actuals.

** International Student

BRITISH COLUMBIA | Ministry of Education

School District Detailed Utilization

School	Metric														
Glenmore Elementary	S Enrolment	0		0	0	0	0	0	0	0	0	0	0	0	0
	Total Enrolment	0		660	677	665	679	706	697	692	707	717	721	730	0
	International Enrolment**	0												0	0
	Calculated Operating Capacity	475		475	475	475	475	475	475	475	475	475	475	475	475
	Calculated Operating Utilization %	0%	0%	139%	143%	140%	143%	149%	147%	146%	149%	151%	152%	154%	0%
Glenrosa Elementary	K Enrolment	0		26	24	22	26	25	24	25	25	25	25	25	0
	E Enrolment	0		156	148	138	129	124	110	108	109	112	110	113	0
	S Enrolment	0		0	0	0	0	0	0	0	0	0	0	0	0
	Total Enrolment	0		182	172	160	155	149	134	133	134	137	135	138	0
	International Enrolment**	0												0	0
	Calculated Operating Capacity	328		328	328	328	328	328	328	328	328	328	328	328	328
	Calculated Operating Utilization %	0%	0%	55%	52%	49%	47%	45%	41%	41%	41%	42%	41%	42%	0%
Glenrosa Middle School	K Enrolment	0		0	0	0	0	0	0	0	0	0	0	0	0
	E Enrolment	0		334	331	339	351	370	379	363	348	343	341	322	0
	S Enrolment	0		295	340	353	350	358	371	392	400	384	368	363	0
	Total Enrolment	0		629	671	692	701	728	750	755	748	727	709	685	0
	International Enrolment**	0												0	0
	Calculated Operating Capacity	750		750	750	750	750	750	750	750	750	750	750	750	750
	Calculated Operating Utilization %	0%	0%	84%	89%	92%	93%	97%	100%	101%	100%	97%	95%	91%	0%
H S Grenda Junior Middle School	K Enrolment	0			0	0	0	0	0	0	0	0	0	0	0
	E Enrolment	0			0	0	0	0	0	0	0	0	0	0	0
	S Enrolment	0			0	0	0	0	0	0	0	0	0	0	0
	Total Enrolment	0			0	0	0	0	0	0	0	0	0	0	0
	International Enrolment**	0			0	0	0	0	0	0	0	0	0	0	0
	Calculated Operating Capacity	1,200			600	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200
	Calculated Operating Utilization %	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Helen Gorman Elementary	K Enrolment	0		38	40	38	33	31	33	35	35	35	35	35	0
	E Enrolment	0		198	211	218	216	207	199	189	178	178	180	184	0
	S Enrolment	0		0	0	0	0	0	0	0	0	0	0	0	0
	Total Enrolment	0		236	251	256	249	238	232	224	213	213	215	219	0
	International Enrolment**	0												0	0
	Calculated Operating Capacity	268		268	268	268	268	268	268	268	268	268	268	268	268
	Calculated Operating Utilization %	0%	0%	88%	94%	96%	93%	89%	87%	84%	79%	79%	80%	82%	0%
Hudson Road Elementary	K Enrolment	0		49	48	46	49	53	55	55	55	55	55	55	0
	E Enrolment	0		203	215	236	246	262	275	285	293	304	311	314	0
	S Enrolment	0		0	0	0	0	0	0	0	0	0	0	0	0
	Total Enrolment	0		252	263	282	295	315	330	340	348	359	366	369	0
	International Enrolment**	0												0	0
	Calculated Operating Capacity	241		241	241	241	241	241	241	241	241	241	241	241	241
	Calculated Operating Utilization %	0%	0%	105%	109%	117%	122%	131%	137%	141%	144%	149%	152%	153%	0%
Kelowna Secondary	K Enrolment	0		0	0	0	0	0	0	0	0	0	0	0	0
	E Enrolment	0		0	0	0	0	0	0	0	0	0	0	0	0
	S Enrolment	0		1,758	1,895	2,012	2,144	2,290	2,539	2,707	2,703	2,892	2,907	2,989	0
	Total Enrolment	0		1,758	1,895	2,012	2,144	2,290	2,539	2,707	2,703	2,892	2,907	2,989	0
	International Enrolment**	0			70	70	70	70	70	70	70	70	70	70	0
	Calculated Operating Capacity	1,600		1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600
	Calculated Operating Utilization %	0%	0%	110%	118%	126%	134%	143%	159%	169%	169%	181%	182%	187%	0%
	K Enrolment	0		0	0	0	0	0	0	0	0	0	0	0	0

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** International Student

School District Detailed Utilization

School	Metric														
Klo Middle School	E Enrolment	0		257	289	251	318	296	292	298	304	308	310	314	0
	S Enrolment	0		561	561	594	588	617	674	644	647	657	671	677	0
	Total Enrolment	0		818	850	845	906	913	966	942	951	965	981	991	0
	International Enrolment**	0												0	0
	Calculated Operating Capacity	700		700	700	700	700	700	700	700	700	700	700	700	700
	Calculated Operating Utilization %	0%	0%	117%	121%	121%	129%	130%	138%	135%	136%	138%	140%	142%	0%
Mar Jok Elementary	K Enrolment	0		78	60	76	66	66	69	68	67	66	66	66	0
	E Enrolment	0		362	376	370	380	381	366	355	364	354	354	355	0
	S Enrolment	0		0	0	0	0	0	0	0	0	0	0	0	0
	Total Enrolment	0		440	436	446	446	447	435	423	431	420	420	421	0
	International Enrolment**	0												0	0
	Calculated Operating Capacity	419		419	419	419	419	419	419	419	419	419	419	419	419
	Calculated Operating Utilization %	0%	0%	105%	104%	106%	106%	107%	104%	101%	103%	100%	100%	100%	0%
Mount Boucherie Senior Secondary	K Enrolment	0		0	0	0	0	0	0	0	0	0	0	0	0
	E Enrolment	0		0	0	0	0	0	0	0	0	0	0	0	0
	S Enrolment	0		1,481	1,616	1,739	1,867	1,941	2,006	2,045	2,115	2,190	2,278	2,305	0
	Total Enrolment	0		1,481	1,616	1,739	1,867	1,941	2,006	2,045	2,115	2,190	2,278	2,305	0
	International Enrolment**	0												0	0
	Calculated Operating Capacity	1,325		1,325	1,325	1,325	1,325	1,325	1,325	1,325	1,325	1,325	1,325	1,325	1,325
	Calculated Operating Utilization %	0%	0%	112%	122%	131%	141%	146%	151%	154%	160%	165%	172%	174%	0%
Mountainview Elementary	K Enrolment	0			0	0	0	0	0	0	0	0	0	0	0
	E Enrolment	0			0	0	0	0	0	0	0	0	0	0	0
	S Enrolment	0			0	0	0	0	0	0	0	0	0	0	0
	Total Enrolment	0			0	0	0	0	0	0	0	0	0	0	0
	International Enrolment**	0				0	0	0	0	0	0	0	0	0	0
	Calculated Operating Capacity				0										
	Calculated Operating Utilization %	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
North Glenmore Elementary	K Enrolment	0		82	77	75	87	80	84	82	82	81	81	81	0
	E Enrolment	0		505	525	542	537	568	556	561	560	567	574	567	0
	S Enrolment	0		0	0	0	0	0	0	0	0	0	0	0	0
	Total Enrolment	0		587	602	617	624	648	640	643	642	648	655	648	0
	International Enrolment**	0												0	0
	Calculated Operating Capacity	467		467	467	467	467	467	467	467	467	467	467	467	467
	Calculated Operating Utilization %	0%	0%	126%	129%	132%	134%	139%	137%	138%	137%	139%	140%	139%	0%
Okanagan Mission Secondary	K Enrolment	0		0	0	0	0	0	0	0	0	0	0	0	0
	E Enrolment	0		0	0	0	0	0	0	0	0	0	0	0	0
	S Enrolment	0		989	1,104	1,108	1,173	1,241	1,310	1,340	1,367	1,425	1,454	1,574	0
	Total Enrolment	0		989	1,104	1,108	1,173	1,241	1,310	1,340	1,367	1,425	1,454	1,574	0
	International Enrolment**	0				65	65	65	65	65	65	65	65	65	0
	Calculated Operating Capacity	1,050		1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050	1,050
	Calculated Operating Utilization %	0%	0%	94%	105%	106%	112%	118%	125%	128%	130%	136%	138%	150%	0%
Oyama Traditional School	K Enrolment	0		30	27	19	26	18	22	23	23	24	24	24	0
	E Enrolment	0		154	147	152	158	171	167	156	147	154	148	157	0
	S Enrolment	0		0	0	0	0	0	0	0	0	0	0	0	0
	Total Enrolment	0		184	174	171	184	189	189	179	170	178	172	181	0
	International Enrolment**	0												0	0
	Calculated Operating Capacity	132		132	132	132	132	132	132	132	132	132	132	132	132
	Calculated Operating Utilization %	0%	0%	139%	132%	130%	139%	143%	143%	136%	129%	135%	130%	137%	0%

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** International Student

School District Detailed Utilization

School	Metric														
Peachland Elementary	K Enrolment	0		25	22	30	26	19	25	23	23	23	23	23	0
	E Enrolment	0		121	119	122	128	117	112	113	115	108	105	109	0
	S Enrolment	0		0	0	0	0	0	0	0	0	0	0	0	0
	Total Enrolment	0		146	141	152	154	136	137	136	138	131	128	132	0
	International Enrolment**	0												0	0
	Calculated Operating Capacity	241		241	241	241	241	241	241	241	241	241	241	241	241
	Calculated Operating Utilization %	0%	0%	61%	59%	63%	64%	56%	57%	56%	57%	54%	53%	55%	0%
Pearson Road Elementary	K Enrolment	0		37	40	42	41	39	40	40	40	40	40	40	0
	E Enrolment	0		197	207	210	214	21	216	220	219	217	216	217	0
	S Enrolment	0		0	0	0	0	0	0	0	0	0	0	0	0
	Total Enrolment	0		234	247	252	255	60	256	260	259	257	256	257	0
	International Enrolment**	0												0	0
	Calculated Operating Capacity	419		419	419	419	419	419	419	419	419	419	419	419	419
	Calculated Operating Utilization %	0%	0%	56%	59%	60%	61%	14%	61%	62%	62%	61%	61%	61%	0%
Peter Greer Elementary	K Enrolment	0		64	61	60	60	60	65	66	66	66	66	66	0
	E Enrolment	0		415	340	346	346	350	342	341	347	354	361	368	0
	S Enrolment	0		0	0	0	0	0	0	0	0	0	0	0	0
	Total Enrolment	0		479	401	406	406	410	407	407	413	420	427	434	0
	International Enrolment**	0												0	0
	Calculated Operating Capacity	351		351	351	351	351	351	351	351	351	351	351	351	351
	Calculated Operating Utilization %	0%	0%	136%	114%	116%	116%	117%	116%	116%	118%	120%	122%	124%	0%
Quigley Elementary	K Enrolment	0		40	40	46	34	37	36	37	37	37	37	37	0
	E Enrolment	0		202	225	234	236	232	230	225	222	210	213	213	0
	S Enrolment	0		0	0	0	0	0	0	0	0	0	0	0	0
	Total Enrolment	0		242	265	280	270	269	266	262	259	247	250	250	0
	International Enrolment**	0												0	0
	Calculated Operating Capacity	445		445	445	445	445	445	445	445	445	445	445	445	445
	Calculated Operating Utilization %	0%	0%	54%	60%	63%	61%	60%	60%	59%	58%	56%	56%	56%	0%
Raymer Elementary	K Enrolment	0		38	38	38	40	37	38	37	36	36	36	36	0
	E Enrolment	0		227	234	260	264	266	271	268	268	266	264	258	0
	S Enrolment	0		0	0	0	0	0	0	0	0	0	0	0	0
	Total Enrolment	0		265	272	298	304	303	309	305	304	302	300	294	0
	International Enrolment**	0												0	0
	Calculated Operating Capacity	333		333	333	333	333	333	333	333	333	333	333	333	333
	Calculated Operating Utilization %	0%	0%	80%	82%	89%	91%	91%	93%	92%	91%	91%	90%	88%	0%
Rose Valley Elementary	K Enrolment	0		54	49	40	47	40	43	43	43	43	43	43	0
	E Enrolment	0		261	264	255	233	228	214	203	198	201	197	200	0
	S Enrolment	0		0	0	0	0	0	0	0	0	0	0	0	0
	Total Enrolment	0		315	313	295	280	268	257	246	241	244	240	243	0
	International Enrolment**	0												0	0
	Calculated Operating Capacity	313		313	313	313	313	313	313	313	313	313	313	313	313
	Calculated Operating Utilization %	0%	0%	101%	100%	94%	89%	86%	82%	79%	77%	78%	77%	78%	0%
Rutland Elementary	K Enrolment	0		55	60	59	53	55	55	54	54	54	54	54	0
	E Enrolment	0		338	321	318	321	313	308	309	302	296	297	296	0
	S Enrolment	0		0	0	0	0	0	0	0	0	0	0	0	0
	Total Enrolment	0		393	381	377	374	368	363	363	356	350	351	350	0
	International Enrolment**	0												0	0
	Calculated Operating Capacity	354		354	354	354	354	354	354	354	354	354	354	354	354

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** International Student

School District Detailed Utilization

	Calculated Operating Utilization %	0%	0%	111%	108%	106%	106%	104%	103%	103%	101%	99%	99%	99%	0%
Rutland Middle School	K Enrolment	0		0	0	0	0	0	0	0	0	0	0	0	0
	E Enrolment	0		369	353	349	353	370	392	387	386	387	378	366	0
	S Enrolment	0		200	200	197	182	194	185	213	208	208	207	209	0
	Total Enrolment	0		569	553	546	535	564	577	600	594	595	585	575	0
	International Enrolment**	0				5	5		5			5	5	5	5
	Calculated Operating Capacity	425		425	425	425	425	425	425	425	425	425	425	425	425
	Calculated Operating Utilization %	0%	0%	134%	130%	128%	126%	133%	136%	141%	140%	140%	138%	135%	0%
Rutland Senior Secondary	K Enrolment	0		0	0	0	0	0	0	0	0	0	0	0	0
	E Enrolment	0		0	0	0	0	0	0	0	0	0	0	0	0
	S Enrolment	0		1,405	1,538	1,622	1,701	1,793	1,834	1,838	1,855	1,888	1,917	1,950	0
	Total Enrolment	0		1,405	1,538	1,622	1,701	1,793	1,834	1,838	1,855	1,888	1,917	1,950	0
	International Enrolment**	0				70	70	70	70	70	70	70	70	70	0
	Calculated Operating Capacity	1,550		1,550	1,550	1,550	1,550	1,550	1,550	1,550	1,550	1,550	1,550	1,550	1,550
	Calculated Operating Utilization %	0%	0%	91%	99%	105%	110%	116%	118%	119%	120%	122%	124%	126%	0%
Shannon Lake Elementary	K Enrolment	0		66	76	61	70	70	70	70	70	70	70	70	0
	E Enrolment	0		318	341	366	372	389	410	419	415	431	433	433	0
	S Enrolment	0		0	0	0	0	0	0	0	0	0	0	0	0
	Total Enrolment	0		384	417	427	442	459	480	489	485	501	503	503	0
	International Enrolment**	0												0	0
	Calculated Operating Capacity	370		370	370	370	370	370	370	370	370	370	370	370	370
	Calculated Operating Utilization %	0%	0%	104%	113%	115%	119%	124%	130%	132%	131%	135%	136%	136%	0%
South Kelowna Elementary	K Enrolment	0		39	34	38	39	38	37	37	37	37	37	37	0
	E Enrolment	0		191	203	209	221	238	245	254	249	252	251	251	0
	S Enrolment	0		0	0	0	0	0	0	0	0	0	0	0	0
	Total Enrolment	0		230	237	247	260	276	282	291	286	289	288	288	0
	International Enrolment**	0												0	0
	Calculated Operating Capacity	272		272	272	272	272	272	272	272	272	272	272	272	272
	Calculated Operating Utilization %	0%	0%	85%	87%	91%	96%	101%	104%	107%	105%	106%	106%	106%	0%
South Rutland Elementary	K Enrolment	0		35	34	34	34	34	34	34	34	34	35	35	0
	E Enrolment	0		140	149	160	169	175	179	177	178	178	178	179	0
	S Enrolment	0		0	0	0	0	0	0	0	0	0	0	0	0
	Total Enrolment	0		175	183	194	203	209	213	211	212	212	213	214	0
	International Enrolment**	0												0	0
	Calculated Operating Capacity	245		245	245	245	245	245	245	245	245	245	245	245	245
	Calculated Operating Utilization %	0%	0%	71%	75%	79%	83%	85%	87%	86%	87%	87%	87%	87%	0%
Springvalley Elementary	K Enrolment	0		44	46	45	41	45	43	42	42	42	42	42	0
	E Enrolment	0		217	215	222	242	235	240	239	235	233	234	230	0
	S Enrolment	0		0	0	0	0	0	0	0	0	0	0	0	0
	Total Enrolment	0		261	261	267	283	280	283	281	277	275	276	272	0
	International Enrolment**	0												0	0
	Calculated Operating Capacity	313		313	313	313	313	313	313	313	313	313	313	313	313
	Calculated Operating Utilization %	0%	0%	83%	83%	85%	90%	89%	90%	90%	88%	88%	88%	87%	0%
Springvalley Middle School	K Enrolment	0		0	0	0	0	0	0	0	0	0	0	0	0
	E Enrolment	0		391	404	398	401	410	410	412	418	418	408	415	0
	S Enrolment	0		173	200	222	213	215	216	225	216	228	222	229	0
	Total Enrolment	0		564	604	620	614	625	626	637	634	646	630	644	0
	International Enrolment**	0				3	3	3	3	3	3	3	3	3	0

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** International Student

School District Detailed Utilization

		C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14
	Calculated Operating Capacity	550		550	550	550	550	550	550	550	550	550	550	550	550
	Calculated Operating Utilization %	0%	0%	103%	110%	113%	112%	114%	114%	116%	115%	117%	115%	117%	0%
Watson Road Elementary	K Enrolment	0		89	83	82	72	69	74	73	73	73	73	73	0
	E Enrolment	0		498	517	519	532	530	524	514	496	492	476	477	0
	S Enrolment	0		0	0	0	0	0	0	0	0	0	0	0	0
	Total Enrolment	0		587	600	601	604	599	598	587	569	565	549	550	0
	International Enrolment**	0												0	0
	Calculated Operating Capacity	490		490	490	490	490	490	490	490	490	490	490	490	490
	Calculated Operating Utilization %	0%	0%	120%	122%	123%	123%	122%	122%	120%	116%	115%	112%	112%	0%
Webber Road Elementary	K Enrolment	0			0	0	0	0	0	0	0	0	0	0	0
	E Enrolment	0			0	0	0	0	0	0	0	0	0	0	0
	S Enrolment	0			0	0	0	0	0	0	0	0	0	0	0
	Total Enrolment	0			0	0	0	0	0	0	0	0	0	0	0
	International Enrolment**	0												0	0	0
	Calculated Operating Capacity				0										
	Calculated Operating Utilization %	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Westbank Elementary - Demolished	K Enrolment	0			0	0	0	0	0	0	0	0	0	0	0
	E Enrolment	0			0	0	0	0	0	0	0	0	0	0	0
	S Enrolment	0			0	0	0	0	0	0	0	0	0	0	0
	Total Enrolment	0			0	0	0	0	0	0	0	0	0	0	0
	International Enrolment**	0												0	0	0
	Calculated Operating Capacity				0										
	Calculated Operating Utilization %	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
School District Totals	K Enrolment	0		1,682	1,670	1,636	1,631	1,604	1,632	1,629	1,626	1,626	1,625	1,625	0
	E Enrolment	0		12,192	12,103	12,286	12,515	12,475	12,801	12,804	12,784	12,752	12,628	12,626	0
	S Enrolment	0		8,772	9,539	9,838	10,312	10,831	11,301	11,641	11,851	12,242	12,471	12,637	0
	Total Enrolment	0		22,646	23,312	23,760	24,458	24,910	25,734	26,074	26,261	26,620	26,724	26,888	0
	Total International Enrolment	0			270	270	265	270	265	270	270	270	270	270	0
	Calcluated Operating Capacity	22,924		21,627	22,324	22,924	22,924	22,924	22,924	22,924	22,924	22,924	22,924	22,924	22,924
	Design Utilization %	0%		100%	100%	99%	102%	104%	108%	109%	110%	111%	112%	112%	0%
	Calculated Operating Utilization %	0%	0%	105%	104%	104%	107%	109%	112%	114%	115%	116%	117%	117%	0%
Ministry Projections	Total Enrolment														
	Calculated Operating Capacity				22,324										
	Calculated Operating Utilzation %				N/A										
Variance	Difference				0										
	Percentage				#VALUE!										

*Note that if the K E S and Total Enrolment boxes are filled in with the colour Blue, the enrolment value shown is projected. If the box is filled with Green, the enrolment value is actuals.

** International Student

MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE

DATE: April 12, 2021
CLIFF: 246208

PREPARED FOR: Honourable Jennifer Whiteside, Minister – **FOR INFORMATION**

SUBJECT: Rutland Middle School | School District 23 (Central Okanagan)

PURPOSE: To provide information on the status of the proposed replacement of Rutland Middle School

BACKGROUND:

- Rutland Middle School (RMS) is a 425 capacity, Grade 6-8 school on a shared site with Rutland Secondary School on Rutland Road in Kelowna. (Appendix "A")
- RMS was constructed in 1948 and has a Facility Condition Index (FCI) score of 0.82, which means that the building is in below average condition.
- Some of the issues at RMS that are driving the FCI are:
    - The HVAC system is at end of useful life
    - Portions of roof require repair
    - Building envelope improvements are needed
    - Accessibility issues exist due to numerous additions that are poorly interconnected
    - Fire systems require renewals and upgrades
    - Interior finishing/refurbishment such as flooring, cabinetry and paint are required
- Since 2003/2004, the Central Okanagan School District (the District) has been requesting the replacement of RMS on their Annual 5-Year Capital Plan Submissions.
- In 2009, the District changed directions from replacing the school on the current site to exploring the replacement on a different site, however they were unable to find a suitable site.
- In 2013, the District reverted to replacing RMS on the current site with a new 600 capacity school. The site is small for two schools; however, due to limited available land for RMS this option was recommended on their 2014/15 capital plan submission.
- In 2015, the District approved a grade reconfiguration in the Rutland area and began to explore repurposing Quigley Elementary School (QES) as an RMS replacement. The grade reconfiguration was a significant change from the previous capital plan submission and provided new opportunities for the Rutland area. Elementary enrolment had the potential to be distributed among the remaining elementary schools
- From 2016 to 2017, District staff continued discussions with the Ministry on the QES option. The Ministry requested staff to re-examine the option and reduce costs.
- In February 2017, the District submitted an updated Project Identification Report (PIR) to support their capital plan submission.
- In March 2017, the previous government supported the project to move forward with planning for a replacement school within a notional funding ceiling, however the District

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submitted a high level business case with a budget that was unaffordable within the Ministries 10-Year Capital Plan.

- In October 2018, the MLA for Kelowna-Lake Country wrote to Premier John Horgan requesting a meeting to discuss the future of Rutland Middle School, noting that "while Minister Fleming appears to appreciate the need to replace this school his answers to my request in estimates and to the public regarding other higher school priorities has left our community discouraged."
- In November 2018, Premier Horgan responded to MLA Letnick with a letter explaining Government's position on this issue, emphasizing the increased costs of the project not being affordable within the Ministry's capital budget.
- On February 15, 2019, Minister Fleming wrote to Central Okanagan School Board chair Moira Baxter and suggested that the district request an expansion to Rutland Middle School as part of its 2020/21 Five-Year Capital Plan. The letter also noted that the district can apply for funding for the Annual Facilities Grant and School Enhancement Program for any projects that improve the safety, functionality, energy efficiency and condition of the school.
- As directed by Minister Fleming, in the 2020/21 capital plan submission, the District requested ministry funding for a 15-classroom addition at RMS. When compared with other expansion priorities across the province, this request wasn't affordable within the Ministries 10-Year Capital Plan and was not supported.
- In the 2021/22 capital plan, the District re-prioritized RMS as their No. 1 replacement priority and requested ministry funding to replace RMS by renovating the existing QES and adding an addition to become a new, 900-student (Grade 6-8) middle school and distribute the current QES students to surrounding schools. RMS would then be demolished. The request is to fund the project through the ministry's Replacement Program (REP).

