



BILL TEMPLATE: DRAFTING LEGISLATION

Grade Level Social Studies 7-12

Making laws for British Columbia is one of the most important responsibilities of the Legislative Assembly of British Columbia. Bills are proposed legislation that can make changes to existing laws, create new laws, or remove existing laws.

For laws to be representative of the needs of British Columbians, lawmakers consider the issues facing different people throughout the province. However, before a bill is introduced in the Legislative Assembly, the bill needs to be drafted.

The structure of the bill template has nine sections and an explanatory note. Each section should be filled out so that any questions people might have about the bill are explained.

- Students will consider issues in B.C. that can be addressed by drafting a bill.
- Students are invited to analyze current information related to the topic of their bill in order to complete each section.
- Using the *Homework Elimination Act* as a guide in the template provided, students can fill in the nine sections and the explanatory note, knowing that each section must relate back to, and explain, the topic of the bill.

Guiding Questions

- What types of laws or rules systems do students already interact with? (e.g., class code of conduct)
- What issue or problem that falls under provincial jurisdiction exists in B.C.? Why is it an issue?
- How many sources are required to have enough background information to draft the bill? What kind of sources are useful?
- Who or what topic does a bill address?
- How are bills managed, and by whom?
- What is the timeline for the bill's start date?

Learning Goals

- Develop research skills to synthesize information about current issues in B.C.
- Use analytical and organizational skills to effectively support the bill's topic in each section and explanatory note
- Familiarize students with legislative language
- Engage in the legislative process

Curricular Connections

Competency

- Using Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas and data; and communicate findings and decisions (Social Studies 7).
- Assess the credibility of multiple sources and the adequacy of evidence used to justify conclusions (**evidence**) (Social Studies 7)

Content

- Social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas (Social Studies 7)



Resources

B.C. Laws	Provides a list of existing laws in British Columbia.
Declaration on the Rights of Indigenous Peoples Act [S.B.C. 2019, chapter 44]	The Declaration Act establishes the United Nations Declaration on the Rights of Indigenous Peoples (UN Declaration) as the Province’s framework for reconciliation, based on the Truth and Reconciliation Commission’s Calls to Action .
A Guide to Legislation and the Legislative Process in British Columbia	A guide prepared by the Office of Legislative Counsel to provide an overview of the legislative process in British Columbia.
Progress of Bills	A comprehensive table, provided by the Legislative Assembly, listing all bills introduced during a session.
Bills and Legislation	Additional information provided by the Legislative Assembly related to bills and legislation.
Discover Your Legislature: How Bills are Passed	Information provided by the Legislative Assembly on different readings (stages) of a bill and on Committee of the Whole, where detailed clause-by-clause consideration is possible.

Lesson Sequence Example

Background/Context

Discuss the purpose of laws in B.C. with a focus on how the Legislative Assembly introduces bills to address issues or problems.

- a. Connection activity: discuss what types of laws and rules systems students interact with (i.e., rules related to borrowing a library book).
- b. Provide an introduction to the legislative branch of government. Consider:
 - i. What are the key functions of the legislative branch in B.C.?
 - ii. What is a parliamentary session in B.C.?
 - iii. Are bills, Acts and laws the same thing? What are the differences?
- c. Discuss the process for how a bill becomes a law in British Columbia.
 - i. Explain the difference between a public bill versus a private bill.
 - ii. Discuss the sequence of events for how a bill becomes a law: First Reading, Second Reading, Committee of the Whole, Third Reading, Royal Assent, and Commencement.

Introduce Bill Template

- a. Discuss the purpose of each section, using the *Homework Elimination Act* as a guide.
- b. Address questions about legislative language.
- c. Ask students to reflect on issues in B.C. that they want their bill to address.

Review Bill Template/Select Research Topic

- a. Review the purpose of the bill’s sections.
- b. In groups or individually, brainstorm bill topic ideas. Gather, synthesize, and compile sources that connect to the topic of interest.



Fill in Bill Template

Guide students through applying the bill sections and the explanatory note to their topic.

Going Deeper

If students are in multiple groups, have groups present their bill to the class. Consider the questions:

- a. What issue does their bill address?
- b. If enacted, how would the bill address the issue?
- c. Why is the bill necessary?
- d. Whose voices are missing, if any?

Extension Activity

If students are in multiple groups, divide the class into mock political parties and complete First Reading.



BILL 33 - 2025
HOMEWORK ELIMINATION ACT

Contents

- 1 Definitions
- 2 Application
- 3 Homework prohibited
- 4 Administration
- 5 Mediation respecting homework assignment
- 6 Enforcement
- 7 Regulations
- 8 Transitional
- 9 Commencement

HIS MAJESTY, by and with the advice and consent of the Legislative Assembly of the Province of British Columbia, enacts as follows:

Definitions

1 In this Act:

“homework” includes the following activities, assigned by a teacher with the expectation that students will complete the activity outside of school hours:

- (a) educational assignments;
- (b) the practice of musical, artistic or athletic skills;
- (c) paid or volunteer work for which the student will receive credit towards an educational program;

“student”

- (a) means a person who is enrolled
 - (i) in a public primary, middle or high school, and
 - (ii) is in kindergarten or any of grades 1 to 12, and
- (b) does not include a person who is more than 18 years of age.



Application

- 2** This Act does not apply to the assignment of homework commonly known as “extra credit” work if
- (a) a student is advised that completing the homework is not required, and
 - (b) no punishment is given to a student who does not complete the homework.

Homework prohibited

- 3** (1) A teacher must not assign homework to a primary or middle school student.
- (2) A teacher must not assign homework to a high school student except as follows:
- (a) a teacher may assign homework to a student who is enrolled in an advanced high school course if the total amount of homework from all teachers is less than 3 hours each week;
 - (b) a teacher may assign homework in the form of paid or volunteer work if, for each hour of assigned homework, the student is excused from attending an hour of class during regular school hours.

Administration

- 4** A high school principal must keep records of the weekly hours of homework assigned by teachers at their school.

Mediation respecting homework assignment

- 5** (1) A teacher may ask their principal to conduct mediation if there is a dispute between 2 or more teachers respecting the assignment of homework for students enrolled in advanced high school courses.
- (2) The principal must conduct mediation if
- (a) the records kept under section 4 show that one teacher assigns a higher average weekly amount of homework, and
 - (b) the principal determines that another teacher cannot assign homework due to the 3-hour weekly maximum.
- (3) On mediation,
- (a) each teacher must propose a homework plan, and
 - (b) the principal must give direction respecting the maximum weekly hours of homework that each teacher may assign.

Enforcement

- 6** (1) A principal must do both of the following:
- (a) regularly monitor assignments given by teachers to determine if the assignments are homework;
 - (b) Each month, review the records kept under section 4.



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- (2) A principal must give a written warning to a teacher who does not comply with section 3 or with a direction given under section 5 (3) (b).
 - (3) If, within one school year, a teacher receives 3 written warnings, the principal must report the