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- In September 2020, the District presented a new option to construct a new, 900 capacity middle school on the QES site and retain QES sharing the site with the new middle school. This option has not been presented as part of a District 5-Year Capital Plan, but staff expect to see it by June 30th, 2021. With funding support this could be a viable option to mitigate growth in the area and remove the existing RMS facility from the District's inventory.

DISCUSSION:

- The replacement of RMS has been the District's number one priority for many years.
- The District and Ministry staff have had extensive discussions regarding the middle school challenges within the Rutland neighborhood of Kelowna.
- The District has explored options to relocate the RMS students to other schools, however the neighbouring middle schools are overcapacity and cannot accommodate the Rutland area overflow of students.
- The funding envelope for the REP is limited and Ministry prioritizes projects based on the building condition, health and safety for building occupants and structural safety. There are currently no known structural safety issues at Rutland Middle School.
- Previous and recent costing for the replacement of RMS exceeds what is available in the Ministry Capital Plan and is competing with projects that meet the REP requirements.

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- RMS is over capacity and has 11 portables on site to manage enrolment pressure.
- An expansion on the current site will alleviate enrolment pressure but does not mitigate the aging facility, poor design or it's accessibility issues. The District has expressed that they are not interested in pursuing an expansion and renovation of the existing RMS facility.
- The District intends to continue advocacy to replace RMS and are currently developing options, at their own risk, to provide within their 5-Year Capital Plan due to the Ministry June 30, 2021.
- Kelowna and surrounding areas are one of the fastest growing areas of the province.
- This September, the District will have recently completed two new middle schools providing 1350 new seats. These schools are not within the Rutland neighborhood.

CONCLUSION:

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- The District and Ministry staff will continue to work closely together to manage priority capital investment within the district. Ministry staff will provide guidance on the District's 5-Year Capital Plan priorities, which includes developing options to address enrolment growth and condition-based replacements within the district.

Attachments – Media Stories

Program ADM/Branch: Reg Bawa
Program Contact (for content): Rob Drew
Drafter: Rob Drew/Rosa Cutler
Date: April 12, 2021

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Appendix "A"

BRITISH COLUMBIA

November 7, 2018

MLA Norm Letnick
Kelowna-Lake Country
101 – 330 Highway 33 West
Kelowna, BC V1X 1X9

Dear MLA Letnick:

Thank you for inquiring about the status of the Rutland Middle School (RMS) replacement project. I appreciate your taking the time to write and apologize for the delay in response.

As you know, the province is experiencing rapid enrolment growth across the province, including in the Central Okanagan. The Ministry of Education is working hard to keep up with this growth while also upgrading existing school infrastructure in the Seismic Mitigation Program. Ensuring the safety of our students and teachers has always been our top priority.

In the specific case of Rutland Middle School, I understand the project has gone through significant changes since the plan was submitted in 2009. The most recent Project Definition Report received in September 2017 outlined two options to address the RMS replacement project. The two recommended options would be replacing RMS at the current site of Quigley Elementary, or to expand Quigley Elementary to accommodate RMS students. Both options come with inflated costs due to the increased scope of the project than what was originally proposed. Unfortunately, these options are both not affordable in the current Ministry capital plan.

On your behalf, I have requested that the Honourable Rob Fleming ensure that both you and MLA Steve Thomson are kept informed on any developments in the RMS replacement project going forward.

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| **Office of the Premier** | **Web Site:** www.gov.bc.ca | **Mailing Address:** PO Box 9041 Stn Prov Govt Victoria BC V8W 9E1 | **Location:** Parliament Buildings Victoria |

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Thank you, again, for writing. It was good to hear from you.

Sincerely,

John Horgan
Premier

pc: Honourable Rob Fleming, Minister of Education
       MLA Steve Thomson, Kelowna-Mission

**BRITISH
COLUMBIA**

February 15, 2019

Ref: 207921

Moyra Baxter, Chairperson
Board of Education
School District No. 23 (Central Okanagan)
Email: Moyra.Baxter@sd23.bc.ca

Dear Ms. Baxter:

Thank you for your email of February 5, 2019, regarding Rutland Middle School within the
Central Okanagan School District.

Further to my letter of January 3, 2019, a replacement capital project at Rutland Middle School is
not currently approved for funding. The Ministry of Education is prioritizing expansion projects
that reduce the reliance on portables, as well as seismic mitigation projects that increase student
safety.

As part of the upcoming 2020/21 Five-Year Capital Plan Submission, the District may want to
consider prioritizing an expansion project for Rutland Middle School to create permanent
capacity and reduce the reliance on portables in that neighbourhood. A Project Request Fact
Sheet will be required to support your request for expansion and provide the Ministry with the
rationale for a future capital investment so it can be evaluated against other expansion requests in
the province.

The Ministry also has annual capital funding programs, like the Annual Facility Grant and the
School Enhancement Program, that provide capital funding specifically for projects that will
improve the safety, facility condition, energy efficiency, and functionality of existing school.

I am aware of the expansion priorities in your District's 2019/20 capital plan submission, such as
a new site and secondary school in West Kelowna. These expansion requests are also being
considered as part of the government's capital planning process for Budget 2019.

Again, thank you for writing.

Sincerely,

Rob Fleming
Minister

| **Ministry of Education** | Office of the Minister | Mailing Address:
PO Box 9045 Stn Prov Govt
Victoria BC V8W 9E2 | Location:
Parliament Buildings
Victoria |

BRITISH COLUMBIA | Ministry of Education

Submission Summary

Submission Summary:	Major 2022/2023 | 2021-07-31
Submission Type:	Capital Plan
School District:	Central Okanagan (SD23)
Open Date:	2021-05-27
Close Date:	2021-08-09
Submitted On:	2021-07-30 9:57 AM
Submission Status:	Submitted
Version:	Submitted

Submission Category	Sum Total Project Cost
Addition	$39,467,528
New School	$193,335,668
Replacement/Renovation	$92,077,945
Site Acquisition	$15,000,000
Total	**$339,881,141**

ADDITION

SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Project Cost
1	150072	Klo Middle School	Addition	Construct an addition to increase building capacity from 700 to 900 (replace 7 portables on site)	$12,870,500
2	153010	Rutland Senior Secondary	Addition	Construct an addition to Rutland Secondary to accommodate growth	$9,000,420
3	150123	Springvalley Middle School	Addition	Construct an addition to increase building capacity from 525 to 750 (replace 5 portables on site)	$11,154,327
4	154975	Hudson Road Elementary	Addition	Construct six classroom addition	$6,442,281
				Submission Category Total:	**$39,467,528**

NEW SCHOOL

SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Project Cost

BRITISH COLUMBIA | Ministry of Education

Submission Summary

1	150182	Glenmore Secondary School	New (School)	Construct new Glenmore Secondary School	$134,324,334
2	150235	Wilden Area Elementary School	New (School)	Construct new Wilden Area Elementary School	$30,038,666
3	150233	University Area Elementary/Middle School	New (School)	Construct new University Area Middle School	$28,972,668
				Submission Category Total:	**$193,335,668**

REPLACEMENT/RENOVATION

SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Project Cost
1	150288	Rutland Middle School	Full Replacement (Replace/Reno)	Replace 73 year old school	$54,949,725
2	150261	Glenmore Elementary	Full Replacement (Replace/Reno)	Replace Glenmore Elementary with new 120K/530 capacity elementary school - PIR submitted	$37,128,220
				Submission Category Total:	**$92,077,945**

SITE ACQUISITION

SD Category Rank	Project Number	Facility/Site	Project Type	Project Description	Total Project Cost
1	150553	University Area Elementary/Middle	Site Acquisition	Site Acquisition (land size 3.2ha) for a Future Elementary/Middle School (Academy Way)	$15,000,000
				Submission Category Total:	**$15,000,000**

Source: CAPS

MINISTRY OF EDUCATION
UBCM 2021 MEETING NOTE

DATE: August 17, 2021
CLIFF: 248857

PREPARED FOR: Honourable Jennifer Whiteside, Minister of Education

MEETING WITH: City of Kelowna

DATE/TIME/LOCATION OF MEETING: Tuesday, September 7, 2021 – 11:00 AM

TOPICS/ISSUES FOR DISCUSSION: Co-located City and SD23 facility

BACKGROUND: The City of Kelowna is working in partnership with School District No. 23 Central Okanagan to develop an innovative joint use facility that amalgamates a new secondary school (Glenmore Secondary) with a community recreation centre. The combined project is expected to be approximately $250M and will require provincial funding for the secondary school and to assist with the development of the community recreation centre. The City is advocating for the project to be supported for business case development and for the project scope to include a large Neighbourhood Learning Centre (NLC).

DISCUSSION:
- In July 2021, School District No. 23 (Central Okanagan) submitted their 2022/23 Five-Year Capital Plan to the Ministry of Education.
- The capital plan lists Glenmore Secondary as the District's number 1 new school expansion priority, with an estimated project cost of $135 million.
- On June 29, 2021, the Ministry provided approval for the acquisition of the Wilden Elementary site for a total of $7.45 million.
- The District recently submitted the Phase 1- Concept Plan portion of a business case for a new 1,200 capacity Westside Secondary school in the West Kelowna.
- The District is currently developing a Phase 2 – Project Definition Report for an addition at Dr. Knox Middle School in Kelowna.
- The Glenmore secondary school project is not included in EDUC's capital budget plan, and therefore not supported to proceed to concept plan or business case development.

SUGGESTED RESPONSE:
- I understand the challenges for communities managing population growth.
- The Ministry is committed to ensuring that portables are not a long-term solution for educating students.

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- There are many needs across the Province, and the Ministry must prioritize those projects that meet government's mandate.
- Adding capacity in areas of rapid growth is one of these mandates and as such, adding capacity in the Central Okanagan has been a focus with recently supported projects at Westside Secondary, Dr. Knox Middle as well as provincial support for a site purchase.
- Childcare and community supports are also important considerations to be made once a project is supported to begin the business case development.

OTHER: None

ADM: Reg Bawa, Resource Management Division
Prepared By: Mora Cunningham, Regional Director

MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE

DATE: November 5, 2021
CLIFF: 251616

PREPARED FOR: Honourable Jennifer Whiteside, Minister – **FOR INFORMATION**

SUBJECT: 2020/21 School District Audited Financial Statements

PURPOSE: Updated analysis of school district audited financial statements for the 2020/21 school year.

BACKGROUND:
- School districts are required by the *School Act* to submit their audited financial statements to EDUC by September 30 each year, which forms part of the school district annual financial cycle (Attachment 1).

- A more detailed analysis of the statements has taken place since the previous Information Briefing Note (Attachment 2) was submitted.

DISCUSSION:
Accumulated Operating Surplus
- No school district has an accumulated operating deficit as of June 30, 2021.

- School districts have increased their accumulated operating surplus (surplus) from $389.8M (June 30, 2020) to $416.1M (June 30, 2021) an increase of 6.7% or $26.3M.

- Of this $26.3M increase, approximately $16M is due to school district carrying forward 2020/21 school year holdback allocations to spend in the 2021/22 school year to address the learning impacts of COVID-19.

- Of the $416.1M surplus, $326M (78%) is restricted for use in future years, including $111M (27% of surplus) to balance budgets for the 2021/22 school year. It is expected that a similar amount will be needed in spring 2022 to enable districts to submit balanced budgets for the 2022/23 school year.

- Since 2016/17 surplus has increased by $117.6 million from $298.4M to $416.1 million (39% increase).

- The largest increase was in the 2019/20 school year when surplus increased by $83.2M; this represents 1.4% of school district annual operating expenses (cost of 3 days of operations) and can conceivably be linked to the reduction of in-person instruction in schools due to the COVID-19 pandemic.

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- In the other years the increase in surplus has been $34.5M, of which $16M is due to the 2020/21 holdback allocation and carryover.
- Over the same period districts have purchased $208.2M of tangible capital assets using operating funding and transferred $271.9M of operating funding to their Local Capital funds.

Local Capital Funds
- In the 2020/21 school year, school districts reduced Local Capital (used for small scale local infrastructure and capital projects) by $45.9M to $194.9M, despite the transfers of $49.9M into Local Capital from operating.
- Over the past 5 years, local capital has decreased by $6.5M (3%) despite transfers in from operating of $271.9M and $69.0M from the disposal of capital assets. $368.6M has been spent on purchasing tangible capital assets and $38.9M on lease payments in that period.
- This use, and replacement, of funds in Local Capital indicate that, provincially, the fund is being used as intended, as a mechanism for districts to plan and save for local capital projects spanning several years.
- However, the Ministry will monitor the Local Capital balances in individual districts as part of the implementation of the new Accumulated Operating Surplus Policy (below).

International Student Revenues
- Due to the COVID-19 pandemic, international student revenues fell by 41% in 2020/21 from $257.9M to $151.4M. At the same time, expenses for international student programs fell by 38% from $147.5M to $90.6M.
- In 2020/21 districts realized a net income of $60.8M from international student programs, a decrease of 45% from 2019/20 ($110.4M). Nine school districts reported a net loss from these programs (up from 5 in 2019/20).
- Anecdotally, districts are reporting increased international student revenues for the 2021/22 school year.

Indigenous Education Targeted Spending
- In 2020/21 there was Indigenous Education spending target of $97.5M. 33 districts reported an underspend totaling $8.8M (9.0% of target) with an average underspend of $0.27M.
- This is up from an underspend of $6M in 2019/20 (again from 33 districts), with the increased underspend being attributed to the COVID-19 pandemic.
- The Ministry will be sharing detailed reporting on the use of these funds with the First Nations Education Steering Committee.

2

Impact of New Accumulated Operating Surplus Policy

- The new Accumulated Operating Surplus Policy (the Policy) came into effect on July 1, 2021 with a phased implementation approach and thus had no impact on district processes or reporting for the 2020/21 school year.

- The policy provides guidelines and resources for boards to ensure a clear, transparent understanding of the reasonable accumulation and planned use of operating surplus. It also allows boards to restrict portions of their operating surplus for future use to address board priorities and outlines specific circumstances in which boards can restrict operating surplus, transfer available operating surplus to Local Capital, and defines the limits of these restrictions.

- For the 2021/22 school year the policy will require that:
  - Boards of Education should have a local policy on how they manage surplus
  - Transfers/appropriations of surplus should be done with a Board motion and include a purpose and timeline for the use of surplus
  - School district budgets for the 2022/23 school year should be compliant with the policy
  - Financial statements for the 2021/22 school year should reflect the policy

- In addition, the policy will require districts to consider maintaining a reasonable contingency reserve within unrestricted surplus. This will require school districts to potentially change the restrictions on their surplus to be compliant and to formally consider maintaining a reasonable contingency within the unrestricted accumulated operating surplus.

- Engagement on the new policy continues, with a joint presentation to Trustees and Secretary-Treasurers at the Partner Liaison Meeting (Oct), discussions at zone meetings for the BC Association of School Business Officials (BCASBO, Nov) and presentations to the BCASBO Fall Conference and the BC School Trustee's Association Trustee Academy (Dec).

CONCLUSION:

Provincially, school districts are in a stable financial position although the Ministry will continue to monitor the financial position of all districts. The new Accumulated Operating Surplus Policy will, over time, increase the transparency on how surplus is used and the accountability of Boards of Education for the use of surplus.

Attachment(s)
1. School District Financial Cycle
2. 250687 IBN-MJW School District Financial Statements

Program ADM/Branch:	**Chris Brown/Funding and Financial Accountability**
Program Contact (for content):	**Jonathan Foweraker**
Drafter:	**Jonathan Foweraker**
Date:	**November 5, 2021**

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School District Financial Cycle (24 months)

2022/23 SY: We are here ➡

Budget consultation process starts for SDs

⬇

Preliminary operating grants announced in March based upon SD projections

⬇

SDs create budgets and start operational plans allocating projected funding to district and school operations

⬇

Students enrol in courses switching schools and adding/dropping courses throughout September

⬇

SDs report student enrolment in different categories and types of students (SN, Indigenous, ELL etc) through 1701 process

⬇

2021/22 SY: We are here ➡

Iterative checking and cleaning of data by SD and Ministry staff

⬇

Recalculated SD funding is announced – can go up or down compared to Preliminary

⬇

SDs reallocate funding to schools – service levels can change

⬇

Feb and May counts – smaller version of 1701 process – funding changes (up and down) and changes in services

⬇

Audits focussed on following 1701 rules and catching administrative errors

⬇

2020/21 SY: We are here ➡

Audited Financial Statements submitted to the Ministry by Sept 30

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MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE

</div>

DATE: October 7, 2021
CLIFF: 250687

PREPARED FOR: Honourable Jennifer Whiteside, Minister – **FOR INFORMATION**

SUBJECT: 2020/21 School District Audited Financial Statements

PURPOSE: Preliminary analysis of school district audited financial statements for the 2020/21 school year.

BACKGROUND:

- School districts are required by the *School Act* to submit their audited financial statements to EDUC by September 30 each year.

- All 60 school districts have submitted electronic copies of their audited financial statements; the financial statements are not considered complete until signed paper copies are received by EDUC.

- The statements are then reviewed and on occasion errors are detected that require correction. However, the electronic statements allow for high-level analysis of school district financials.

DISCUSSION:

Accumulated Operating Surplus
- Overall, school districts have increased their accumulated operating surplus (surplus) from $389.8M (June 30, 2020) to $416.1M (June 30, 2021) an increase of 6.7% or $26.3M. (Attachment 1)

- Of this $26.3M increase, approximately $16M is due to school district carrying forward 2020/21 school year holdback allocations to spend in the 2021/22 school year to address the learning impacts of COVID-19.

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- The increase in school district surplus is despite school districts reporting $86M of net increased costs/reduced revenue (net of $259.3M of Federal and Provincial COVID-19 Funding) due to COVID-19 for the 2020/21 school year, i.e., without COVID-19 districts could have reported an extra $86M of surplus.

- School districts also transferred $49.9M into their Local Capital fund in 2020/21. If this transfer had not been made the accumulated operating surplus would have increased by $76.2M.

- Of the $416.1M surplus, $326M (78%) is restricted for use in years 2021/2, similar to previous years.

- The total surplus represents 7.0% of total school district operating expenditures for the 2020/21 school year. This indicates the ability of a school district to cover unforeseen events.

- On a district by district basis SD8 (Kootenay Lake) has the smallest ratio accumulated operating surplus to annual operating expenditures at 2.25% ($1.3M), and SD87 (Stikine) the largest ratio at 73.1% ($4.2M).

- SD36 (Surrey) has the largest surplus at $46.3M (6.4% of 2020/21 total operating expenditures), followed by SD39 (Vancouver) at $40.7M (7.9%). The smallest surplus is in SD81 (Fort Nelson) at $0.3M (3.1% of total expenditures).

- The largest increase in surplus was also SD36, who showed an increase of $16.0M, 52.7% more than as at June 30, 2020. The largest decrease in surplus was SD43 (Coquitlam) who showed a decreased of $9.3M, 28.3% of their surplus as at June 30, 2020, primarily due to transfers to local capital.

- SD93 (Conseil Scolaire Francophone) depleted the greatest proportion of their surplus at 56.4% ($5.3M) of their surplus as at June 30, 2020. SD70 (Pacific Rim) showed the largest percentage increase in surplus with a $1.9M increase representing 291% of their surplus as at June 30, 2020.

- Over the past 5 years surplus has increased by $168.9 million (68%) to $416.1 million.

Local Capital
- Despite the transfer of $49.9M into Local Capital funds, provincial Local Capital decreased by $45.9M to $194.9M, indicating capital asset purchases and capital lease payments from Local Capital of $95.8M in the 2020/21 school year. Local Capital is generated by the school district and can be spent at the discretion of the Board of Education.

- Over the past 5 years, local capital has decreased by $6.5M (3%) to $194.9M.

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Budgets vs Actuals

- In their 2020/21 budgets (June 2020), school districts collectively budgeted to use $96.3M of surplus to balance their budgets, including $30.6M of capital purchases and $21.8M transferred to local capital, while running an annual deficit of $41.8M (Attachment 2).

- In their 2020/21 amended annual budgets (Feb 2021), school districts collectively budgeted to use $169.2M of surplus to balance their budgets, including $39.8 M of capital purchases and $37.0M transferred to local capital, while running an annual deficit before transfers of $91.1M

- Audited financial statements show an operating surplus of $118.3M, a change of $209M (229%) in just 4 months. At the same time capital purchases from operating increased by $6.98M (17.5%) to $46.8M and transfers to local capital increased by $12.91M (34.9%) to $49.9M.

- Thus in 4 months school districts went from requiring $169.2M of prior year's surplus to balance their budgets to having an overall annual surplus of $26.3M.

- For the 2021/22 school year school districts have collectively budgeted to use $111.1M of surplus to balance their budgets, including $24.4M of capital purchases and $11.8M transferred to local capital, while running an annual deficit before transfers of $73.8M.

- If prior year's performance is any indication of future results, it is unlikely that this $111.1M appropriation will be needed.

CONCLUSION:

Provincially, the K-12 public school system is in sound financial health although individual districts may raise concerns about their ability to cover any future year's deficit. A more detailed analysis, including a closer look at Local Capital, Cash balances, international student revenues and Indigenous education targeted spending, will be presented later this year.

Attachment(s)
1. Summary of School District Accumulated Operating Surplus
2. Comparison of Annual Budget to Amended Budget to Actual Financial Results

Program ADM/Branch:	**Reg Bawa / Resource Management Division**
Program Contact (for content):	**Jonathan Foweraker**
Drafter:	**Jonathan Foweraker**
Date:	**October 7, 2021**

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Attachment 1: Summary of School District Accumulated Operating Surplus

School District	Accumulated Operating Surplus as of June 30, 2020	Accumulated Operating Surplus as of June 30, 2021	Total Operating Expenditures for Year Ended June 30, 2021	Accumulated Operating Surplus as a % of Total Operating Expenditures
5 South East Kootenay	6,235,960	5,019,387	66,750,726	7.5%
6 Rocky Mountain	3,379,012	1,687,730	41,633,653	4.1%
8 Kootenay Lake	1,533,162	1,308,703	58,292,764	2.2%
10 Arrow Lakes	1,652,707	2,461,366	8,498,147	29.0%
19 Revelstoke	1,548,485	1,710,858	13,099,675	13.1%
20 Kootenay-Columbia	3,754,278	3,440,516	42,368,973	8.1%
22 Vernon	5,176,022	5,932,543	87,769,865	6.8%
23 Central Okanagan	8,290,141	8,345,672	232,843,519	3.6%
27 Cariboo-Chilcotin	4,946,527	4,921,797	55,080,097	8.9%
28 Quesnel	2,064,842	2,254,519	35,835,098	6.3%
33 Chilliwack	3,275,782	4,128,691	139,204,497	3.0%
34 Abbotsford	7,810,991	7,909,390	190,712,982	4.1%
35 Langley	16,047,379	17,997,591	211,313,270	8.5%
36 Surrey	30,353,273	46,349,117	729,326,994	6.4%
37 Delta	18,859,948	19,012,726	165,248,870	11.5%
38 Richmond	18,995,686	14,944,287	206,464,701	7.2%
39 Vancouver	30,129,688	40,661,728	517,827,797	7.9%
40 New Westminster	3,978,341	4,923,927	67,358,416	7.3%
41 Burnaby	21,293,709	16,229,471	253,934,886	6.4%
42 Maple Ridge	7,512,650	6,369,229	155,681,942	4.1%

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43 Coquitlam	33,013,306	23,677,425	324,894,075	7.3%
44 North Vancouver	11,083,840	11,266,959	153,042,312	7.4%
45 West Vancouver	4,434,586	5,706,543	73,381,666	7.8%
46 Sunshine Coast	7,544,307	7,348,650	42,502,745	17.3%
47 Powell River	2,023,163	2,710,038	33,169,370	8.2%
48 Sea to Sky	4,518,544	5,031,739	56,464,442	8.9%
49 Central Coast	1,375,271	1,786,112	6,897,215	25.9%
50 Haida Gwaii	637,866	754,132	10,795,502	7.0%
51 Boundary	948,000	2,015,861	17,423,519	11.6%
52 Prince Rupert	1,073,345	743,044	26,742,805	2.8%
53 Okanagan-Similkameen	1,772,326	2,653,709	29,396,955	9.0%
54 Bulkley Valley	3,688,074	4,602,201	23,097,552	19.9%
57 Prince George	6,078,000	8,475,727	143,640,026	5.9%
58 Nicola-Similkameen	3,003,406	2,745,197	25,858,295	10.6%
59 Peace River South	7,138,663	8,589,481	44,486,546	19.3%
60 Peace River North	3,859,483	3,483,802	67,347,689	5.2%
61 Greater Victoria	17,979,328	13,192,739	207,965,873	6.3%
62 Sooke	7,192,890	4,787,255	120,301,760	4.0%
63 Saanich	6,678,078	6,916,708	80,243,392	8.6%
64 Gulf Islands	2,034,767	3,330,845	21,320,114	15.6%
67 Okanagan-Skaha	1,457,829	1,925,639	59,904,119	3.2%
68 Nanaimo-Ladysmith	7,846,745	13,158,740	138,180,191	9.5%
69 Qualicum	1,993,248	2,501,160	48,880,700	5.1%
70 Pacific Rim	636,920	2,492,040	39,922,977	6.2%
71 Comox Valley	4,080,530	7,594,907	93,262,118	8.1%
72 Campbell River	5,832,679	4,572,656	60,453,041	7.6%

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73 Kamloops/Thompson	6,961,931	7,096,068	158,934,433	4.5%
74 Gold Trail	2,177,115	2,109,315	19,198,492	11.0%
75 Mission	1,515,599	3,419,930	65,812,940	5.2%
78 Fraser-Cascade	4,619,241	5,225,238	21,808,245	24.0%
79 Cowichan Valley	5,140,366	6,507,642	87,211,875	7.5%
81 Fort Nelson	546,535	303,929	9,958,001	3.1%
82 Coast Mountains	1,673,327	1,242,371	53,200,419	2.3%
83 North Okanagan-Shuswap	1,349,398	2,955,200	72,093,185	4.1%
84 Vancouver Island West	1,328,010	2,121,542	9,124,115	23.3%
85 Vancouver Island North	2,829,924	3,406,111	18,792,748	18.1%
87 Stikine	3,945,610	4,191,547	5,731,030	73.1%
91 Nechako Lakes	2,083,026	3,102,288	55,106,116	5.6%
92 Nisga'a	1,433,650	2,603,498	7,585,377	34.3%
93 Conseil Scolaire Francophone	9,392,847	4,094,339	100,970,026	4.1%
Total	389,760,356	416,051,575	5,914,348,873	7.0%

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Comparison of Annual Budget to Amended Budget to Actual Financial Results

		2017-18			2018-19			2019-20			2020-21			2021-22		
		Annual Budget	Amended Budget	Actual	Annual Budget	Amended Budget	Actual	Annual Budget	Amended Budget	Actual	Annual Budget	Amended Budget	Actual	Annual Budget	Amended Budget	Actual
Accumulated Operating Surplus, start of year	A	$ 298.33 M	$ 298.33 M	$ 298.33 M	$ 324.13 M	$ 324.13 M	$ 324.13 M	$ 307.50 M	$ 307.50 M	$ 307.50 M	$ 389.76 M	$ 389.76 M	$ 394.52 M	$ 416.05 M	$ 416.05 M	$ 416.05 M
Annual Operating Surplus / (Deficit)	B	$ (14.24) M	$ (35.86) M	$ 136.08 M	$ (27.81) M	$ (35.70) M	$ 90.80 M	$ (2.39) M	$ (26.46) M	$ 198.63 M	$ (41.77) M	$ (91.14) M	$ 118.26 M	$ (73.76) M	n/a	n/a
# of Districts indicating Annual Deficit		35	38	10	38	43	14	26	40	3	34	41	8	44	n/a	n/a
Transfers out of Operating funds to Other Funds - for Capital Assets	C	$ (24.96) M	$ (37.88) M	$ (48.97) M	$ (24.75) M	$ (42.83) M	$ (50.10) M	$ (36.67) M	$ (47.28) M	$ (52.43) M	$ (30.63) M	$ (39.83) M	$ (46.81) M	$ (24.39) M	n/a	n/a
- for Local Capital	D	$ (16.02) M	$ (37.93) M	$ (61.31) M	$ (20.36) M	$ (42.80) M	$ (58.22) M	$ (23.98) M	$ (42.77) M	$ (63.93) M	$ (21.80) M	$ (37.01) M	$ (49.92) M	$ (11.83) M	n/a	n/a
Reduction of Unfunded Employee Future Benefits	E	$ (1.83) M	$ (0.19) M	n/a	$ (0.06) M	$ (0.05) M	n/a	$ (0.07) M	$ (0.07) M	n/a	-	-	n/a	-	-	
Budgeted Retirement of Deficit	F	-	-	n/a	-	$ (0.25) M	n/a	-	$ (0.24) M	n/a	-	-	n/a	-	-	
Budgeted Surplus for the year	G	$ 1.30 M	15.65 M	n/a	$ 0.09 M	0.54 M	n/a	$ 1.14 M	1.65 M	n/a	$ 2.11 M	1.23 M	n/a	$ 1.15 M	n/a	
Surplus Appropriation to Balance Budget [B + C + D + E + F - G = H]	H	$ (58.35) M	(127.50) M	n/a	$ (73.06) M	(122.18) M	n/a	$ (64.25) M	(118.46) M	n/a	$ (96.31) M	(169.21) M	n/a	$ (111.13) M	n/a	
June 30 Accumulated Operating Fund Surplus - for Budget [A + H = I] - for Actual [A + B + C + D = I]	I	$ 239.98 M	$ 170.82 M	$ 324.13	$ 251.07 M	$ 201.95 M	$ 306.61 M	$ 243.25 M	$ 189.04 M	$ 389.76 M	$ 293.45 M	$ 220.55 M	$ 416.05 M	$ 304.92 M	n/a	n/a

Note: In 2019-20, SD05 (Southeast Kootenay) made a Prior Period Adjustment which increased their Accumulated Operating Surplus by $0.9M. Adjustment was due to reclassification of Deferred Reveue to Operating Surplus.

Note: In 2020-21, SD68 (Nanaimo-Ladysmith) made a Prior Period Adjustment which increased their Accumulated Operating Surplus by $4.76M. Adjustment was due to recognizing a Benefit Premium Balance which increased Operating Surplus.

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MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE

DATE: November 18, 2021
CLIFF: 251906

PREPARED FOR: Honourable Jennifer Whiteside, Minister – **FOR INFORMATION**

SUBJECT: Fact Finding Compliance Audit and Review Report of SD57 (Prince George)

PURPOSE: Overview of Review and Audit Outcomes

BACKGROUND:
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Withheld pursuant to/removed as

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MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE

DATE: November 3, 2021
CLIFF: 250850

PREPARED FOR: Honourable Jennifer Whiteside, Minister – **FOR INFORMATION**

SUBJECT: Meeting with CUPE November 15, 2021

PURPOSE: CUPE request to discuss enhanced daytime cleaning in schools.

BACKGROUND:

- In July 2021, CUPE wrote to the Ministry to advocate for maintaining enhanced daytime cleaning in schools as a part of the September 2021 K-12 Recovery Plan. The November 15 meeting has been organized as a response to this letter.

- In the 2020/21 school year, enhanced cleaning standards (twice in a 24-hour period) were established by the Provincial Health Officer (PHO) and adopted in the K-12 health and safety guidelines. The Ministry provided $288 M ($242.4 Federal, $45.6 M Provincial) to support public and independent schools, including funding for cleaning time and supplies.

- School districts implemented the enhanced cleaning protocols by adding additional hours to existing permanent and on-call staff, and the addition of new custodial or cleaning staff.

- Some of these staff were hired as general manual workers rather than qualified custodians and other support staff (e.g. bus drivers, maintenance) were also assigned to these tasks.

- Reporting on the use of Federal and Provincial COVID-19 funding suggests that approximately 790,000 hours (straight and overtime) of extra work was required to meet the new protocols; shared between approximately 900 new hires and 5,300 existing staff.

- For the 2021/22 school year, the PHO recommended a return to cleaning once in a 24 hour period based on evidence that COVID-19 is not primarily transmitted by surfaces.

- For the 2021/22 school year, $13.9M was allocated to public schools for health and safety (including cleaning time and supplies) as part of the K-12 Recovery Plan.

- The Ministry is participating in an industry-led Custodial Practices Working Group to establish an enhanced checklist for sanitization and cleaning protocols in schools, which is expected to be finalized and distributed to school districts prior to the end of this calendar year. The Working Group includes two CUPE members.

- Previous advice presented in March 2021 (Attachment 1) indicated it would cost approximately $25M to fund the level of staffing required to maintain twice a day cleaning.

- Under the *School Act,* the Minister does not have the authority to require a specific level of staffing of custodians. Local collective agreements and local cleaning requirements dictate staffing.

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DISCUSSION:

- Requirements and guidance on cleaning levels in K-12 as part of current communicable disease protocols have been set by the PHO and adopted by the Ministry.

- A set of common cleaning and sanitizing protocols in accordance with PHO guidelines is being developed by the Working Group to assist school districts.

- Some boards of education may have chosen to exceed the cleaning guidance of the PHO for the 2021/22 school year to meet local concerns, which is their right. This may have included adding daytime custodial and cleaning staff.

- Each school district has different collective agreements for custodial services that may require different service level expectations and practices. If enhanced cleaning practices are implemented at the local level, they must be done in accordance with the local collective agreement.

- Anecdotally, most partners have expressed a significant appreciation for the enhancement of cleaning levels throughout the pandemic. They have indicated they would like to maintain this level of cleaning in the future given its positive impact on schools and staff. This was shared through the K-12 Education Steering Committee as well as various partner meetings.

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CONCLUSION:

- The Ministry is committed to providing a safe and healthy learning environment for students and staff.

- Enhanced cleaning standards pertaining to COVID-19 are a public health matter and are based on the recommendations of the PHO.

- School districts are required to follow PHO direction but may exceed the cleaning standards if they wish.

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Attachment 1: Information Briefing Note 245574 on Custodial Practices in Schools

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Program ADM/Branch: Chris Brown/RMD and Keith Godin/GAD
Program Contact (for content): Jonathan Foweraker and Cloe Nicholls
Drafter: Tim Jah, Director, Funding and Allocation / Linda Beddouche, Director of Workforce Development
Date: October 21, 2021

MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE

DATE: March 24, 2021
CLIFF: 245574

PREPARED FOR: Honourable Jennifer Whiteside, Minister – **FOR INFORMATION**

SUBJECT: Custodial Practices in Schools

PURPOSE: Cleaning requirements in public schools for the 2021/22 school year and staffing requirements.

BACKGROUND:
- Since September 2020, the Provincial COVID-19 Health & Safety Guidelines for K-12 have required schools to conduct general cleaning and disinfecting of the premises at least once per 24 hours, and cleaning/disinfecting of frequently touched surfaces at least twice in 24 hours including at least once during regular school hours.

- The Guidelines currently define frequently touched surfaces as "Items used by multiple students and staff, including doorknobs, light switches, hand railings, water fountains, faucet handles, toilet handles, tables, desks, chairs, manipulatives, and toys."

- School districts implemented these enhanced cleaning protocols by adding additional hours to existing permanent and on-call staff, and the addition of new custodial or cleaning staff.

- Some of these staff were hired as general manual workers rather than qualified custodians and other support staff (e.g. bus drivers, maintenance) were also assigned to these tasks.

- Reporting on the use of Federal and Provincial COVID-19 funding suggests that approximately 790,000 hours (straight and overtime) of extra work was required to meet the new protocols; these hours are shared between approximately 900 new hires and 5,300 existing staff being involved; a breakdown of hours for existing staff vs new hires is not available.

- In some cases, schools hired temporary and part-time workers laid off from other sectors affected by the pandemic (e.g. hiring unemployed hospitality and hotel cleaning staff).

- Feedback indicates that rural and urban school districts had different experiences regarding the availability of custodians (particularly related to the addition of day-time cleaning shifts) with rural districts more likely to add additional hours to existing staff.

- In 2018, the Ministry developed and distributed a Standardized K-12 Custodial Handbook to all BC school districts to provide consistent HR policies, safety protocols, cleaning and sanitization procedures, and general best practices for custodial operations and services.

- In late 2020, the Ministry established a Custodial Practices Working Group led by the BC Association of School Business Officials (BCASBO), and comprised of sector partners and subject matter experts, to develop an appendix to the above-mentioned handbook, specific to addressing pandemic-related custodial best practices.

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- Until July 2021, this Working Group will provide the Ministry with advice and recommendations on:
  - How to safely operate in a pandemic environment
  - Satisfactory resource levels for hygiene and cleanliness standards during a pandemic
  - Equipment or material requirements to support resource levels
  - Staff training and development to support resource levels
  - Key performance indicators to evaluate service quality
  - Identify opportunities for pilot or field-testing sites.
  - Opportunities or priorities for value-added equipment or product procurements

DISCUSSION:

- It is planned that schools will return to regular, full-time in-class instruction this fall. The level of additional cleaning and disinfecting required for the next school year (if any) is yet to be determined by the Provincial Health Officer (PHO) and the BC Centre for Disease Control (BCCDC).

- The K-12 Education Steering Committee has asked PHO and BCCDC to prioritize updating "guidelines" on cleaning/disinfecting protocols, and learning groups/cohorts, in order to support planning for the 2021/22 school year.

- Some Boards of Education may decide to exceed the cleaning requirements of the PHO for the 2021/22 school year to meet local concerns which is the prerogative of the locally elected Board of Education. This may include adding daytime custodial and cleaning staff when that is not required by the PHO.

- Adherence to the guidelines are not enforceable, unlike a PHO Order.

- Each school district has different collective agreements for custodial services that prescribe different service level expectations and practices. A set of common cleaning and sanitizing protocols in accordance with PHO guidelines will be developed by the Working Group to assist school districts.

- Likewise, there are different collective agreement provisions in place for custodial staffing in each school district and different practices in place, district by district, for staffing the enhanced cleaning required for the 2020/21 school year. Some districts had fewer net-new staff than others as they added additional hours to existing staff, others recruited unemployed cleaning staff from other sectors who may return to their original employment.

- Indications are that school districts will have increased their operating surplus since the COVID-19 pandemic was declared. This unspent operating funding may be used to offset the cost of increased cleaning for part or all of the 2021/22 School Year.

- The estimated cost of maintaining day-time cleaning for the next school year is $23.3 M. In the 2019/20 school year school districts were estimated to have net savings of $30M due to the impact of the pandemic on operations that year (reduced delivery).

CONCLUSION:

- The Ministry will review the Working Group's advice and recommendations, and potentially distribute the information to school districts as an appendix to the existing *Standardized K-12 Custodial* Handbook.

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- The cleaning and disinfecting requirements set by the PHO/CDC and Ministry guidelines will determine staffing levels required by each school district. Many districts have these requirements in collective agreements and, should these local requirements exceed the PHO recommendations, then those local requirements would be honoured.

- Likewise, these collective agreements dictate hiring and lay-off practices.

- Any guidance that may impact collective agreements or staffing at the provincial level will require early engagement with the employer (BC Public Schools Employers' Association).

Summary:

- It would cost approximately $25 million to fund the level of staffing required to maintain the level of cleaning protocols required under the current health and safety guidelines.
- The Minister does not have the authority under the *School Act* to require a specific level of staffing of custodians. Local collective agreements and local cleaning requirements dictate staffing.
- The Minister does not have the authority under the *School Act* to direct school districts to spend accumulated operating surplus balances in a specific area, such as cleaning.
- Accumulated operating surplus balances are not equal across school districts, would be a temporary source for operations, and directing the use would impact school district plans.
- It's possible that pandemic health and safety guidelines may recommend additional cleaning protocols into next school year; however, this likely will not be known until closer to the start of the school year.
- Boards of Education will request additional operating funds if ministry guidelines require increased level of cleaning than was in place prior to the pandemic.

Program ADM/Branch: Reg Bawa, Resource Management Division
Program Contact (for content): Jonathan Foweraker
Drafter: Tim Jah
Date: March 24, 2021

MINISTRY OF EDUCATION
INFORMATION BRIEFING NOTE

DATE: October 14, 2021
CLIFF: 250174

PREPARED FOR: Honourable Jennifer Whiteside, Minister – **FOR INFORMATION**

SUBJECT: Workforce recruitment and retention

PURPOSE: Update on previous and current initiatives, current collective agreement provisions and next steps

BACKGROUND:
- Since the Memorandum of Agreement (MOA) of 17/18 that restored collective agreement provisions for class size and composition and non-enrolling teacher ratios, school districts have hired over 4,200 teachers and are largely meeting hiring requirements.
- In response to the MOA, the Ministry of Education established a Recruitment and Retention Taskforce to address recruitment challenges (see Appendix 1).
- Government also invested $3.5M to directly fund new seats in teacher education programs, adding more than 250 new spaces in high demand positions (see Appendix 2).
- The teaching profession has one of the lowest job vacancy rates (~1%) of any profession in the province. In comparison, the provincial rate is currently 3.8%.
- Overall, BC's teacher workforce is stable, showing no signs of retention challenges; over 97% of the public school teacher workforce remains in the system year to year.
- At the start of the 2020/2021 school year, B.C.'s education system had more than 35,000 full-time teaching positions – an increase of 17% since 2013/2014 (and an increase of 1.3% compared to the 2019/2020 school year).
- In the 2020/2021 school year, there was on average 15 students for every teacher in the public school system, the lowest on record.
- In 2020/21, the Ministry provided $18 million of remaining operating block funding to school districts to use to address the learning impacts of the COVID-19 pandemic. School districts could use part of this one-time funding to increase hours of work for current staff or hire new staff to best support students.
- During the pandemic, most districts have managed their workforce needs with minimal impact to educational delivery except for some long-standing vacancies in rural areas.

DISCUSSION:
- While most school district hiring requirements are being met, some longstanding pressures remain in rural and remote areas, for specialist roles (e.g., special education teachers, French teachers) and for a workforce that better represents the BC student population.
- Projections suggest B.C. will need 3,000 new teachers per year to cover teacher vacancies due to retirements, attrition, and projected enrolment growth. This aligns with the number of new teachers who receive certification each year in BC.

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- While supply and demand are expected to balance out in the next five years, recruitment pressures will likely remain in rural and remote districts, attracting Teachers Teaching on Call (TTOCs) and for specialized positions.
- Additionally, while the Ministry has access to important data points for educators (e.g., numbers in workforce, number of graduates, gender, and age), data on ethnic or Indigenous ancestry is limited.
- Further actions are also required to ensure the Government priorities of equity, anti-racism and reconciliation are reflected in the K-12 education workforce.

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CONCLUSION:

- The Ministry is working on multiple initiatives to ensure the education sector is adequately staffed with a highly trained, diverse workforce to support student success and well-being.

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Appendices:

1. Recruitment and Retention Taskforce Recommendations and Pursuant Action
2. Breakdown of Funding for New Seats in Teacher Education Programs

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Program ADM/Branch: Keith Godin/ Governance and Analytics
Program Contact (for content): Linda Beddouche
Drafter: Lina Branter
Date: October 12, 2021

Appendix 1 - Recruitment and Retention Taskforce Recommendations and Pursuant Action

Recommendation	Action taken to Date
✓ Establish a province-wide recruitment fund	• One-time funding provided through the Recruitment and Retention Workforce Sustainability Fund (RRWSF) in 2017/18. ○ Each district was allotted $35,000. About $1.3 million was spent as part of this initiative. *Note:* • *The report recommended a further 2 to 3-year commitment of this fund.* s.13
✓ Regional profiles and recruitment strategies	• BCPSEA worked with the Sustainable Workforce Steering Committee to identify recruitment challenges affecting each region. • BCPSEA developed regional profiles and marketing videos. All content is posted on Make a Future's website.
✓ Increase support and capacity for school districts' human resources	• BCPSEA created an HR Portal on Make a Future with recruitment material, resources, and best practices for employers.

✓ Increase the number of graduates in positions under pressure	• Government invested $3.5M to directly fund new seats in teacher education programs, adding close to 250 new spaces to bring in more teachers in high demand positions.
	    ○ 2018/19 (EDUC): +127 seats (Special ed., French, Indigenous ed., math, physics)
	    ○ 2019/20 (EDUC): +72 seats (Special ed., French, Indigenous ed.)
	    ○ 2019/20 (AEST): +42 seats in indigenous ed.

✓ Promote rural practica placements	• The Ministry has committed $150,0000 to BCPSEA to develop and implement a coordinated national and international teacher recruitment plan (that includes marketing) for specialized and regional positions and promotes rural practica placement.
	• The ministry provided funding to support:
	    ○ A Four-year teacher education program in Quesnel (20 students)
	    ○ Bursaries for out of province student-teachers to be placed in BC rural schools (six bursaries at $2,500/each)

Support Teacher mentorship	• N/A – the BCTF declined the Ministry's one-year funding offer

Appendix 2 – Breakdown of Funding for New Seats in Teacher Education Programs

Source of Funding	School year	Seats
Ministry of Education	2018/19	107 new teacher education program seats • 50 seats - special education • 37 seats - French (SFU & UBC Vancouver) • 20 seats - secondary math & physics
Ministry of Education	2019/20	72 new teacher education program seats: • 37 seats - French (SFU & UBC-O) • 20 seats - special education • 15 seats - Indigenous teachers (VIU)
Ministry of Advanced Education, Skills & Training	2019/20	80 seats - Indigenous teachers
	Total	259 Seats

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MINISTRY OF EDUCATION
DECISION BRIEFING NOTE

DATE: February 4, 2022
CLIFF: 251678

PREPARED FOR: Honourable Jennifer Whiteside, Minister – **FOR DECISION**

SUBJECT: 2020/21 Six-Year Completion Rate Data

PURPOSE: Seeking decision on public, routine release of Six-Year Completion Rate data

BACKGROUND:
The Ministry of Education collects data to monitor the performance of K-12 students' success in the BC school system every year. One of the measures of success is the Six-Year Completion Rate which calculates the proportion of students who graduate with a British Columbia Certificate of Graduation or British Columbia Adult Graduation Diploma within six years from the first time they enroll in grade 8, adjusted for migration in and out of the province.

DISCUSSION:
- Reporting on most outcome measures has shifted to BC residents rather than all public students as many non-resident students come to BC without the intention to graduate. A large volume of evidence supports this position.
- The six-year completion rate showcases the continued success of BC's school system. At 90.50%, the overall six-year completion rate for BC students remains strong (+0.59% over last year), with a slight year-over-year increase of 0.51% for public schools (to 90.06%) and a year-over-year increase of 1.30% for independent schools (to 94.35%).
- Six-year completion rates for Indigenous public students increased slightly since last year to 72.50% (+1.39%); since 2016/17, the rate has increased by 6.28 percentage points.
- Six-year completion rates for public school students with disabilities and diverse needs increased slightly since last year to 74.17% percent (+0.30%).
- Embargoed results are available now to districts via the secure District SharePoint site.
- The Provincial approach to disseminate results will be conducted via the following two mediums:
  - Updated Six-Year Completion Rate visualizations on the Ministry's System Performance platform (public): https://studentsuccess.gov.bc.ca
  - Full release of Six-Year Completion Rate results as open data on government's Data BC Catalogue (public – academic and research – interest groups): https://catalogue.data.gov.bc.ca/dataset/bc-schools-six-year-completion-rate/

OPTIONS:
OPTION 1: RELEASE THE DATA
PROS:
- Proactive public disclosure of information
- Positive messaging around increasing completing rates

1

CONS:

- Possible public criticism regarding persistent gaps in completion rates between Indigenous and non-Indigenous students; the system continues to have work to do in supporting Indigenous students towards graduation

s.13

FINANCIAL IMPLICATIONS:
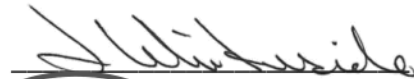
N/A

INFORMATION TECHNOLOGY AND PRIVACY IMPLICATIONS:

N/A – standard data release, incremental update of files already released

RECOMMENDATION:

Option: _____1_____

_____   _____February 3, 2022_____

Approved/Not Approved   Date Signed
Honourable Jennifer Whiteside
Minister of Education

Attachment:
1. 251678 – Attachment 1 – 2020-21 Six-Year Completion Rates public release.ppt
2. 251678 – Attachment 2 – Education Data Release Schedule 2020_2021 July 2021

Program ADM/Branch: Keith Godin, ADM Governance and Analytics Division
Program Contact (for content): Jeremy Higgs, ED Education Analytics Office, 778-698-1136
Drafter: Lorraine Abastilla
Date: October 14, 2021

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Appendix 1: Highlights of 2020/21 Six-Year Completion Rate

Six-Year Completion Rate

School Year	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	% change from last year
All Students	87.70%	88.72%	89.29%	89.91%	90.50%	+0.59%
Public	87.28%	88.52%	89.85%	89.55%	90.06%	+0.51%
Independent	91.62%	90.58%	93.17%	93.05%	94.35%	+1.30%

Six-Year Completion Rate – *public schools only*

School Year	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	% change from last year
All Students	87.28%	88.52%	89.85%	89.55%	90.06%	+0.51%
Indigenous	66.22%	69.59%	69.54%	71.11%	72.50%	+1.39%
Disabilities/Diverse Needs	68.67%	70.99%	71.39%	73.87%	74.17%	+0.30%
Non-Disabilities/Diverse Needs	91.74%	92.67%	92.95%	93.23%	93.88%	+0.65%

List of School Districts with the highest Six-Year Completion Rate

School District	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
045 – West Vancouver	99.03%	100.0%	100.0%	100.0%	100.0%
093 – Conseil scolaire francophone	98.87%	98.41%	94.19%	100.0%	100.0%
044 – North Vancouver	93.56%	92.87%	94.68%	96.68%	98.38%
038 – Richmond	92.39%	95.48%	95.15%	95.88%	96.51%
042 – Maple Ridge-Pitt Meadows	89.52%	92.69%	92.31%	93.20%	95.65%

List of School Districts with the lowest Six-Year Completion Rate

School District	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
052 - Prince Rupert	70.15%	69.09%	67.60%	69.78%	69.50%
085 - Vancouver Island North	67.76%	71.86%	72.50%	78.18%	68.60%
092 - Nisga'a	s.17; s.22		56.09%	57.16%	62.23%
084 - Vancouver Island West	74.76%	49.32%	42.40%	41.43%	57.81%
087 - Stikine	s.17; s.22				

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Appendix 2: 2020-21 Six-Year Completion Rates - Public

2020 / 2021
Completion Rates

BRITISH COLUMBIA | Ministry of Education

Six-Year Completion Rates Insights

- A routine annual release of student outcome information. • This covers the cohort that started grade 8 in 2015/16.

- In 2020/21 six year completion rates increased for public (to 90.1%) and independent schools (to 94.4%) (slide 3). • The first year the public school rate exceeds 90%.

- The gap between Indigenous and Non-Indigenous students narrowed slightly.

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- Indigenous students completion increased to 72.5% (slide 5)
- Off reserve students increased to 75.0% (slide 6)
- On reserve students increased to 62.6% (slide 6)

Six-Year Completion Rates (Residents)
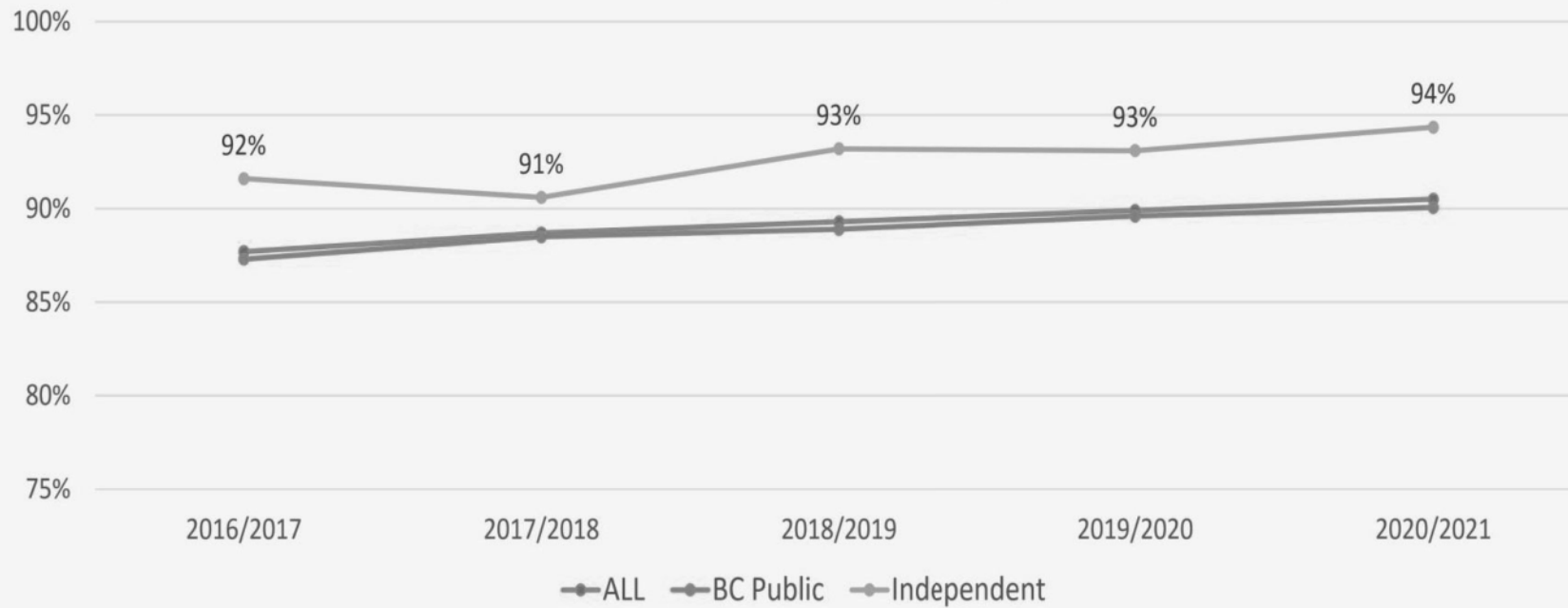
School Year	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
ALL	87.7%	88.7%	89.3%	89.9%	90.5%
BC Public	87.3%	88.5%	88.9%	89.6%	90.1%
Independent	91.6%	90.6%	93.2%	93.1%	94.4%

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Six-Year BC Public Completion Rates
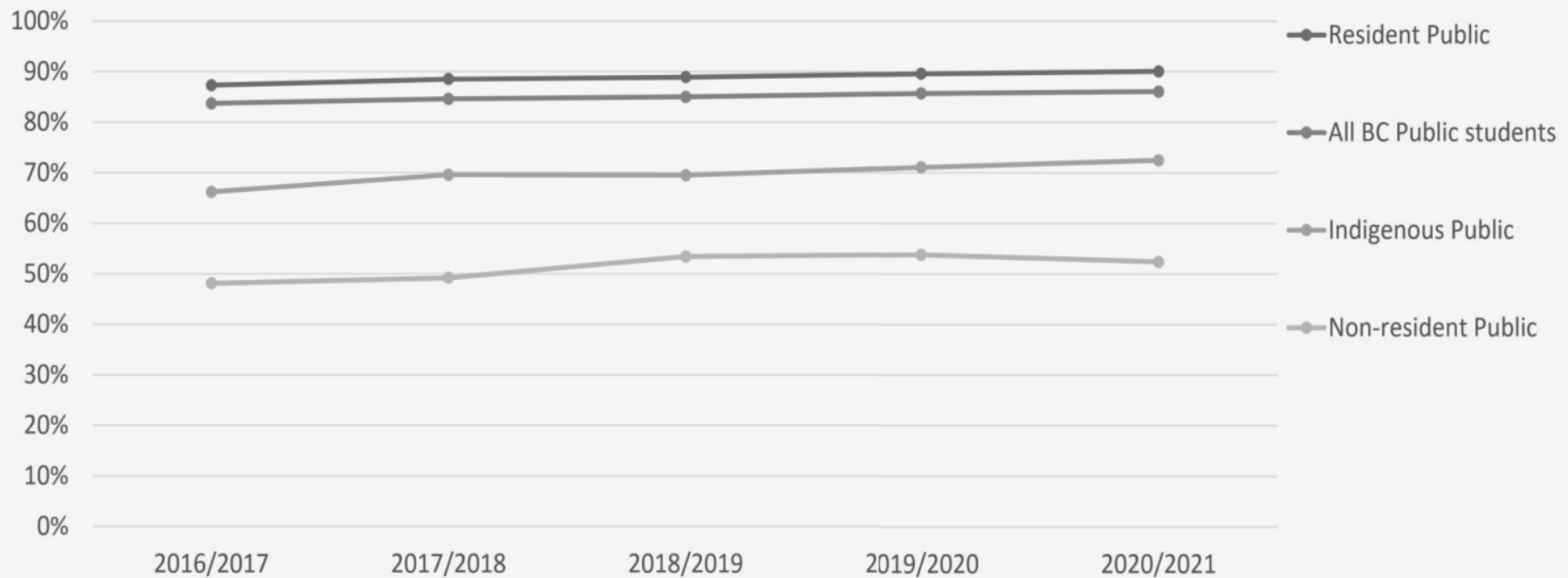
School Year	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
Resident Public	87.3%	88.5%	88.9%	89.6%	90.1%
All BC Public students	83.7%	84.6%	85.0%	85.7%	86.1%
Indigenous Public	66.2%	69.6%	69.5%	71.1%	72.5%
Non-resident Public	48.1%	49.2%	53.4%	53.8%	52.4%

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Indigenous Six-Year Completion Rates

6-Year completion rates for B.C. Public Schools [only includes B.C. residents]

- The completion rate of Indigenous students increased 0.67%, while that of non-Indigenous students increased 0.14%

- The completion rate of Indigenous students increased 5 times grater than non-Indigenous students

- There appears to be a focus on increasing the completion rate of Indigenous students
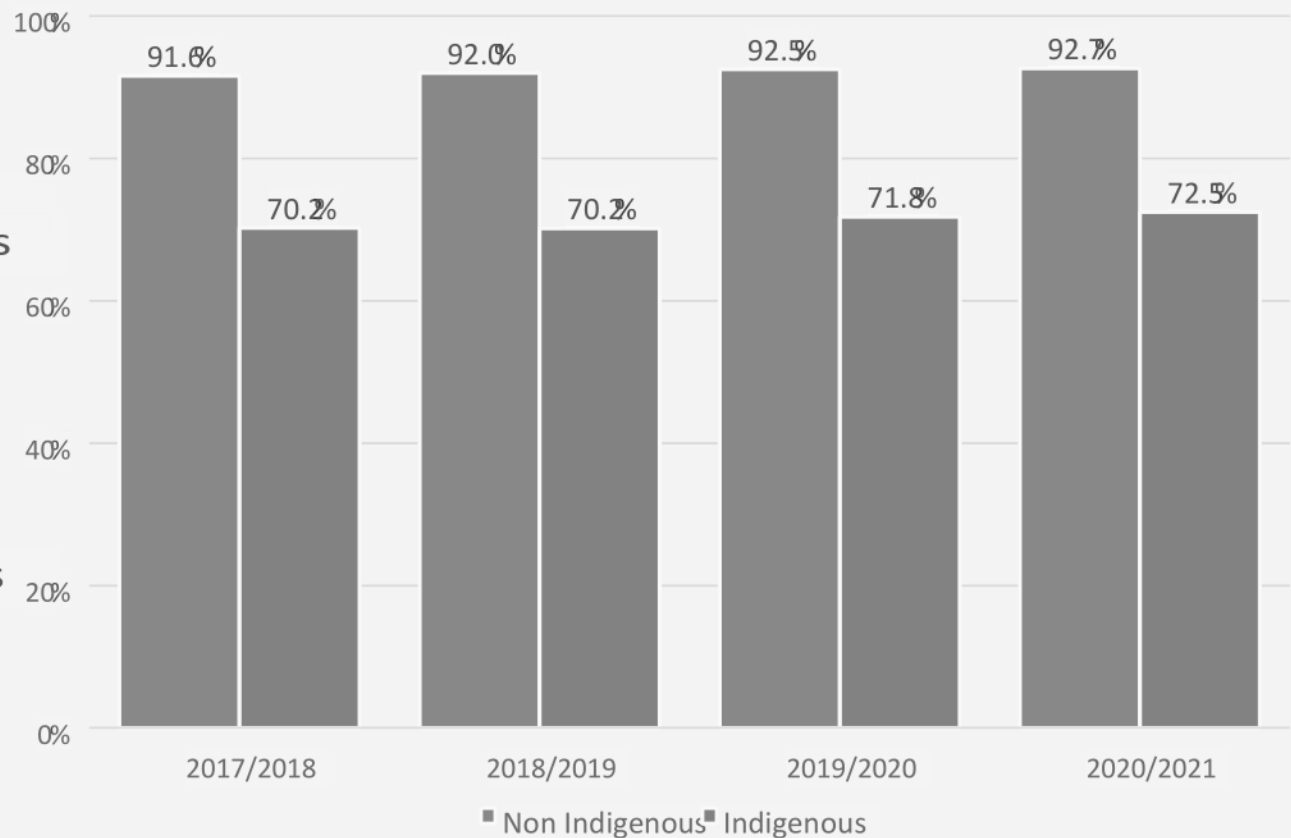
Bar chart: Non Indigenous vs Indigenous

Year	Non Indigenous	Indigenous
2017/2018	91.0%	70.2%
2018/2019	92.0%	70.2%
2019/2020	92.5%	71.8%
2020/2021	92.7%	72.5%

Indigenous Six-Year Completion Rates

6-Year completion rates for B.C. Public Schools [only includes B.C. residents

- This chart separates indigenous students into those who live off-reserve from those who live on-reserve

- Non-indigenous students had a gain of 0.14% between 2019/20 and 20/21

- Indigenous students living off-reserve had a gain of 0.71% between 2019/20and 2020/21, this is 5 times greater than non-indigenous students

- Indigenous students living on-reserve had a gain of 0.89% between 2019/20and 2020/21, this is 6 times greater than non-indigenous students

- In short, the completion rate of indigenous students is increasing fastest for those living on-reserve
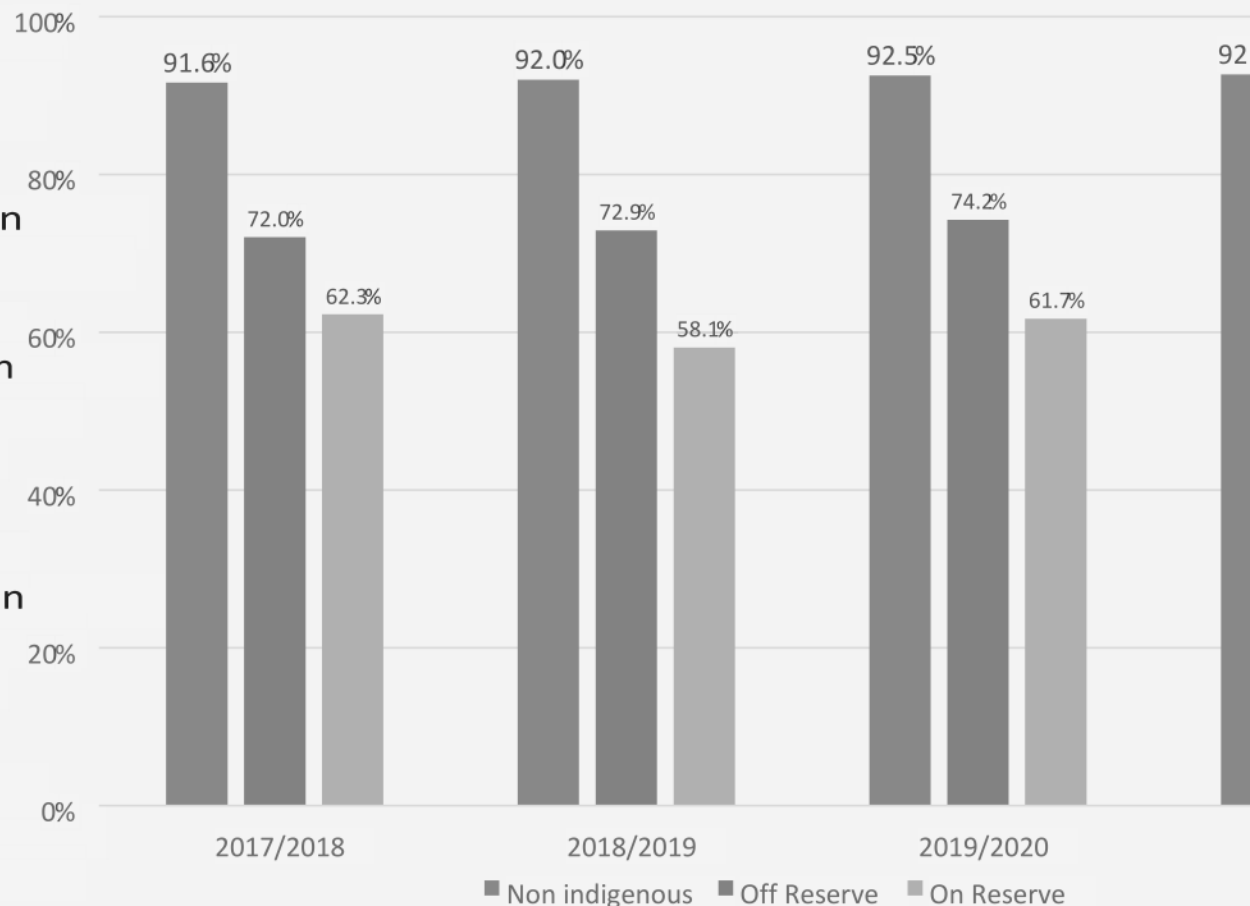
GBA+ Analysis of Six-Year Completion Rates

- Females continue to have higher completion rates then males

- The gains in completion rates in 2020/21 were nearly identical for both females and males

- In increase for both groups was identical at +0.16%

- In short, changes to completion rates are affecting both genders equally

6-Year completion rates for B.C. Public Schools [only includes B.C. residents]

Year	Female	Male
2017/2018	91.1%	87.0%
2018/2019	91.7%	87.0%
2019/2020	91.9%	88.0%
2020/2021	92.1%	88.2%

100%
95%
90%
85%
80%
75%

■ Female ■ Male

11
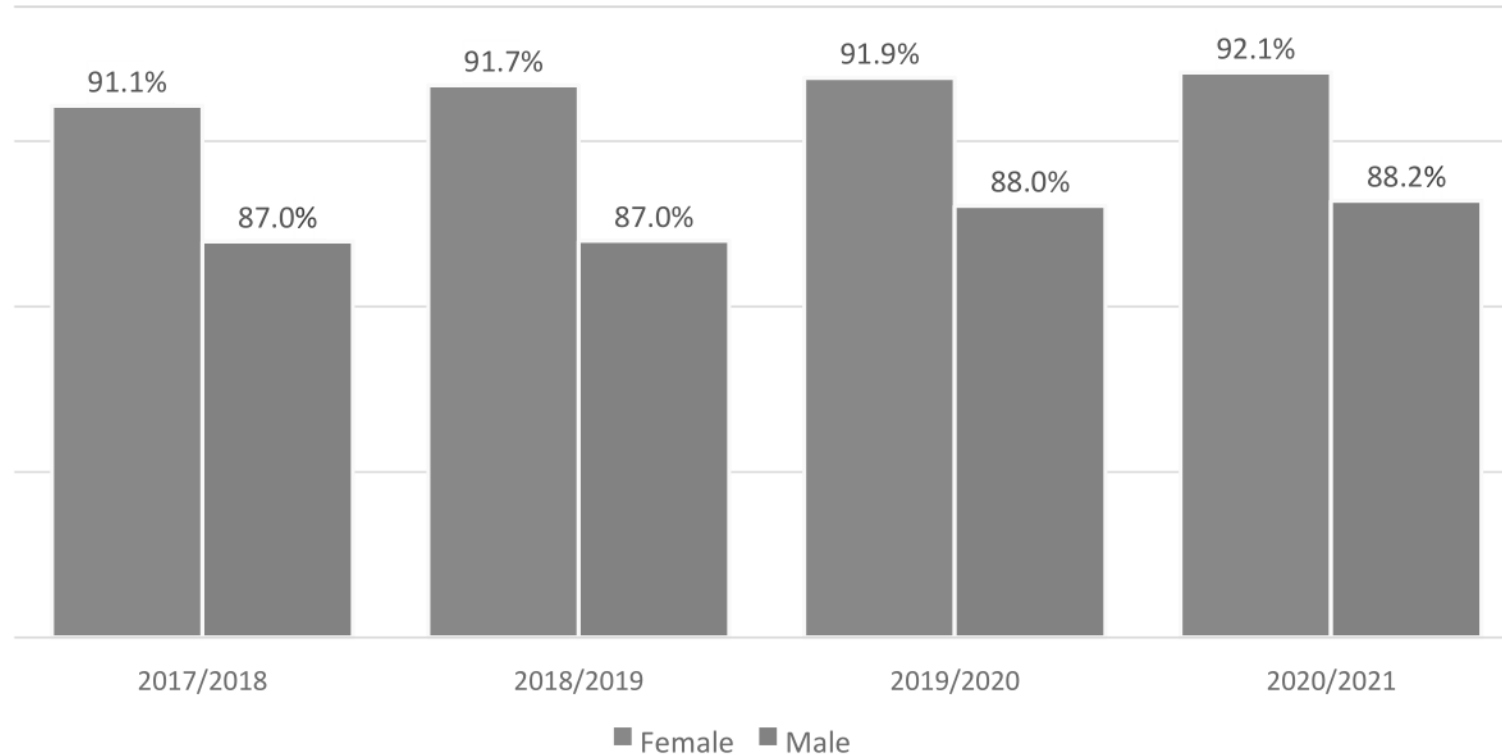
2020/2021 Six-Year Public Resident Completion Rates by District
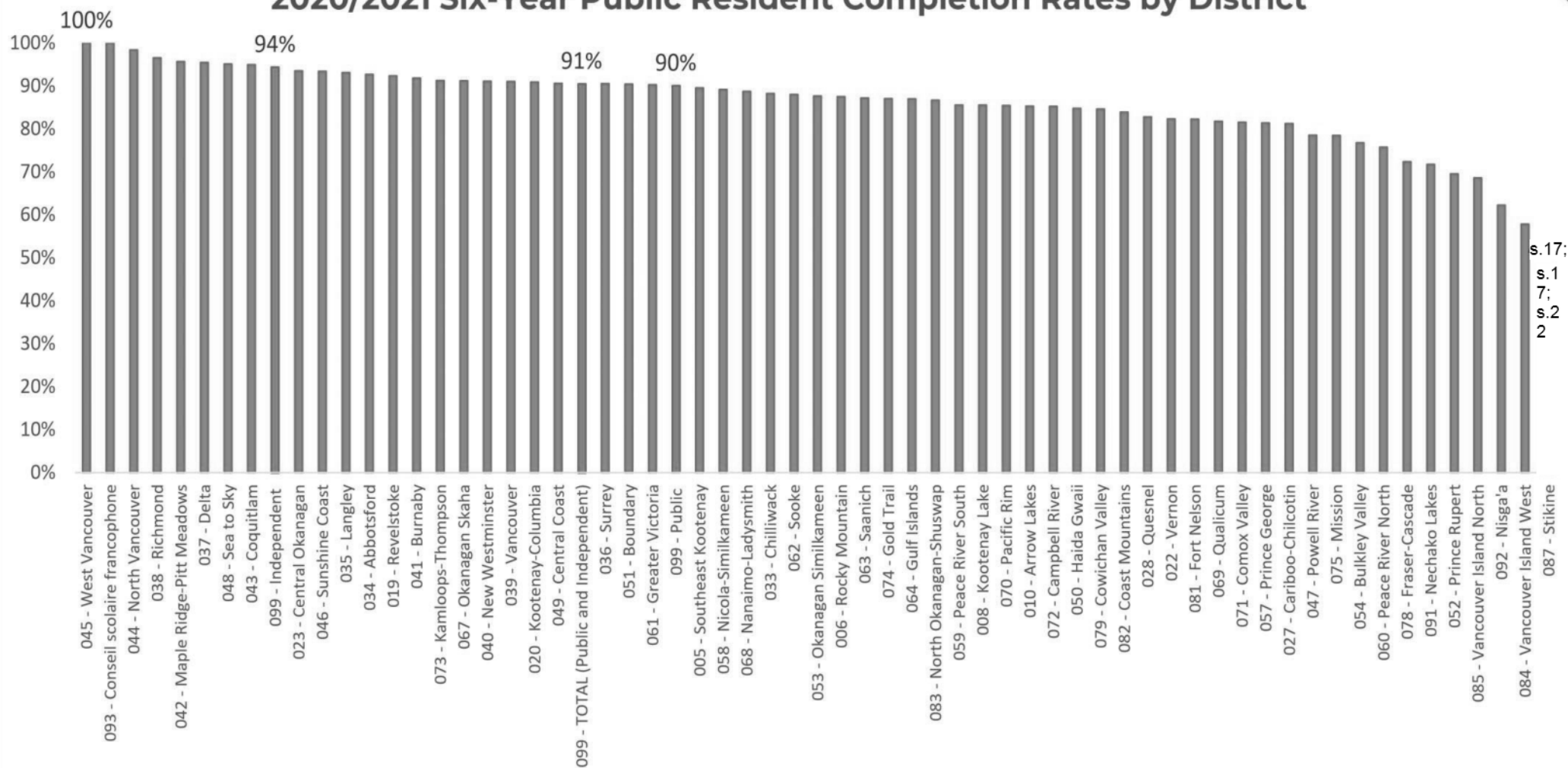
Six-Year Public Resident Completion Rates
Top 5 Districts

School District	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
045 – West Vancouver	99.03%	100.00%	100.00%	100.00%	100.00%
093 – Conseil scolaire francophone	98.87%	98.41%	94.19%	100.00%	100.00%
044 – North Vancouver	93.56%	92.87%	94.68%	96.68%	98.38%
038 – Richmond	92.39%	95.48%	95.15%	95.88%	96.51%
042 – Maple Ridge-Pitt Meadows	89.52%	92.69%	92.31%	93.20%	95.65%

Bottom 5 Districts

School District	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
052 - Prince Rupert	70.15%	69.09%	67.60%	69.78%	69.50%
085 - Vancouver Island North	67.76%	71.86%	72.50%	78.18%	68.60%
092 - Nisga'a	28.70%	40.10%	56.09%	57.16%	62.23%
084 - Vancouver Island West	74.76%	49.32%	42.40%	41.43%	57.81%
087 - Stikine	s.17; s.22				

2019/2020 to 2020/2021
Six-Year Public Resident Completion Rates
Year-over-year Change
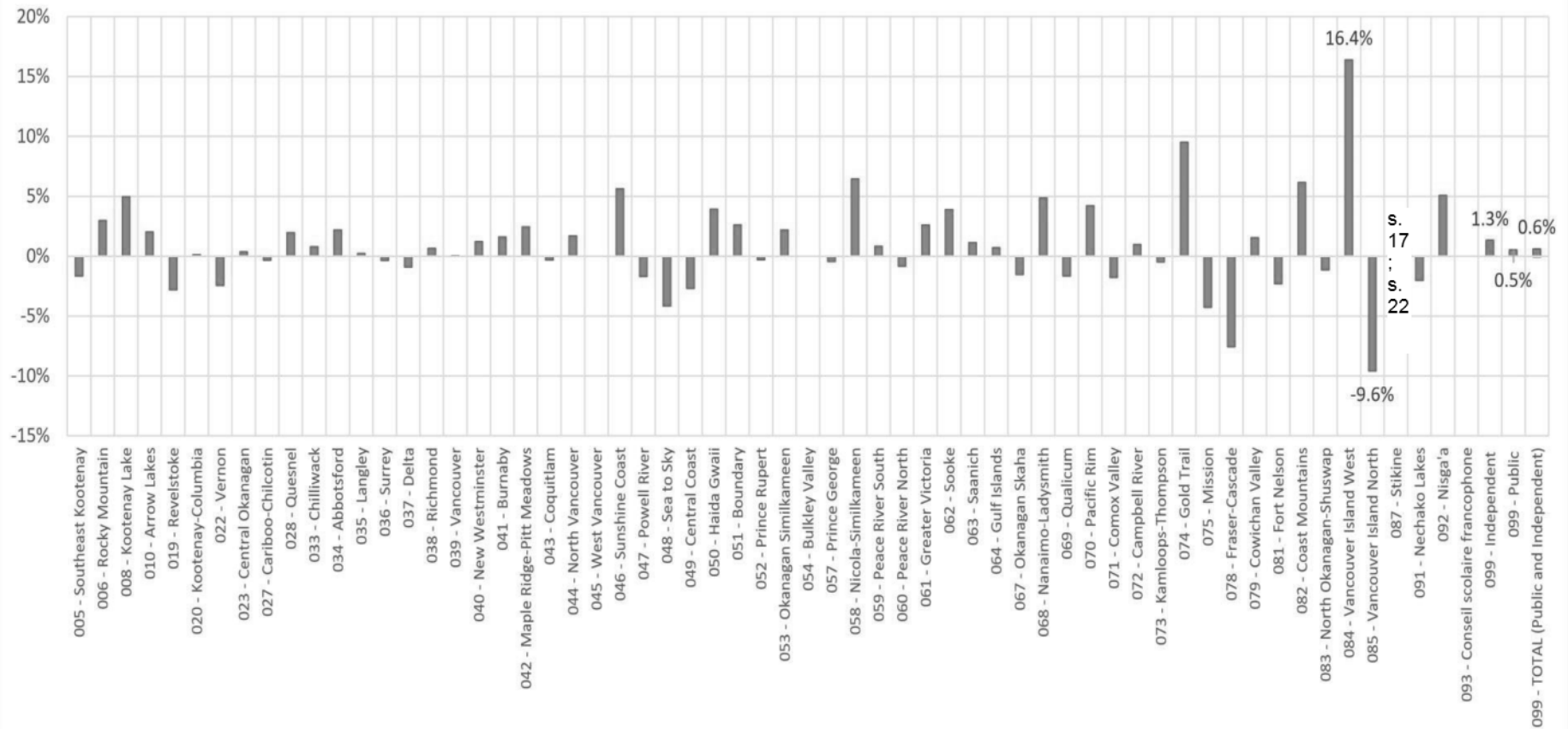
Six-Year Public Resident Completion Rates
Indigenous vs Non-Indigenous
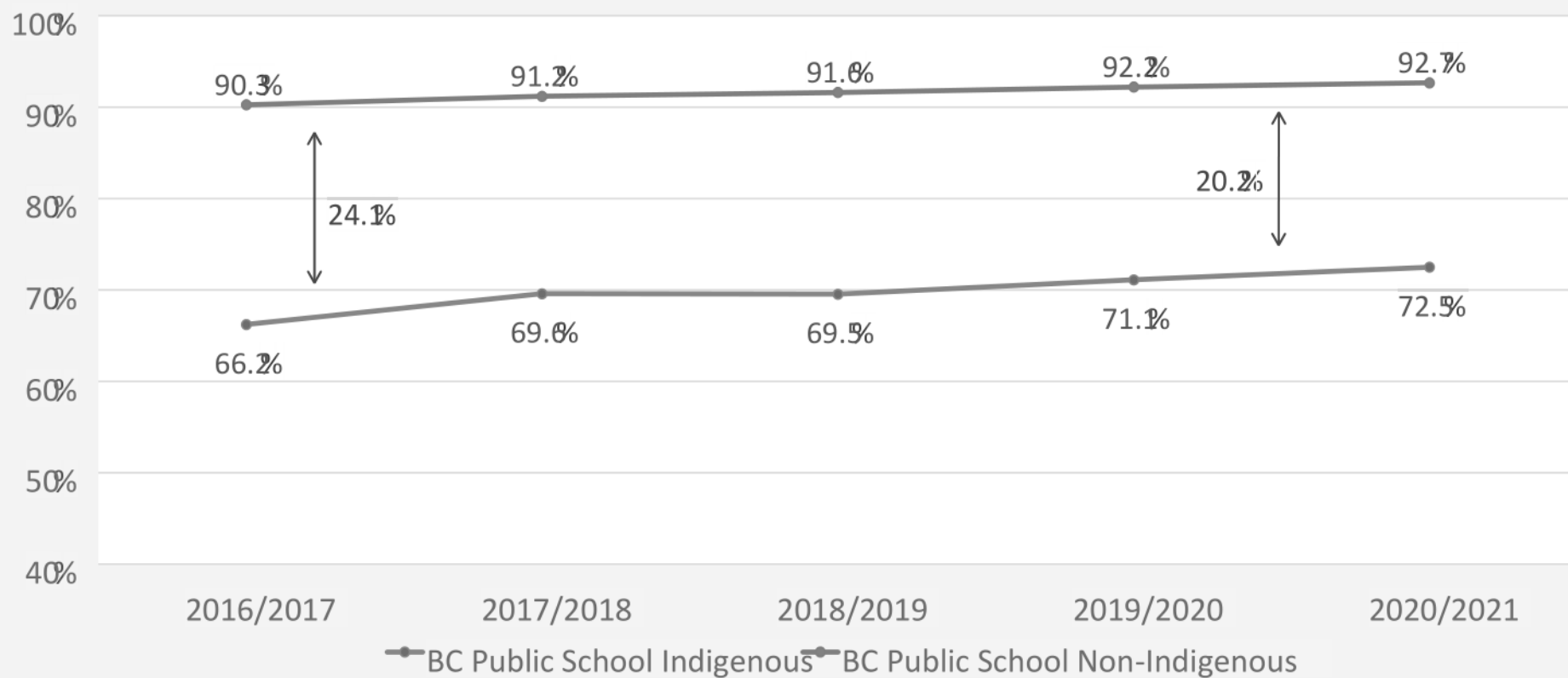
Six-Year Independent Resident Completion Rates
Indigenous vs Non-Indigenous
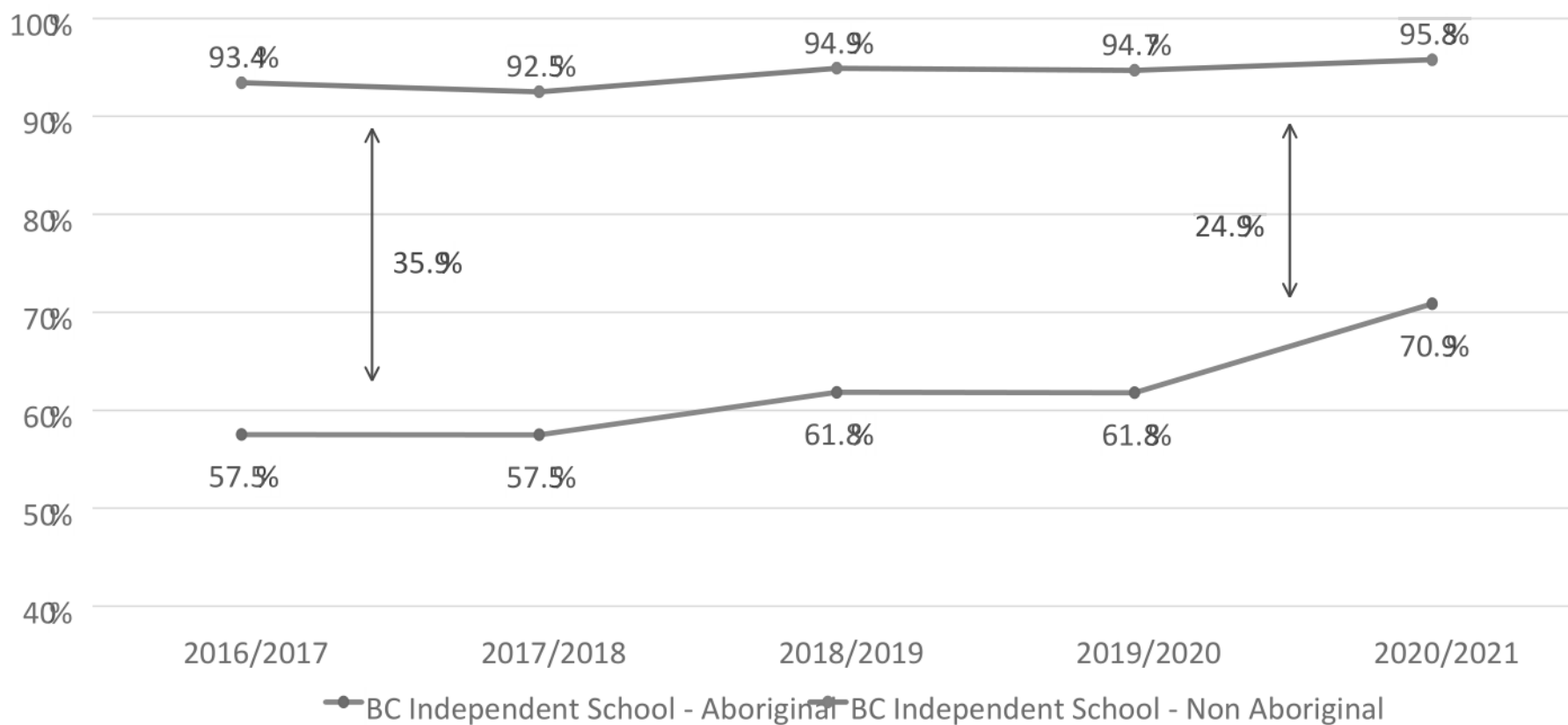
Legend: BC Independent School - Aboriginal BC Independent School - Non Aboriginal

Data points:
- 2016/2017: 93.4% / 57.5% (gap 35.9%)
- 2017/2018: 92.5% / 57.5%
- 2018/2019: 94.9% / 61.8%
- 2019/2020: 94.7% / 61.8% (gap 24.9%)
- 2020/2021: 95.8% / 70.9%

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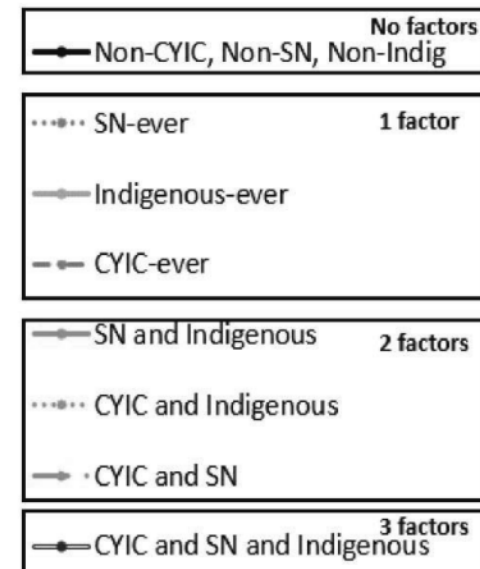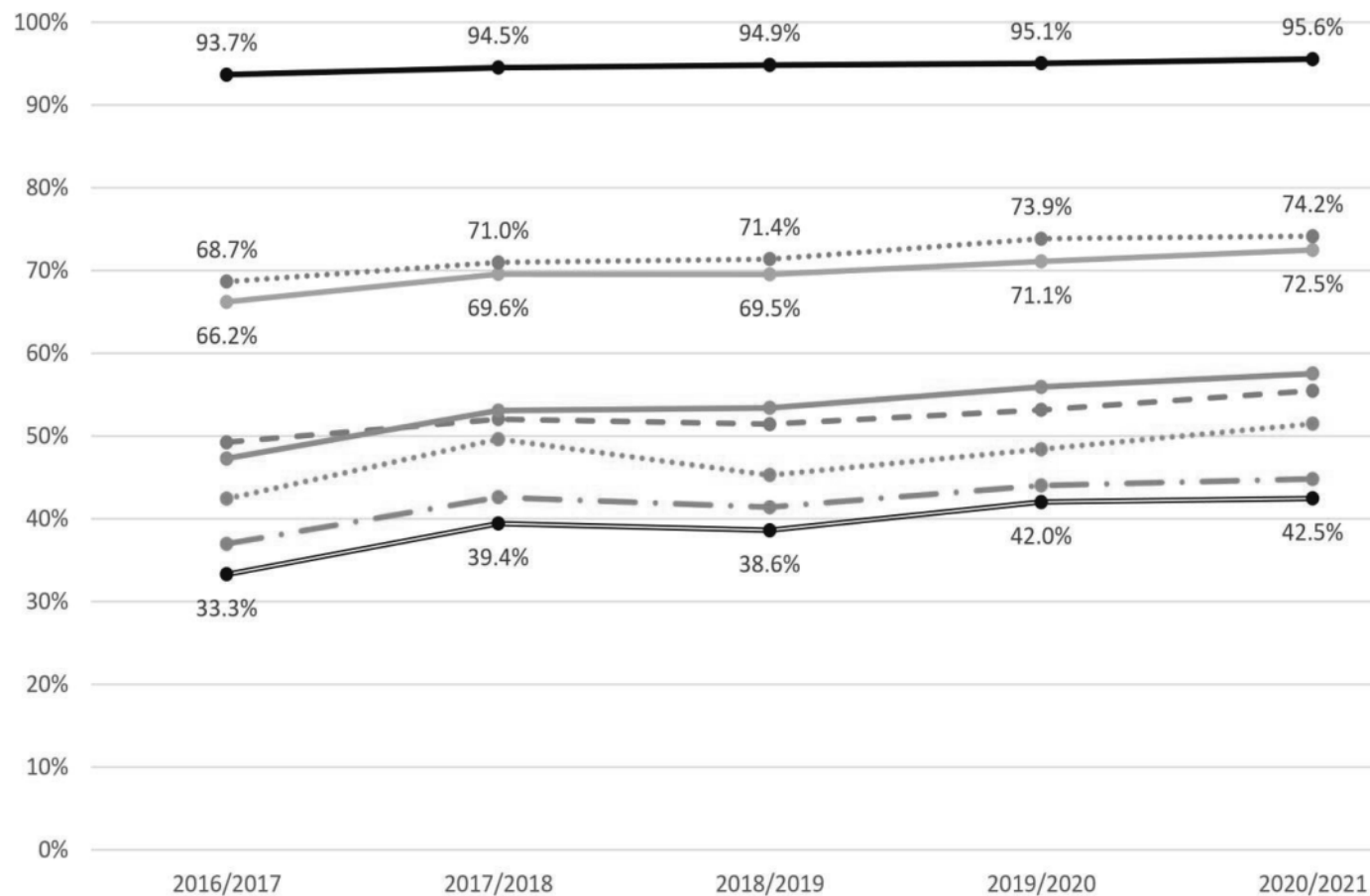
Six-Year Public Resident Completion Rates

Five-Year BC Public Completion Rates
*5th year of 6-year cohort model (i.e. 2019/20 grads)
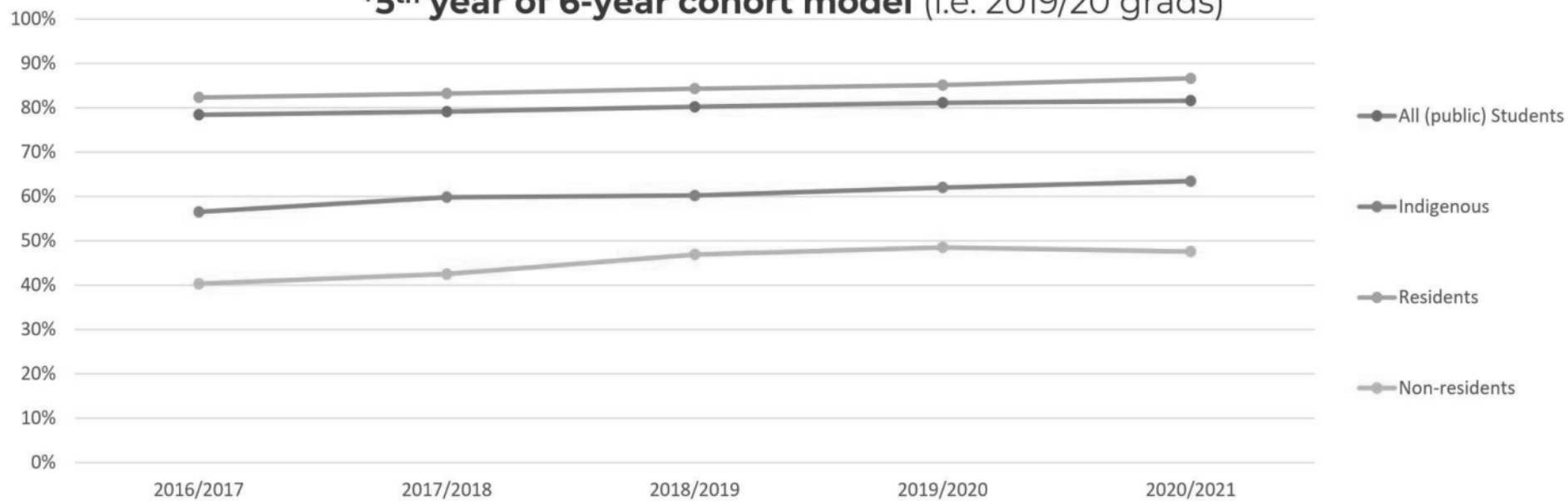
School Year	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
All (public) Students	78.4%	79.1%	80.2%	81.1%	81.6%
Indigenous	56.5%	59.7%	60.2%	62.0%	63.4%
Residents	82.3%	83.2%	84.3%	85.1%	85.6%
Non-residents	40.3%	42.4%	46.9%	48.5%	47.6%

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2020/2021 Five-Year BC Public Resident Completion Rates by District
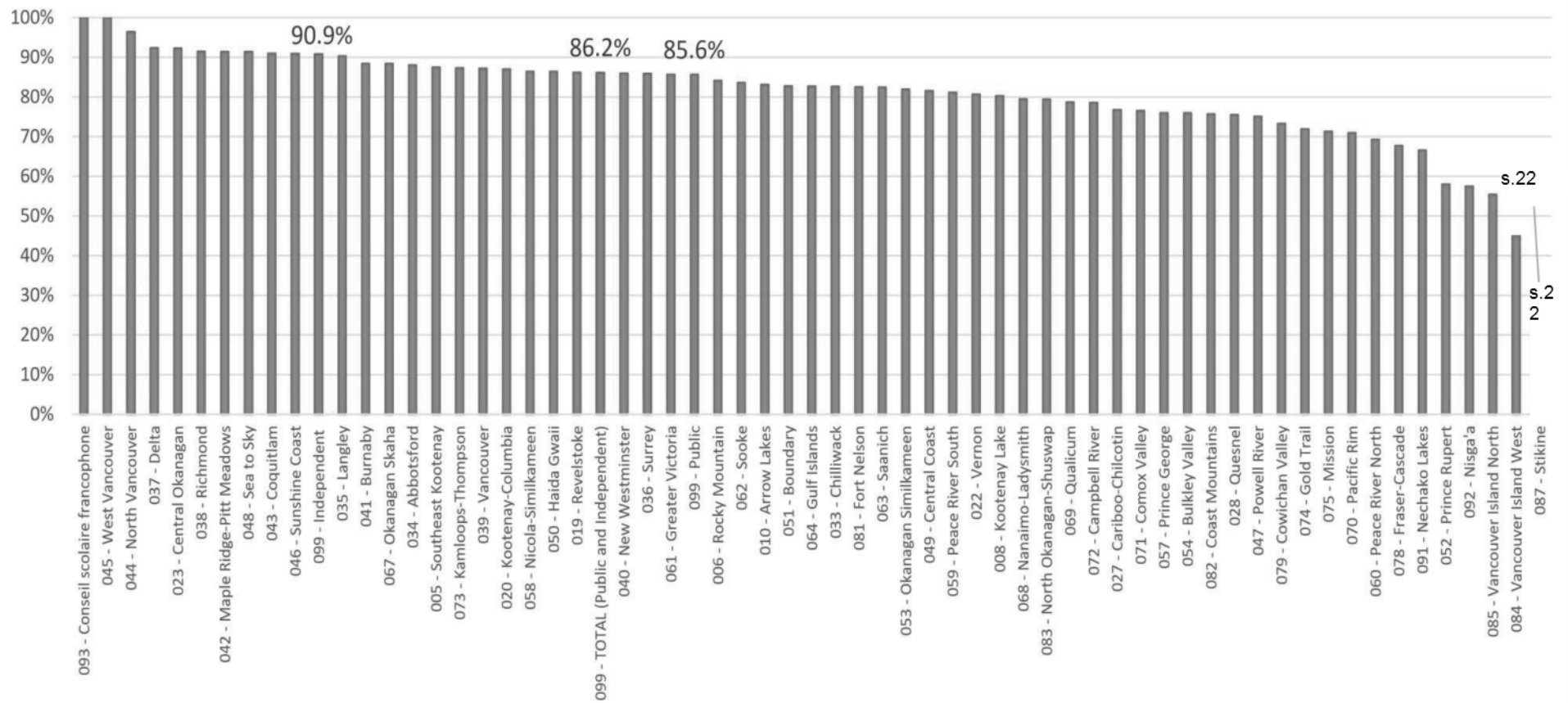
2019/2020 to 2020/2021
Five-Year Resident Completion Rates
Year-over-year Change
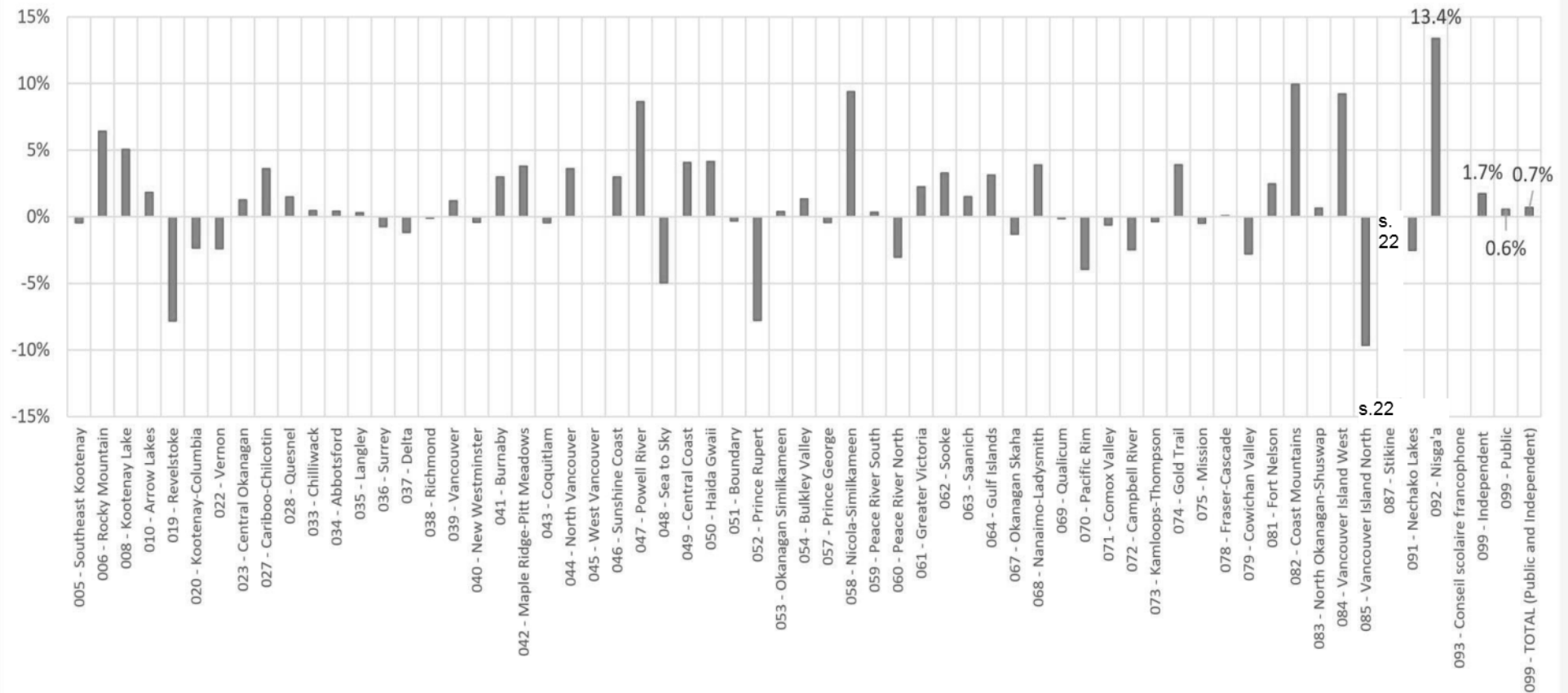
2020/2021
Difference between Five & Six-Year
BC Public Resident Completion Rates by District
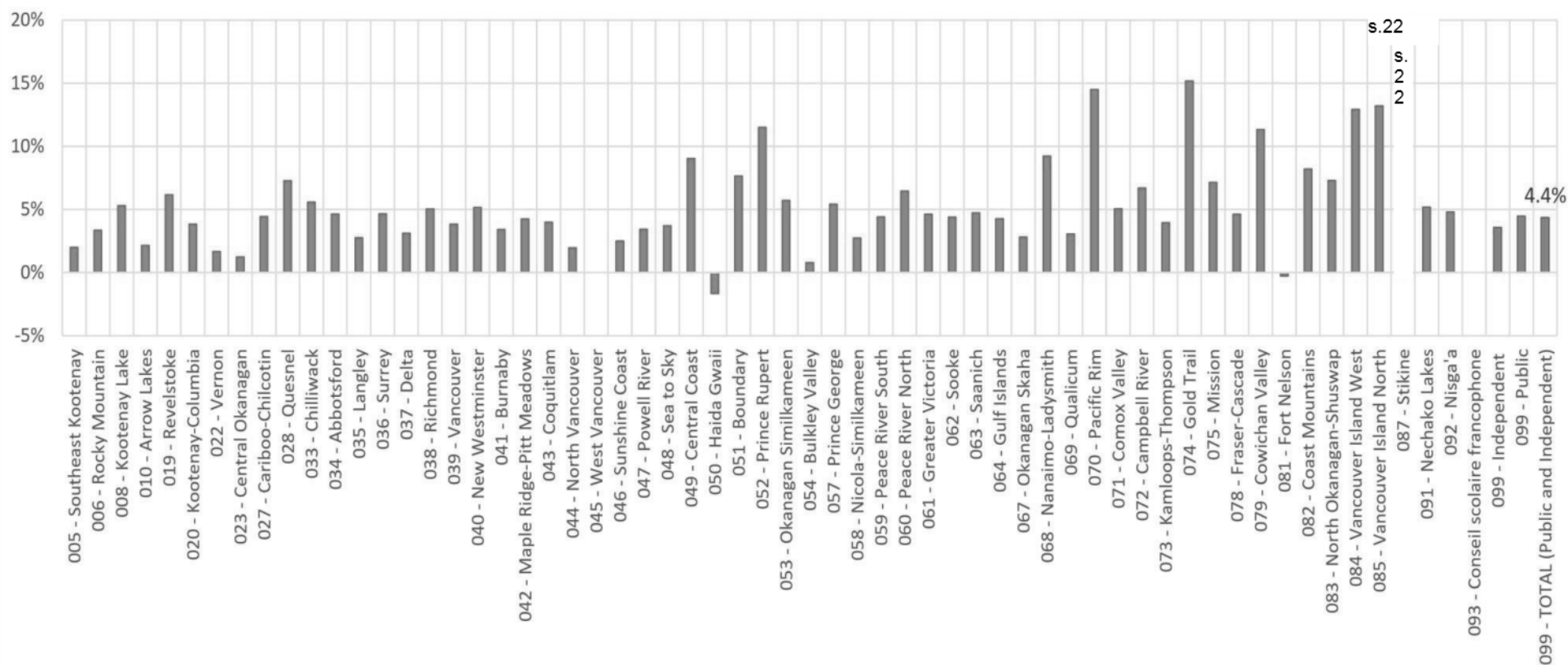
How many non-SN students were awarded Evergreen (School Completion) Certificates?

Total (Public + Indy) non-DN awarded Evergreen	Indigenous		Indigenous + CYIC		Non-Resident		Resident (Non Indigenous, Non CYIC)	
29	**13**		s.22		s.22		**16**	
	Indy -	s.22	Indy -	s.22	Indy -	s.22	Indy -	s.22
	Public		Public		Public		Public -	

How many students earned Adult Dogwoods?

Total (Public + Indy) earned Adult Dogwoods	Indigenous	Indigenous + CYIC	Non-Resident	CYIC	Resident (Non Indigenous, Non CYIC, Non SN)	Indigenous + CYIC + SN	Indigenous + SN	CYIC + SN	SN
2,831	**737**	**182**	**73**	**294**	**1,611**	**86**	**255**	**137**	**677**
	Indy - 39	Indy - s.22	Indy - 49	Indy - s.22	Indy - 118	Indy - s.22	Indy - 14	Indy - s.22	Indy - 51
	Public - 698	Public -	Public - 24	Public - s.22	Public – 1,493	Public	Public - 241	Public - s.22	Public - 626

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Next Steps

- Approval to release data to StudentSuccess.ca, Open Data.

- School districts in particular are interested in comparisons to provincial rates and to 'like' districts.

- The Ministry is working on a distinct five year cohort completion rate that aligns with the Framework for Enhanced Student Learning Reporting Order.

- Staff will return to the Minister to review.

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Appendix 3: 2020-21 Six-Year Completion Rates Public Release Data Set

YEAR_6_OF_COHORT	DATA_LEVEL	SUB_POPULATION	PUBLIC_OR_INDEPENDENT	DISTRICT_NUMBER	DISTRICT_NAME	FACILITY_TYPE	COMPLETION_RATE_MODEL
1997/1998	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
1997/1998	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
1997/1998	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
1997/1998	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
1997/1998	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
1997/1998	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
1997/1998	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
1997/1998	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
1997/1998	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
1997/1998	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
1998/1999	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
1998/1999	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
1998/1999	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
1998/1999	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
1998/1999	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
1998/1999	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
1998/1999	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL

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1998/1999	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
1998/1999	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
1998/1999	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
1999/2000	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
1999/2000	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
1999/2000	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
1999/2000	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
1999/2000	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
1999/2000	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
1999/2000	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
1999/2000	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
1999/2000	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
1999/2000	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
1999/2000	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
1999/2000	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
1999/2000	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
1999/2000	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
1999/2000	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
1999/2000	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
1999/2000	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
1999/2000	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
1999/2000	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
1999/2000	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
1999/2000	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
1999/2000	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL

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1999/2000	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
1999/2000	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
1999/2000	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
1999/2000	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
1999/2000	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
1999/2000	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
1999/2000	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
1999/2000	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
1999/2000	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
1999/2000	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
1999/2000	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
1999/2000	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
1999/2000	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
1999/2000	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
1999/2000	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
1999/2000	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
1999/2000	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
1999/2000	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2000/2001	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2000/2001	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2000/2001	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT

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2000/2001	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2000/2001	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2000/2001	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2000/2001	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2000/2001	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2000/2001	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2000/2001	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2000/2001	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2000/2001	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2000/2001	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2000/2001	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2000/2001	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2000/2001	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2000/2001	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2000/2001	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2000/2001	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2000/2001	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2000/2001	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2000/2001	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2000/2001	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2000/2001	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2000/2001	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2000/2001	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2000/2001	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2000/2001	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2000/2001	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL

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2000/2001	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2000/2001	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2000/2001	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2000/2001	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2000/2001	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2000/2001	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2000/2001	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2000/2001	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2000/2001	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2000/2001	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2000/2001	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2001/2002	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2001/2002	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2001/2002	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2001/2002	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2001/2002	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2001/2002	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2001/2002	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2001/2002	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2001/2002	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL

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2001/2002	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2001/2002	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2001/2002	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2001/2002	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2001/2002	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2001/2002	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2001/2002	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2001/2002	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2001/2002	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2001/2002	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2001/2002	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2001/2002	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2001/2002	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2001/2002	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2001/2002	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2001/2002	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2001/2002	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2001/2002	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2001/2002	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2001/2002	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2001/2002	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2001/2002	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2001/2002	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2001/2002	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL

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2001/2002	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2001/2002	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2001/2002	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2001/2002	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2001/2002	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2001/2002	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2001/2002	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2002/2003	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2002/2003	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2002/2003	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2002/2003	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2002/2003	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2002/2003	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2002/2003	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2002/2003	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2002/2003	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2002/2003	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2002/2003	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2002/2003	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2002/2003	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2002/2003	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2002/2003	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL

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2002/2003	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2002/2003	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2002/2003	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2002/2003	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2002/2003	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2002/2003	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2002/2003	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2002/2003	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2002/2003	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2002/2003	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2002/2003	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2002/2003	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2002/2003	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2002/2003	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2002/2003	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2002/2003	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2002/2003	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2002/2003	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2002/2003	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2002/2003	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2002/2003	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2002/2003	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL

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2002/2003	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2002/2003	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2002/2003	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2003/2004	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2003/2004	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2003/2004	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2003/2004	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2003/2004	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2003/2004	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2003/2004	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2003/2004	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2003/2004	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2003/2004	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2003/2004	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2003/2004	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2003/2004	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2003/2004	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2003/2004	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2003/2004	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2003/2004	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2003/2004	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2003/2004	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2003/2004	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2003/2004	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2003/2004	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL

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2003/2004	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2003/2004	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2003/2004	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2003/2004	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2003/2004	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2003/2004	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2003/2004	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2003/2004	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2003/2004	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2003/2004	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2003/2004	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2003/2004	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2003/2004	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2003/2004	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2003/2004	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2003/2004	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2003/2004	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2003/2004	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2004/2005	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2004/2005	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2004/2005	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT

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2004/2005	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2004/2005	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2004/2005	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2004/2005	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2004/2005	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2004/2005	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2004/2005	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2004/2005	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2004/2005	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2004/2005	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2004/2005	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2004/2005	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2004/2005	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2004/2005	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2004/2005	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2004/2005	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2004/2005	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2004/2005	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2004/2005	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2004/2005	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2004/2005	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2004/2005	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2004/2005	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2004/2005	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2004/2005	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2004/2005	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL

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2004/2005	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2004/2005	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2004/2005	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2004/2005	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2004/2005	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2004/2005	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2004/2005	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2004/2005	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2004/2005	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2004/2005	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2004/2005	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2005/2006	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2005/2006	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2005/2006	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2005/2006	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2005/2006	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2005/2006	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2005/2006	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2005/2006	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2005/2006	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL

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2005/2006	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2005/2006	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2005/2006	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2005/2006	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2005/2006	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2005/2006	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2005/2006	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2005/2006	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2005/2006	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2005/2006	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2005/2006	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2005/2006	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2005/2006	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2005/2006	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2005/2006	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2005/2006	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2005/2006	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2005/2006	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2005/2006	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2005/2006	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2005/2006	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2005/2006	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2005/2006	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2005/2006	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL

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2005/2006	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2005/2006	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2005/2006	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2005/2006	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2005/2006	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2005/2006	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2005/2006	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2006/2007	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2006/2007	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2006/2007	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2006/2007	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2006/2007	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2006/2007	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2006/2007	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2006/2007	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2006/2007	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2006/2007	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2006/2007	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2006/2007	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2006/2007	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2006/2007	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2006/2007	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL

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2006/2007	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2006/2007	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2006/2007	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2006/2007	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2006/2007	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2006/2007	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2006/2007	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2006/2007	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2006/2007	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2006/2007	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2006/2007	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2006/2007	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2006/2007	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2006/2007	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2006/2007	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2006/2007	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2006/2007	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2006/2007	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2006/2007	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2006/2007	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2006/2007	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2006/2007	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL

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2006/2007	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2006/2007	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2006/2007	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2007/2008	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2007/2008	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2007/2008	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2007/2008	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2007/2008	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2007/2008	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2007/2008	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2007/2008	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2007/2008	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2007/2008	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2007/2008	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2007/2008	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2007/2008	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2007/2008	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2007/2008	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2007/2008	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2007/2008	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2007/2008	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2007/2008	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2007/2008	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2007/2008	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2007/2008	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL

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2007/2008	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2007/2008	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2007/2008	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2007/2008	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2007/2008	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2007/2008	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2007/2008	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2007/2008	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2007/2008	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2007/2008	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2007/2008	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2007/2008	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2007/2008	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2007/2008	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2007/2008	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2007/2008	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2007/2008	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2007/2008	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2008/2009	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2008/2009	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2008/2009	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT

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2008/2009	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2008/2009	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2008/2009	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2008/2009	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2008/2009	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2008/2009	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2008/2009	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2008/2009	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2008/2009	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2008/2009	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2008/2009	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2008/2009	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2008/2009	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2008/2009	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2008/2009	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2008/2009	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2008/2009	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2008/2009	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2008/2009	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2008/2009	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2008/2009	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2008/2009	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2008/2009	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2008/2009	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2008/2009	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2008/2009	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL

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2008/2009	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2008/2009	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2008/2009	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2008/2009	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2008/2009	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2008/2009	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2008/2009	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2008/2009	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2008/2009	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2008/2009	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2008/2009	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2009/2010	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2009/2010	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2009/2010	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2009/2010	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2009/2010	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2009/2010	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2009/2010	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2009/2010	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2009/2010	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL

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2009/2010	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2009/2010	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2009/2010	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2009/2010	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2009/2010	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2009/2010	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2009/2010	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2009/2010	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2009/2010	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2009/2010	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2009/2010	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2009/2010	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2009/2010	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2009/2010	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2009/2010	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2009/2010	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2009/2010	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2009/2010	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2009/2010	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2009/2010	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2009/2010	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2009/2010	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2009/2010	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2009/2010	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL

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2009/2010	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2009/2010	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2009/2010	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2009/2010	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2009/2010	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2009/2010	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2009/2010	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2010/2011	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2010/2011	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2010/2011	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2010/2011	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2010/2011	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2010/2011	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2010/2011	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2010/2011	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2010/2011	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2010/2011	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2010/2011	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2010/2011	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2010/2011	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2010/2011	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2010/2011	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL

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2010/2011	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2010/2011	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2010/2011	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2010/2011	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2010/2011	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2010/2011	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2010/2011	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2010/2011	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2010/2011	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2010/2011	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2010/2011	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2010/2011	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2010/2011	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2010/2011	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2010/2011	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2010/2011	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2010/2011	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2010/2011	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2010/2011	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2010/2011	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2010/2011	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2010/2011	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL

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2010/2011	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2010/2011	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2010/2011	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2011/2012	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2011/2012	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2011/2012	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2011/2012	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2011/2012	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2011/2012	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2011/2012	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2011/2012	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2011/2012	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2011/2012	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2011/2012	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2011/2012	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2011/2012	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2011/2012	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2011/2012	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2011/2012	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2011/2012	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2011/2012	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2011/2012	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2011/2012	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2011/2012	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2011/2012	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL

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2011/2012	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2011/2012	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2011/2012	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2011/2012	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2011/2012	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2011/2012	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2011/2012	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2011/2012	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2011/2012	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2011/2012	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2011/2012	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2011/2012	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2011/2012	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2011/2012	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2011/2012	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2011/2012	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2011/2012	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2011/2012	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2012/2013	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2012/2013	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2012/2013	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT

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2012/2013	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2012/2013	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2012/2013	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2012/2013	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2012/2013	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2012/2013	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2012/2013	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2012/2013	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2012/2013	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2012/2013	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2012/2013	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2012/2013	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2012/2013	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2012/2013	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2012/2013	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2012/2013	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2012/2013	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2012/2013	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2012/2013	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2012/2013	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2012/2013	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2012/2013	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2012/2013	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2012/2013	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2012/2013	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2012/2013	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL

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2012/2013	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2012/2013	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2012/2013	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2012/2013	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2012/2013	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2012/2013	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2012/2013	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2012/2013	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2012/2013	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2012/2013	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2012/2013	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2013/2014	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2013/2014	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2013/2014	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2013/2014	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2013/2014	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2013/2014	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2013/2014	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2013/2014	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2013/2014	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL

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2013/2014	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2013/2014	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2013/2014	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2013/2014	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2013/2014	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2013/2014	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2013/2014	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2013/2014	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2013/2014	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2013/2014	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2013/2014	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2013/2014	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2013/2014	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2013/2014	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2013/2014	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2013/2014	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2013/2014	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2013/2014	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2013/2014	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2013/2014	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2013/2014	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2013/2014	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2013/2014	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2013/2014	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL

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2013/2014	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2013/2014	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2013/2014	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2013/2014	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2013/2014	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2013/2014	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2013/2014	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2014/2015	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2014/2015	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2014/2015	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2014/2015	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2014/2015	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2014/2015	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2014/2015	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2014/2015	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2014/2015	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2014/2015	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2014/2015	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2014/2015	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2014/2015	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2014/2015	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2014/2015	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL

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2014/2015	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2014/2015	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2014/2015	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2014/2015	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2014/2015	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2014/2015	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2014/2015	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2014/2015	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2014/2015	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2014/2015	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2014/2015	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2014/2015	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2014/2015	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2014/2015	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2014/2015	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2014/2015	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2014/2015	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2014/2015	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2014/2015	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2014/2015	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2014/2015	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2014/2015	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL

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2014/2015	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2014/2015	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2014/2015	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2015/2016	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2015/2016	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2015/2016	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2015/2016	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2015/2016	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2015/2016	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2015/2016	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2015/2016	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2015/2016	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2015/2016	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2015/2016	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2015/2016	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2015/2016	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2015/2016	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2015/2016	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2015/2016	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2015/2016	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2015/2016	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2015/2016	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2015/2016	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2015/2016	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2015/2016	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL

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2015/2016	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2015/2016	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2015/2016	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2015/2016	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2015/2016	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2015/2016	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2015/2016	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2015/2016	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2015/2016	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2015/2016	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2015/2016	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2015/2016	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2015/2016	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2015/2016	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2015/2016	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2015/2016	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2015/2016	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2015/2016	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2016/2017	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2016/2017	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2016/2017	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT

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2016/2017	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2016/2017	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2016/2017	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2016/2017	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2016/2017	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2016/2017	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2016/2017	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2016/2017	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2016/2017	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2016/2017	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2016/2017	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2016/2017	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2016/2017	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2016/2017	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2016/2017	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2016/2017	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2016/2017	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2016/2017	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2016/2017	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2016/2017	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2016/2017	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2016/2017	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2016/2017	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2016/2017	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2016/2017	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2016/2017	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL

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2016/2017	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2016/2017	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2016/2017	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2016/2017	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2016/2017	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2016/2017	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2016/2017	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2016/2017	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2016/2017	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2016/2017	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2016/2017	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2017/2018	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2017/2018	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2017/2018	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2017/2018	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2017/2018	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2017/2018	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2017/2018	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2017/2018	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2017/2018	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL

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2017/2018	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2017/2018	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2017/2018	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2017/2018	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2017/2018	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2017/2018	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2017/2018	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2017/2018	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2017/2018	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2017/2018	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2017/2018	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2017/2018	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2017/2018	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2017/2018	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2017/2018	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2017/2018	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2017/2018	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2017/2018	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2017/2018	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2017/2018	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2017/2018	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2017/2018	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2017/2018	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2017/2018	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL

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2017/2018	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2017/2018	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2017/2018	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2017/2018	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2017/2018	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2017/2018	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2017/2018	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2018/2019	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2018/2019	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2018/2019	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2018/2019	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2018/2019	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2018/2019	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2018/2019	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2018/2019	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2018/2019	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2018/2019	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2018/2019	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2018/2019	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2018/2019	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2018/2019	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2018/2019	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL

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2018/2019	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2018/2019	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2018/2019	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2018/2019	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2018/2019	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2018/2019	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2018/2019	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2018/2019	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2018/2019	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2018/2019	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2018/2019	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2018/2019	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2018/2019	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2018/2019	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2018/2019	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2018/2019	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2018/2019	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2018/2019	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2018/2019	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2018/2019	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2019/2020	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2019/2020	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2019/2020	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2019/2020	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT

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2019/2020	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2019/2020	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2019/2020	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2019/2020	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2019/2020	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2019/2020	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2019/2020	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2019/2020	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2019/2020	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2019/2020	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2019/2020	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2019/2020	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2019/2020	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2019/2020	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2019/2020	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2019/2020	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2019/2020	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2019/2020	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2019/2020	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2019/2020	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2019/2020	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2019/2020	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2019/2020	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2019/2020	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2019/2020	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2019/2020	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL

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2019/2020	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2019/2020	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2019/2020	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2019/2020	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2019/2020	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_7_YEAR EXTENDED_MODEL
2019/2020	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2019/2020	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2019/2020	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2019/2020	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2019/2020	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_8_YEAR EXTENDED_MODEL
2020/2021	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2020/2021	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2020/2021	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2020/2021	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2020/2021	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	SIX YEAR DOGWOOD COMPLETION RAT
2020/2021	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2020/2021	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2020/2021	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2020/2021	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2020/2021	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_2_YEAR SUB_MODEL
2020/2021	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL

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2020/2021	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2020/2021	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2020/2021	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2020/2021	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_3_YEAR SUB_MODEL
2020/2021	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2020/2021	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2020/2021	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2020/2021	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2020/2021	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_4_YEAR SUB_MODEL
2020/2021	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2020/2021	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2020/2021	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2020/2021	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2020/2021	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	PROG_5_YEAR SUB_MODEL
2020/2021	DISTRICT LEVEL	ALL STUDENTS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2020/2021	DISTRICT LEVEL	INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2020/2021	DISTRICT LEVEL	NON INDIGENOUS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2020/2021	DISTRICT LEVEL	SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL
2020/2021	DISTRICT LEVEL	NON SPECIAL NEEDS	BC PUBLIC SCHOOL	64	Gulf Islands	ALL FACILITY TYPES	GRAD_5_YEAR SUB_MODEL

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Appendix 4: Education Data Release Schedule 2020_2021 July 2021

Education Data Release Schedule [SEPTEMBER TO AUGUST — SORTED BY RELEASE DATE]

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	EAO Report	Date Available For Release	SharePoint to Districts	Open Data / Data BC	Student Success Website	Information Note (IN)	ED	ADM	DM	GCPE/MO	Cross-Divisional	Comment
1.	Course Enrolment and Completion	October 4	No	Yes	No	Yes		☐			N/A	
2.	Eligible Graduation Rate	October 13	No	Yes	No	Yes		☐	☐		N/A	
3.	Enrolment in Student Programs	November 24	No	Yes	No	Yes		☐			N/A	
4.	Student Enrolment Statistics	November 24	Yes	Yes	Yes	Yes				☐	N/A	
5.	First Time Grade 12 Grad	December 1	Yes	Yes	Yes	Yes			☐	☐	N/A	
6.	Completion Rate	December 1	Yes	Yes	Yes	Yes				☐	N/A	
7.	EAO Aboriginal How Are We Doing? Report	December 1	Yes	No	Yes	Yes				☐	LD	
8.	Annual Grad Assessment Reports	December 15	Yes	Yes	Yes	Yes				☐	EPD	
9.	Foundation Skills Assessment (FSA)	Jan. 3/June19 if spring admin.	Yes	Yes	Yes	Yes				☐	EPD	*Deadline to be re-set with winter administration - commitment to school districts to share back their data.*
10.	Grade-to-Grade Transitions	January 8	Yes	Yes	Yes	Yes			☐		N/A	
11.	Enrolment Forecast - Funded FTE	January 22	No	No	Yes	No		☐			RMD	*Via enrolment app on student success website.*
12.	Enrolment Forecast - Headcount (EAO)	January 22	No	No	Yes	No					N/A	
13.	FSA Item Level Analysis	Feb. 28/July30 Spring admin.	No	Yes	Yes	Yes	☐				EPD	*Deadline to be re-set with winter administration - commitment to school districts to share back their data.*
14.	Class Size & Composition	March 5	Yes	Yes	No	Yes				☐	N/A	
15.	STP/Post-Sec Transitions	April 30	TBD	Yes	Yes	Yes					AEST/STP SC	*DM/MO briefings are for information only.*
16.	Education Workforce Report	June 30	No	No	Yes	Yes				☐	RMD	
17.	Student Learning Survey (SLS)	August 15	Yes	Yes	Yes	Yes				☐	N/A	
18.	BC Tripartite Education Agreement (BCTEA) Data	N/A	No	No	No	Yes	☐				LD	*Shared with FNESC who use information publicly.*
19.	Enrolment Forecast - Headcount (BC Stats)	N/A	No	No	No	No					N/A	
20.	Mental Health Dashboards	N/A	Yes	No	No	No					LD	*To support LD and the mental health action grant templates.*
21.	BC Tripartite Education Agreement (BCTEA) Data	N/A	No	No	No	No	☐				LD	
22.	Citizenship and Social Responsibility Survey (CSRS)	TBD	TBD	Yes	Yes	Yes				☐	N/A	
23.	EAO CYIC Report	TBD	Yes	No	Yes	Yes				☐	LD	
24.	EAO Special Needs How Are We Doing? Report	TBD	Yes	No	No	Yes			☐		LD	
25.	EAO Gender Report	TBD	Yes	No	Yes	Yes			☐		N/A	

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MINISTRY OF EDUCATION
MEETING NOTE

CLIFF:	250376
PREPARED FOR:	Honourable Jennifer Whiteside, Minister
MEETING DATE:	November 12, 2021
MEETING WITH:	BC Teachers' Council
ATTENDEES:	BCTC Chair – Jim Iker
	BCTC Vice-Chair – Jatinder Bir
MEETING PURPOSE:	To engage Minister in dialogue regarding the BCTC mandate and current and ongoing workplan and project items.

BACKGROUND:
- The BC Teachers' Council (BCTC) is responsible for setting teacher education program approval standards, approving teacher education programs, and setting certification, conduct and competence standards for certificate holders.
- The BCTC is comprised of 15 members who have been elected or appointed, and one non-voting Ministry of Education representative appointed by the Minister. The role of the non-voting council member is to report to the Minister on the activities of the BCTC.
  For a list of current BCTC members, refer to Attachment 1.
- The BCTC meets 3 or 4 times annually. To meet the transparency and public interest requirements of the Teachers Act, the BCTC meetings are open to the public and the minutes of the meeting are posted on the BCTC website.
- Each year during the spring meeting in June, the BCTC sets their Workplan Goals for the year. The current Workplan Goals for 2021-2022 include:

BCTC Workplan Goals - 2021-2022:	Status
Goal 1: To communicate, amplify and promote the Professional Standards with particular attention to Standard 9, Reconciliation, and concerns of racism in society.	Ongoing
Goal 2: To continue the review and revisions of the Certification Standards.	Ongoing
Goal 3: To complete the review and revisions of the TEP Approval Standards and start the implementation process.	Ongoing
Goal 4: To launch the New Teacher Survey 2021 and complete analysis of the data collected.	Ongoing
Goal 5: To continue exploring Blended Learning TEP options that will better support rural and remote communities and make BC teacher training programs more accessible.	Ongoing
Goal 6: To actively engage in the following areas of professional learning so that Council members are better supported in understanding the role and mandate of BCTC: • the TRC Calls to Action and UNDRIP. • anti-oppression, colonialism, and anti-racism.	New

DISCUSSION:
- The Minister has an upcoming meeting with the BCTC Chair and Vice-Chair scheduled for the afternoon of Friday, November 12, 2021.
- During the meeting the BCTC plans to discuss the following with the Minister:
  1. The *Professional Standards for BC Educators*. Specifically, that the Ministry provide

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funding and continued resources for *in-service* for teachers with a goal of creating greater awareness about the Professional Standards - especially Standard #9.

2. The revised **TEP Approval Standards V2** that BCTC will be resubmitting to the Minister for consideration before the end of October 2021. Note – the original submission to the Minister was disallowed in August 2021. The current version of the TEP Approval Standards can be located here: ***TEP Approval Standards***

3. The BCTC review of the **Certification Standards.** The Council is currently preparing to send the first two parts (*Priority Themed Items*) to the Minister for consideration. The current version of the Certification Standards can be located here: ***Certification Standards***

KEY MESSAGES:
The BCTC has a key role in the education sector. The Council's role is to set professional standards that guide professional conduct, certification standards and approve teacher education programs, with a view to the public interest.

I applaud the passing of Standard 9 which sets a high standard for professional educators to ensure that indigenous reconciliation and ways of learning are embedded within the profession. As you know, the Ministry is working with First Nations and indigenous people, the BCTC, the BC Teachers Federation as well as educators and students to develop a video and a set of resources to assist educators in understanding how Standard 9 can have a practical application in the classroom. My staff will be bringing more material on this to BCTC for review at the next Professional and Certification Standards Subcommittee meeting, as they have just concluded filming for the video. My staff are also working with the Faculties of Education to develop an understanding of Standard 9 in teacher education programs.

On the Teacher Education Program Approval Standards, I regret that upon review I am going to have to send them back to you again. Our solicitors have advised me that part of the proposed standard is outside of the power of the BCTC to set, and so I feel bound to ask that you reconsider the rules in section 4.5 that allow the BCTC to make and adjudicate exceptions to which schools may host students on practica.

One idea that may assist would be for the Council to take the time to provide a draft of new rules to my staff, who could provide comments in a timely manner and allow for some adjustment of language prior to it being sent to me in final form.

This would be important especially for more complex sets of rules such as the revised version of the Certification Standards.

Attachment:
1. *250376 MN-MJW Attachment 1_BCTC Members 2021-2022*

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Attachment 1 - BCTC Member List 2021-2022

MINISTRY OF EDUCATION – Minister Meeting Notes for Nov 12, 2021

Name	Nominating Organization or Electoral Zone	Term Expires *
Shelley Balfour	Interior Zone	April 2024 (E)
Jatinder Bir	Fraser Zone	April 2024 (E)
Lisa Kishkan	Northern Zone	April 2024 (E)
Marjorie Dumont	Vancouver Coastal Zone	April 2024 (E)
Alice Kedves	Vancouver Island Zone	April 2024 (E)
Jim Iker	BC Teachers' Federation	April 2022 (A)
Adrienne Demers	BC Teachers' Federation	April 2023 (A)
Danielle Neer	BC Teachers' Federation	April 2024 (A)
Terry Berting	BC Confederation of Parent Advisory Councils	April 2022 (A)
Jo-Anne Chrona	First Nations Education Steering Committee	April 2023 (A)
Joseph Colistro	Federation of Independent School Associations	April 2023 (A)
Bev Young	BC School Superintendents Association	April 2024 (A)
Carolyn Broady	BC School Trustees Association	April 2024 (A)
Michelle LaBounty	BC Principals' and Vice-Principals' Association	April 2024 (A)
Vandy Britton	Association of BC Deans of Education	April 2024 (A)
Serena Chandi	Ministry of Education	At Pleasure (A)

* (E) means the Council member was elected; (A) means the Council member was appointed.

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MINISTRY OF EDUCATION
MEETING NOTE

CLIFF: 251759
PREPARED FOR: Honourable Jennifer Whiteside, Minister

MEETING DATE: Friday, November 12th, 2021

MEETING WITH: Association of British Columbia Deans of Education (ABCDE)

ATTENDEES: ABCDE Participating Members (Attachment 2)

BACKGROUND:
- ABCDE represents BC's nine teacher education programs (TEPs) and was created to promote collaboration and cooperation across TEPs in support of maintaining high quality programs, excellence in scholarship and research, and enhancing educational opportunities for children.
- ABCDE's mission is to "advance responsive, diverse, and courageous educational practice" and their current priorities include Indigenous Education, Inclusive Education and French Education.
- Minister Whiteside has been invited by ABCDE to speak at their November meeting from 9:30am to 10:10am. See Agenda in Attachment 1.
- ABCDE requested the following topics for discussion: vaccinations for teacher candidates; support for rural and remote learning; funding support; childcare; French programming; and recruitment and retention.

DISCUSSION:

1. **Update on the pandemic and vaccinations in the K-12 education system**.
   Questions from ABCDE: While proof of vaccination for teachers is not a mandate of the PHO, what about teacher candidates? Will schools be requesting/requiring this?
   Recommended Response:
- All K-12 school activities are currently excluded from the vaccine requirements included in related PHO Orders. This extends to all students, staff, teacher candidates, volunteers, participants, and any other person participating or supporting a K-12 school activity.
- The Ministry of Education worked with sector representatives to develop K-12 Sector Guidelines for Vaccination Policies to support a coordinated approach for boards of education and independent school authorities who are considering implementing vaccination policies.
- Teacher candidates should connect with the school board where they are completing their practicums to determine if being vaccinated is being considered as a requirement.

2. **Support for rural and remote teacher training**.
   Questions from ABCDE: How can government better support TEPs to make teacher training more accessible in rural communities?
   Recommended Response:

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- While most school districts are currently able to fill all of their teaching positions with the existing teaching workforce, longstanding pressures remain in rural and remote areas.
- The Ministry continues to work closely with school districts, the BC Public School Employers' Association, and Make a Future (the online recruitment platform for B.C.'s education system) to ensure the education sector is adequately staffed to support student success.
- The Ministry is working with the Rural Education Advisory to identify challenges and opportunities with a specific focus on rural and remote school districts.
- One of the Minister's first meetings after being appointed was with the Rural Education Advisory to hear directly from the sector on this issue.
- The blended TEP that is being established by UBC for September 2022 is a great initiative to reduce geographic barriers and specifically support rural and remote communities.
  Suggested question for ABCDE:
- What are some examples of promising practices that we could build on to support teacher recruitment in rural and remote communities?

3. **Funding support for TEPs and equity initiatives (particularly attracting, recruiting, and retaining racialized and Indigenous teacher candidates)**
   Background bullets:
- Funding for Teacher Education Programs (TEPs) and Equity, Diversity, Inclusion and Decolonization (EDID) initiatives in post-secondary institutions comes from the Ministry of Advanced Education and Skills Training (AEST).
  Recommended Response:
- While the Ministry of Education fully supports this work, given the jurisdictional responsibility, would encourage ABCDE to continue to work on this issue with AEST.

4. **Moving Child Care into Ministry of Education**
   Background bullets:
- The Ministry remains focused on planning and building out the next three years of Childcare BC, anticipating the transition of childcare into the Ministry by 2023.
- Timing of the childcare move to the Ministry from the Ministry of Children and Family Development is planned for April 2022.
- A cross-Ministry team and several working groups are now established who are focused on identifying and working through all the considerations to ensure a smooth transition.
- See Attachments 3 and 4 for additional details.

5. **French in schools**
   Background bullets:
- See Attachments 5 and 6 for additional details.

6. **Teacher recruitment and retention**
   Background bullets:
- School districts have hired more than 4,200 teachers over the past few years and for the most part, are meeting – or have met – their hiring requirements.
- We know that some longstanding pressures remain filling positions in rural and remote areas, as well as for specialist roles and recruiting Teachers Teaching on Call (TTOCs).

- At the start of the 2020/2021 school year B.C.'s education system had more than 35,000 full-time teaching positions – an increase of 16% over 2015/2016 (and an increase of 1.3% compared to the 2019/2020 school year).
- B.C.'s teaching profession has one of the lowest job vacancy rates – about 1% – of any profession in the province. In comparison, the provincial job vacancy rate is 4.5%.
- While we expect teacher supply and demand to balance out in the next five years, recruitment pressures will likely remain in rural and remote districts, attracting TTOCs and for specialized positions.
- Further actions are also needed to ensure Government priorities of equity, anti-racism and reconciliation are reflected in the K-12 education workforce.
- The Ministry is committed to ensuring the teacher workforce is representative of the diversity of the students it serves as well as the diversity of BC's population more broadly.
- An essential component of this vision is for Indigenous students to see themselves represented in the education workforce.
- As part of the Draft Action Plan on the *Declaration on the Rights of Indigenous Peoples Act*, the Ministry will be developing a recruitment and retention strategy in partnership with the First Nations Education Steering Committee to increase the number of Indigenous teachers in public schools.
- The Ministry is also working on recruitment and retention initiatives to support a diverse and inclusive education workforce through the K-12 Anti-Racism Action Plan.

Suggested question for ABCDE:

- What do you see as potential collaboration opportunities between the Ministry and Teacher Education Programs to support workforce diversity and advance reconciliation in K-12 education?

Attachments
1. Attachment 1 – ABCDE Meeting Agenda (Friday, November 12, 2021)
2. Attachment 2 – Association of BC Deans of Education – Participating Members List
3. Attachment 3 – Childcare BC Projects
4. Attachment 4 – Early Care & Learning Fact Sheet
5. Attachment 5 – Official Languages Protocol Fact Sheet
6. Attachment 6 – French Education Fact Sheet

Program ADM/Branch: Keith Godin, Governance and Analytics Division
Program Contact (for content): Cloe Nicholls, Education Policy Branch
Drafter: Delaney Chester, Stakeholder Relations
Date: November 10, 2021

ATTACHMENT 1 – ABCDE Meeting Agenda (Friday, November 12, 2021)

ABCDE Meeting
Friday November 12, 2021
9:00 a.m. – 3 p.m.
SFU Harbour Center
Room^{s.15}   515 West Hastings St., Vancouver
Zoom:^{s.15}

1.	Welcome 1.1 Approval of agenda 1.2 Approval of September 24, 2021 minutes (circulated) 1.3 Roundtable follow up (see updates below)
2.	Business Arising 2.1 Familiarization programs – cost and locations 2.2 ABCDE Awards Committee Membership 2.3 Updated Financial Statements to Aug. 31, 2021 (attached) (Jan Hare) 2.4 MAEST project wrap up details (Vandy Britton, Susie O'Neill, Jan Hare)
3	Special Guest: Jennifer Whiteside, Minister of Education (9:30 a.m.)
4.	ABCDE/BCTC Liaison (Vandy Britton) 4.1 Update from October 4.2 TEPWG 4.3 New Teacher Survey Updates 4.4 BCTC Meetings Structured Dialogues / Maintenance Reviews
5.	Special Guest: Darren Danyluk (President of BCPVPA) (11:30 a.m.)
	LUNCH at noon
6.	Special Guest: Shawn McMullin (Director of Professional Excellence, Ministry of Education) (1 p.m.)
7	National and Provincial Organizations 7.1 ACDE Oct. 29 meeting report and Feb. update (Allyson Jule) 7.2 WADE (David Paterson) 7.3 BC Teachers Roundtable - April 27–28 (Ronald Camp / Tina Fraser) 7.4 Program Standards 7.5 Indigenous Partnerships (Jan Hare)

8.	New Business
	8.1 Upcoming ABCDE Meeting
	        Friday February 4, 2022
	8.2 February 4th Planning
	        Guests

9.	Adjournment

ATTACHMENT 2 – Association of BC Deans of Education – Participating Members List

1. **Dr. Allyson Jule**
   Dean, School of Education, Trinity Western University (TWU)
   Chair, Association of BC Deans of Education

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2. **Dr. David Paterson**
   Dean, Faculty of Education, Vancouver Island University (VIU)

s.22

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3. **Dr. Ralf St. Clair**
   Dean, Faculty of Education, University of Victoria (UVIC)

PhD (Educational Studies), University of British Columbia
MEd (Community Education), Heriot-Watt University, Edinburgh

Area(s) of focus
- Adult and Higher Education
- International and Comparative Education
- Literacy
- Research Methods

Interests
In the two decades since he completed his PhD, Dr. St. Clair has been involved in many fascinating projects and in universities in three countries: the UK, the US and Canada. Some of the highlights include an EU-funded study of vocational adult education across Europe, managing a massive skills survey in Scotland for the Scottish Government, and a large-scale exploration of educational aspirations in deprived areas of the UK. One of his favourite things to do is write books. He has two single-authored books out so far and is hoping for more in the near future.

4. **Dr. Jan Hare**
   Interim Dean, Faculty of Education, University of British Columbia (UBC)
   Director, NITEP (Indigenous Teacher Education Program)
   Professorship of Indigenous Education in Teacher Education
   Associate Professor, Department of Language and Literacy Education

PhD (UBC, Educational Studies)
MA (UWO, Educational Psychology)
BEd (Nipissing University, Primary-Junior)
BASc (Guelph University, Child Studies)

Jan Hare is an Anishinaabe scholar and educator from the M'Chigeeng First Nation, located in northern Ontario. As an Indigenous scholar and educator, she has sought to transform education in ways that are more inclusive of Indigenous ways of knowing and languages. Her research is concerned with improving educational outcomes for Aboriginal/Indigenous learners by centering Indigenous knowledge systems within educational reform from early childhood education to post-secondary, recognizing the holistic and multidisciplinary nature of Indigenous education.

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In 2014, Dr. Hare was awarded the Professorship of Indigenous Education in Teacher education. The goals of this professorship are to:
- Enrich teacher education with Indigenous perspectives, histories, and pedagogies through an integrated approach to teaching and research.
- Engage in professional development of in-service/practicing teachers so they are informed of the place of Indigenous peoples, histories, perspectives, and pedagogies in their current teaching. This community engagement approach with teachers and schools will transform places of learning so vital to the success of Aboriginal learners.
- Extend professional development opportunities to our Education faculty.

5. **Dr. Marianne McTavish**
   Associate Dean, Teacher Education, Faculty of Education, UBC
   Professor of Teaching

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Projects
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- Assessing and supporting children's oral language and writing development through play in K-2 classrooms, daycares and at home.
- Young children's engagement with digital tools and technology at home and in the community.
- The intersection of language, learning and culture in early childhood: Home, school, and community contexts.
- Building Capacity and Disseminating Knowledge in Indigenous Early Childhood Education and Development.
- Thinking critically about early childhood education: A pan-Canadian perspective.

Awards

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ABCDE Teacher Educator Award, 2021
AERA SIG Crir Award, 2013-2014
Murray Elliott Service Award for Outstanding Service to the UBC Teacher Education Program, 2017-2018

6. Dr. Wendy Klassen
Director, Undergraduate Programs, Okanagan School of Education, UBC Okanagan
Associate Professor

Dr. Klassen obtained both her Bachelor of Education and Master of Arts degrees in Mathematics Education from the University of British Columbia. Wendy completed her PhD in curriculum at the University of Toronto.
Dr. Klassen has teaching experience in the K-12 school system, colleges, and universities in British Columbia, Saskatchewan, Ontario, and Nunavut. Wendy was nominated for an award of excellence in teaching. Currently, she teaches courses in
- mathematics education for preservice teachers and
- teaching and learning, assessment, and mentoring at the Post Baccalaureate and Masters levels

Concurrently, Dr. Klassen supervises many students in their practicum experiences both locally in the Okanagan Valley and internationally in Australia and Mexico.

BEd, MA University of British Columbia, PhD University of Toronto

In 2010, Dr. Klassen received a grant to study and present her innovative project integrating teaching mathematics education part-time at the university and part-time at a local Elementary school. The title of her research is *The impact of an innovative field-based component within the mathematics methods course for pre-service teachers at UBC Okanagan.*" She presented her findings in the Czech Republic.

The concept of praxis as it deals with pre-service mathematics education is a key focal research area. Other areas of interest and research are mentoring, assessment, problem solving, critical thinking, and gender differences in mathematics. Dr. Klassen has recently co-authored a book with Dr. Raya Fransila on mentoring pre-service and beginning teachers. For more than 20 years, Dr. Klassen has been an author of a national Elementary mathematics series, including writing textbooks, instructor's guides, digital supplements, and other ancillary materials. These materials range in grade level from K to 8.

7. Dr. Susan O'Neill
Dean, Faculty of Education, Simon Fraser University (SFU)

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8. **Dr. Tracy Ryder Glass**
    Dean, Faculty of Professional Studies, including Teacher Education, University of the Fraser Valley (UFV)

s.22

9. **Dr. Vandy Britton**
    Associate Professor and Department Head, Teacher Education, UFV

Dr. Britton has worked at UFV for the past seven years teaching a wide variety of courses within the BEd, including methods courses in English Language Arts and Fine Arts, and foundational courses in diversity/anti-racist education, Indigenous education, classroom management, and reflective practice.

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After completing a BFA in Theatre (Acting) at UVIC, Dr. Britton moved to New York City to pursue a career in musical theatre. After performing in a number of shows in and around New York, she decided to travel and found her way to Japan where she worked as an actress, a commercial print model, and an English teacher.

It was her work as an English teacher that helped her to realize that she could combine her two passions (education and theatre) into one by becoming a high school drama teacher. Two years later she moved back to Canada and enrolled in Teacher Education, completed a BEd at UBC, and began teaching high school in Burnaby school district.

During the next few years, Dr. Britton completed both a MEd and a PhD at SFU. While completing her doctoral work, she left her school district and began working in the Faculty of Education at SFU, primarily within Professional Programs (Teacher Education) as a Faculty Associate and later as a Program Coordinator. During her tenure at SFU as a Program Coordinator, she spearheaded the re-visioning of the Program Goals for Professional Programs. She was also charged with designing, organizing, and interweaving the course requirement in Special Education into the fabric of the existing PDP.

Dr. Britton's curricular interests include the following: teacher education, language/literacy education, arts-based education, social justice and anti-racist education, Indigenous education, and inclusive pedagogy. She is particularly interested in how teacher candidates construct their identities, and how to support them as they go about decolonizing and Indigenizing their practice.

10. Dr. Edward Howe
Chair of the School of Education, Thompson Rivers University (TRU)
Associate Professor

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Dr. Howe's main research interests are within teacher education and comparative and international education. He received a Social Sciences and Humanities Research Council of Canada Doctoral Fellowship to study Japan's teacher acculturation. He has been awarded a number of TRU research awards including an IRF and SSHRC Accelerator Fund, facilitating the study of internationalization of higher education. Since joining TRU in 2014, Dr. Howe has been engaged with community development research projects, funded through the TRU Community Development Research Fund. These projects include partnerships with School District 73

(DigiPen Project Based Learning); Big Little Science Centre and Mitacs (Clean Air Research); and the Kamloops Music Collective (Kamloops Interior Summer School of Music-KISSM). These projects have also involved the mentoring of both domestic and international undergraduate and graduate students in action research.

While Dr. Howe uses qualitative and quantitative research methodologies, he prefers to use comparative ethnographic narrative, a blend of narrative inquiry and reflexive ethnography. Recent publications include papers focused on transcultural teacher education, global citizenship education and an award-winning paper on narrative teacher education pedagogies.

11. Dr. Ronald Camp
Dean, Faculty of Business and Economics, University of Northern British Columbia (UNBC)
Interim Dean, Faculty of Human and Health Sciences

Dr. Ronald Camp II has expertise in organizational behaviour and researches the role of leadership in employee mental health, particularly in public safety organizations.

Other research interests include culture and trust and sustainable development, with a particular focus on Indigenous culture and management and comparative Asian and Canadian cultures and management.

He earned a Bachelor of Arts in Psychology from Whitworth College, a Master of Management from Willamette University and a PhD in Commerce and Business Administration from the University of British Columbia. Dr. Camp came to UNBC from the University of Regina, where he was an Associate Professor in the School of Business, was the Co-Academic Director of the ICD-Rotman Directors Education Program in Saskatchewan, and spent six years as the Associate Dean, Research and Graduate Programs.

Dr. Camp was also the founding Director of Training for the Canadian Institute of Public Safety Research and Treatment (CIPSRT) and is a member of CIPSRT's Academic, Researcher, and Clinician Network (ARCN), a network of Academics, Researchers, and Clinicians who have expertise in PSP and Post-traumatic Stress Injury (PTSI), or who have knowledge of organizations and families through which interactions and expressions of PTSI are encountered. While at the University of Regina, Dr. Camp was the first North American academic named as a TUAS Fellow by the Turku University of Applied Sciences in Finland (for contributions to the understanding and practice of leadership in Finland).

12. Dr. Tina Fraser
Dean, Faculty of Business and Economics
Interim Dean, Faculty of Human and Health Sciences

Dr. Tina Fraser is a Maori scholar teaching at the University of Northern British Columbia. She is an Assistant Professor and the Aboriginal Education Coordinator with the School of Education, and an Adjunct Professor in the School of Nursing and First Nations Studies. Dr. Fraser is a Fellow of Te Mata O Te Tau (The Academy for Research and Scholarship at Massey University,

New Zealand). In her previous role, she was the ActNow BC Initiatives Research Manager and the Cultural Advisor to the National Collaborating Centre for Aboriginal Health, Centre of Excellence for Adolescence and Children with Special Needs, and the Network Environments for Aboriginal Research BC. She has a Nursing background, Early Childhood Education, Bachelor of Science, Master of Education, and a Doctor of Philosophy from the University of British Columbia. She, along with colleagues, has published articles and chapters in Early Childhood Education, First Nations, and Indigenous Knowledge(s).

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2021/22 Estimates Note
Advice to the Minister

Ministry: Ministry of Education
Minister Responsible: Hon. Jennifer Whiteside

Title: Child Care BC

Date: April 2021

Issue: Projects supporting the path to universal child care

Response:

- Government is committed to making strides in universal child care.
- As we move towards transitioning child care to the Ministry of Education by 2023, we are working together with the Ministry of Children and Family Development (MCFD) to ensure that child care providers, early learning staff and school districts have the information and support they need.
- Consultation and engagement with stakeholders and rightsholders throughout the transition will be fundamental to the process and we look forward to working with our partners in the months ahead.
- By working in partnership with local municipalities, Indigenous governments, non-profits, school districts and other partners, we are creating early care and learning spaces that meet the unique needs of communities across B.C.

Financial Facts:

Program	2019/20 Budget
Childcare BC	$3.45 M*

*Budget lift to EDUC from MCFD

Background:

- In 2018, government released a 10-year plan to create an affordable, accessible, and quality child care system. The Childcare BC Plan is a key government priority supporting economic recovery in BC. As a continuation of the 2018 plan, child care is currently highlighted in multiple Ministers' mandate letters and includes:
  - Integrating child care into the broader learning environment by developing a strategy to move delivery of child care into the Ministry of Education by 2023.
  - Working towards providing universal access to before and after school care prioritizing care on school grounds so parents know their children are safe at one place for the full work day.
- In the first three years of the plan (2018 – 2021), the Ministry worked in partnership with MCFD to deliver on the Childcare BC 2018 goals and lay the foundation to support the transition of child care to Education. Initiatives focused on improving quality early learning experiences for children and families and on legislative and policy changes. The legislative and policy changes support opportunities for greater integration of early care and learning into school districts through before and after

school care expansion and through innovative early care and learning models piloted in selected school district sites.

Quality improvements supporting educators and families:

The Ministry published two foundational resources for educators:

BC Early Learning Framework (ELF) – 2019: BC's existing Early Learning Framework (2018) was updated to support and guide early learning programs and professionals. The framework establishes a vision for early care and learning spaces, education systems and society. The Ministry also launched Introducing the Early Learning Framework, an online course that provides an overview of the updated framework.

Play Today: BC Handbook – 2019: This resource is a companion document to the ELF which highlights the role of play in children's learning and introduces strategies on how educators can offer play-based learning opportunities within early childhood settings, playgrounds, and schools.

The Ministry also published four comprehensive resources for parents:

Let's Play! Activities for Families - 2019: A book filled with fun activities about how to engage young children in different kinds of play and has been translated into, French as well as seven additional languages commonly spoken at home in BC including Chinese [simplified], Farsi, German, Korean, Punjabi, Spanish, and Tagalog.

Early Learning Framework: A Guide for Families - 2020 : A guide for families that introduces the concepts of the BC ELF which honours what families do to nurture their children's growth and development at home and is available in both English and French.

Play Today: A Guide for Families - 2020: A support document which introduces concepts and develops understanding about what families can do to support children's play-based learning at home. It is available in both English and French.

When I Go To Kindergarten - 2020: A booklet that families can use to explore topics about children's well-being and belonging, interactions with the world around them, ways of communicating, and sense of identity. This booklet is currently available in English only.

All new resources are free downloadable pdf files online. Print copies may be purchased from Crown Publications.

Professional Learning Networks:
- The intention to support educator efforts to enhance children's well-being led to the 2017 launch of the **Changing Results for Young Children** (CR4YC) network. This initiative is backed by the latest research into the connections between children's social and emotional well-being and their educational and life outcomes.

- This is a collaborative professional network consisting of Early Childhood Educators (ECEs), StrongStart BC facilitators, and kindergarten teachers. Educators follow the principles and concepts embedded in the BC Early Learning Framework in order to increase pedagogical coherence between educators.
- The Ministry partners with the United Way of the Lower Mainland for project administration and provides capacity building funding to school districts.
- In 2019/20 CR4YC engaged 365 educators and approximately 7,500 children.
  - District/community site participation follows:
    - 2017/18: 8 sites (pilot year)
    - 2018/19: 36 sites
    - 2019/20: 47 sites
    - 2020/21: 47 sites

- **Strengthening Early Years to Kindergarten Transitions** (SEY2K) is a multi-partner provincial initiative designed to improve early learning experiences and Kindergarten transitions for B.C. children and families. This initiative aims to support healthy and inclusive transition processes and practices from community-based early learning contexts into Kindergarten.
- The Ministry provides capacity building funding to school districts.
- In 2020/21, the project was re-designed to incorporate a formal Compassionate Systems Leadership methodology to support system change and sector integration.
- All sites seek to collaborate with community Indigenous partners.
  - District/community site participation follows:
    - 2018/19: 6 sites (pilot year)
    - 2019/20: 12 sites
    - 2020/21: 12 sites

Legislative Amendments
- Effective February 26, 2020, the Province enacted enabling legislation through Sections 85.1 – 85.4 of the *School Act* to clarify the potential role of boards of education (boards of education) in operating before and after school care as the "licensee." The legislation further clarified government's intention to focus on child care by allowing a third-party licensed child care provider to use board property for any type (any age) of licensed child care. It also was updated to allow Personal Education Numbers (PENs) to be assigned to children who are residents of B.C.
- On August 31, 2020, the legislation was further supported by a Ministerial Child Care Order (M326/2020), which includes the requirements for boards to update their board polices related to child care, and for boards to notify the Ministry of Education when there is a change to child care on board property using a Child Care Change Form.
- Simultaneously, a "Child Care on School Property Policy" was developed to clarify the legislation and the Ministerial Order, as well as provide additional considerations for boards interested in taking a leadership role in child care operations.
- The policy is intended to be released in spring 2021 with an accompanying Frequently Asked Questions (FAQ) document.

Child Care Space Creation through Innovation Site Projects:
- The Ministry supports innovative child care projects where districts identified under-utilized school space exist in order to convert those spaces into full day child care or for before and after school care programs.
- To date, the Ministry has provided capacity building funds to 7 school districts (8 locations). The pilots reflect a blend of direct child care delivery by boards of education as the service provider as well as care delivered by a third-party licensed child care provider (e.g., local non-profit or independent child care operator).
- In some sites, the MCFD provided new spaces funds and/or operating grants and subsidies.

Contact:

Angie Calleberg   *Director*   *Learning Division*   *250-886-2892*

Appendix

SD No.	School District Name	CR4YC	SEY2K	CHILD CARE INNOVATION SITES
	Changing Results for Young Children (CR4YC) **Strengthening Early Years to Kindergarten Transitions(SEY2K)** **Child Care Innovation Sites by District** **2019-20 School Year**			
05	Southeast Kootenay	✓		
06	Rocky Mountain		✓	
08	Kootenay Lake	✓	✓	✓
10	Arrow Lakes	✓		
19	Revelstoke	✓		
20	Kootenay-Columbia	✓		
22	Vernon	✓		
23	Central Okanagan	✓		
27	Cariboo-Chilcotin			
28	Quesnel	✓		
33	Chilliwack	✓		
34	Abbotsford	✓		
35	Langley	✓		
36	Surrey	✓	✓	
37	Delta	✓		
38	Richmond	✓		
39	Vancouver	✓		
40	New Westminster			
41	Burnaby	✓		
42	Maple Ridge-Pitt Meadows	✓		
43	Coquitlam	✓		
44	North Vancouver	✓		
45	West Vancouver	✓	✓	✓
46	Sunshine Coast	✓	✓	✓
47	Powell River	✓		
48	Sea to Sky	✓		
49	Central Coast			
50	Haida Gwaii	✓		
51	Boundary	✓		
52	Prince Rupert	✓		
53	Okanagan Similkameen	✓		✓
54	Bulkley Valley			

	Changing Results for Young Children (CR4YC) Strengthening Early Years to Kindergarten Transitions(SEY2K) Child Care Innovation Sites by District 2019-20 School Year			
57	Prince George	✓		✓
58	Nicola-Similkameen	✓		
59	Peace River South			
60	Peace River North		✓	
61	Greater Victoria	✓	✓	
62	Sooke	✓	✓	
63	Saanich	✓	✓	
64	Gulf Islands	✓		
67	Okanagan Skaha	✓		✓
68	Nanaimo-Ladysmith	✓		
69	Qualicum	✓		✓
70	Pacific Rim		✓	
71	Comox Valley	✓	✓	
72	Campbell River	✓		
73	Kamloops/Thompson	✓	✓	
74	Gold Trail	✓		
75	Mission			
78	Fraser-Cascade	✓		
79	Cowichan Valley	✓		
81	Fort Nelson			
82	Coast Mountains	✓		
83	North Okanagan-Shuswap	✓		
84	Vancouver Island West			
85	Vancouver Island North	✓		
87	Stikine			
91	Nechako Lakes	✓		
92	Nisga'a			
93	CSF			

Description:

- The Protocol for Agreements for Minority-Language Education and Second-Language Instruction is an agreement between the Federal Government and all Provinces/Territories except Québec.
- There are two sections: minority-language education (francophone programs) and second language instruction (French Immersion & core French).
- The Protocol establishes the federal budget allocated to each P/T and requires each P/T to match the funding.
- The Protocol contains 6 areas of focus: learner participation, provision of programs, academic achievement of learners, enriched learning environments, support for educational staff and research.
- The Protocol provides a framework to establish the Canada–British Columbia Agreement on Minority-Language Education and Second Official-Language Instruction.
- The bilateral agreement can be negotiated and signed only once the Protocol has been ratified. It identifies the priorities, objectives and initiatives specific to B.C. and details the allocation of funding to school districts and partners across the province.
- The bilateral agreement also includes an action plan containing performance indicators and targets for each funding initiative.

Key Facts:

- The previous Protocol (2013-2018) provided B.C. with $16.1M per year.
- On September 4, 2019, Canada and P/Ts reached an agreement on a new four-year Protocol (2019-2023), which includes an increase of $15M/year federally to support minority language (ML) education.
- With the increase for ML, B.C. will receive an additional $1.4M per year, bringing B.C.'s total to $17.5M annually for the 2019-2023 period.
- In March 2021, B.C. signed a new multi-year Canada-B.C. Agreement for the 3 remaining years (2020/21-2022/23). Negotiations begin soon for the new Protocol 2023-2028.
- In 2019, the Federal Government announced a new investment to finance a French teacher retention and recruitment strategy with $62M federally over 4 years. Three calls for proposals have since been launched by Canada.
- The Ministry submitted a first project proposal for $2.2M, drafted with input from the sector. B.C. received $0.5M for 2019/2020 and $1.7M for 2020/21. (part of the funding was delayed to 20/21 due to late approval and COVID-19).
- The Ministry submitted a second project proposal for 2020-21 for an amount of $1.8M. The federal government has approved $1.1M for these projects.
- The Ministry submitted a third project proposal in November 2020: the federal government recently approved $3.1M for these projects to be implemented over two years (2021/22 and 2022/23).

Statistics:

- 42% of the funding ($7.4M) supports ML education; mostly allocated to the CSF (6,198 students in 2019/2020).
- 58% of the funding ($10M) supports second language instruction; mostly allocated to the 57 school districts offering second language programs.
- French Immersion: public schools: 53,491 students. Independent schools: 461 students.
- Core French: public schools: 184,466 students. Independent schools: 42,245 students.

Funding:

- B.C. will receive $17.5M annually from 2019 to 2023. $7.5M for Minority-language and $10M for French as a second language.
- Funding allocation
  - $13.9M K-12 initiatives in districts
  - $2.1M post-secondary initiatives
  - $0.4M K-12 independent schools
  - $0.4M cultural initiatives from Francophone associations for students
  - $0.2M early childhood initiatives
  - $0.5M bursaries for post secondary courses for learners and teachers.
- B.C. can also annually apply for complementary funding to support initiatives beyond the scope of the agreement (Capital, temporary projects).

Key Outcomes:

- The Ministry achieved significant performance targets in the 2013-2018 Agreement including:
  - Increasing by 16 the number of schools offering a French Immersion program (for a total of 285 schools, both public and independent)
  - Ensuring Francophone students have comparable results to students in English Programs for FSA reading assessments in 2019/2020:
    - Grade 4 students on track or extending expectations: Francophone: 86%; all students:77%
  - Exceeding targets for student enrolment in French programs:
    - CSF enrolment: +17% (target was +6%)
    - French Immersion enrolment: +8% (target was to keep enrolment number from decreasing)
- Complementary projects:
  1. $ 69,750 to equip SD #93 students with laptop computers.

Description:

- The French Education Branch provides leadership and support to promote and enhance French education in B.C. (Francophone, French Immersion, Intensive French, and Core French programs) including:
  - The Pan-Canadian Protocol and Canada – B.C. Agreement on Minority-Language Education and Second-Language Instruction.
  - Management of the federally funded French Teacher Recruitment and Retention strategy.
  - Coordination of translation services and resource development.
  - Administration of French student teacher bursaries.
  - Administration of linguistic and cultural programs in collaboration with the CMEC.

Key Facts:

- Under Section 23 of the Canadian Charter of Rights and Freedoms, Francophone parents have the right to have their children educated in French.
- B.C. school districts find it challenging to recruit enough teachers to respond to the increasing demand from families for education programs in French.
- The Ministry received $2.2M from the federal government in 2020 to support Ministry and partner-led French Teacher Recruitment and Retention (FTRR) work.
- In 2021, the Ministry received a further $4.23M to support FTRR in 2021-2023.

Key Outcomes:

- Published all K-12 provincial curriculum in French online.
- Recent negotiation and signing of new the new Canada-B.C. bilateral agreement.
- Worked with the sector to draft a French teacher recruitment and retention strategy, which has been funded by the federal government.

Statistics:

- In 2020/21, 6,412 students were enrolled in the Francophone Program, about **1%** of the B.C. public school student population.
- In 2020/21, 53,491 students were enrolled in a French Immersion Program, about **9.4%** of the B.C. public school student population.
- In the last 10 years, the French Immersion student population in the public system has increased by 15% and the Francophone student population by 39%.
- Six-Year completion rate in 2019/20:
  - **96.8%** for French Immersion students (public schools)
  - **100.%** for Francophone students (SD93)
- In 2018/19, 2,937 students received a Dual Dogwood (2,751 French Immersion and 186 Francophone students).
- In B.C., students (Grades 5 to 8) are required to study a second language; about **79%** of these students (in 2020/21) studied Core French.

Funding:

- In 2020/21, the province spent $101.4M on francophone education (to SD#93/CSF). This includes a 15% supplement on its operating grant to support the delivery of minority language education and ongoing special grants such as Classroom Enhancement Fund and CommunityLINK.
- B.C. also receives federal funding to support French education through the Protocol for Agreements for Minority-Language Education and Second-Language Instruction.
  - On September 4, 2019, Canada and P/Ts reached an agreement on a new four-year Protocol, which includes an increase of $15M/year federally to support minority language (ML) education (e.g. francophone).
  - With the increase for ML, B.C will receive an additional $1.4M per year, bringing B.C.'s total to $17.5M annually for the next four years.
- The Canada-B.C. Bilateral Agreement on Minority Language Education and Second Language Instruction 2019-2023:
  - Negotiations on the new $70.0M agreement are now complete.
  - The bilateral agreement outlines the allocation of funds by initiatives.
  - It includes an action plan with performance indicators and targets for each funding initiative.
  - Complementary projects funding for 2020/21 has been confirmed at $3.3M, to support postsecondary education in French at SFU.

Contact: *Yael La Rose, Director, French Education Branch, (250) 882-3403*

MINISTRY OF EDUCATION
DECISION BRIEFING NOTE

DATE: November 26, 2021 (updated)
CLIFF: 251974

PREPARED FOR: Scott MacDonald, Deputy Minister – **FOR DECISION**

SUBJECT: Professional Conduct Unit Labour Relations Issue

PURPOSE: s.13; s.22

BACKGROUND:
s.13; s.22

DISCUSSION:
s.13; s.22

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Withheld pursuant to/removed as

s.13 ; s.22

MINISTRY OF EDUCATION
DECISION BRIEFING NOTE

DATE: November 10, 2021
CLIFF: 251653

PREPARED FOR: Honourable Jennifer Whiteside, Minister – **FOR DECISION**

SUBJECT: Superintendent of Appeals (SOA)

PURPOSE: Seeking Minister's direction on the designation or appointment of a
                          Superintendent of Appeals (SOA)

BACKGROUND:
- The *School Act* (the Act) provides for two levels of appeal for students and their parents. The first level of appeal is to a board of education (board).
  - Under section 11(2) of the Act, where a decision of an employee of a board significantly affects the health, education or safety of a student, the parent of the student, or the student, may (within a reasonable timeframe) appeal that decision to the board.
  - Section 11(3) of the Act requires every board to establish a bylaw outlining an appeal procedure. The Act does not prescribe the content of board appeal bylaws.
  - A board may make any decision it considers appropriate in respect to an appeal it receives, and must render a decision within 45 days of receiving an appeal.

- The second level of appeal is to a SOA, who has the authority to hear student appeals of board-level appeal decisions, provided that the issue under appeal significantly affects the health, education and safety of a student and relates to a narrow range of issues set out in regulation, including:
  - expulsion;
  - suspension;
  - provision of and consultation about an Individual Education Plan;
  - requiring a student to take distributed learning as part of a disciplinary matter;
  - bullying behaviours between students; and
  - exclusion due to a medical condition.

- The SOA's powers and decision-making authority are limited to the following:
  - referring the matter to mediation or adjudication, provided the matter is within scope of the issues set out above; or
  - summarily dismissing all or part of the appeal.

- The SOA is appointed in one of two ways:
  - By ministerial order (if the individual is not a government employee); or
  - By letter of designation if the individual is a government employee).

- Kit Krieger is currently appointed SOA to hear appeals; the term of his current appointment will end on November 15, 2021. The Ministry must appoint or designate a new SOA by or shortly after this time. Mr. Krieger is amenable to having his appointment extended to June 30, 2022.

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DISCUSSION:

- The SOA is considered a form of administrative decision maker; they must adhere to the principles of natural justice, including avoiding bias and the appearance of bias. An understanding of administrative law is required for this role. Knowledge of the public education system and education law is useful but not necessary.

- Staff members in the Governance and Legislation Branch respond to appeal inquiries, coordinate appeals and assist the SOA as required. Governance and Legislation Branch staff access to the Ministry's legal counsel for advice on appeals as required.

- Given the limited nature of the SOA's authority, the administrative nature of the role (deciding whether an appeal is within the narrow scope of appeals set out in the Appeals Regulation) and the low number of appeals received annually, the workload is not considered onerous.

- Mr. Krieger is familiar with the SOA role and Legislation, Policy & Governance staff. He has a strong understanding of administrative fairness and, as a former teacher and Registrar for the former BC College of Teachers, has knowledge of the BC education system.

OPTIONS:

Option 1: Extend Mr. Krieger's SOA appointment to June 30, 2022.
Pros:
- ○ Secures a SOA to fulfil the legislated role for another six months
- ○ Mr. Krieger is familiar with the duties and obligations of the SOA role and amenable to his appointment being extended.

Cons:
- ○ The appointment has a short term. Another appointment or designation will be sought in six months.

Note: Appointing a SOA who is not a Ministry employee requires ministerial appointment. An appointing order is attached, should this option be chosen (Attachment 1).

Option 2: Designate the Assistant Deputy Minister (ADM), Governance and Analytics, or Executive Director, Governance and Legislation, as SOA on an interim basis.
Pros:
- ○ Allows the Minister to designate a SOA quickly, by letter, for an indeterminate term.
- ○ No additional cost to Government as Mr. Godin or Mr. Duerksen would complete SOA duties as part of their regular work.

Cons:
- ○ Mr. Duerksen already acts as registrar for student appeals. He cannot assume both roles.
- ○ While not a real conflict of interest, there may be concerns about perceived conflict of interest Mr. Godin or Mr. Duerksen acting as SOA because of the nature of existing roles and responsibilities.

FINANCIAL IMPLICATIONS:
There are minimal financial implications with Option 1. Mr. Krieger's appointment sets a maximum of $25,000.

INFORMATION TECHNOLOGY AND PRIVACY IMPLICATIONS:

None.

RECOMMENDATION:

Option: 1

_____   _November 17, 2021_____
(Approved) Not Approved   Date Signed
Honourable Jennifer Whiteside
Minister of Education

Attachment:
1. 251653 DBN-MJW Attachment 1_SOA Appointing Order (if Option 1 chosen)

Program ADM/Branch: Keith Godin
Program Contact (for content): Dave Duerksen, Executive Director
Drafter: Sophie Bird, Senior Legislative Analyst
Date: November 4, 2021

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PROVINCE OF BRITISH COLUMBIA

Ministerial Order No.

ORDER OF THE MINISTER OF EDUCATION

I, Jennifer Whiteside, Minister of Education, order that:

1. Ernest Jay (Kit) Krieger of Vancouver, British Columbia is appointed as superintendent of appeals.
2. The term of the appointment ends June 30, 2022.
3. The Ministry of Education will pay Mr. Krieger
   a. remuneration at a rate of $1000 per day or $150 per hour, whichever is less in that day, and
   b. expenses for travel, accommodation and meals at a rate equivalent to Group II rates in accordance with Chapter 10 of the Core Policy Manual for the Government of British Columbia

   to a maximum of $25,000.

_____
Date

_____
Jennifer Whiteside
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. 11.1 (0.1) (b)

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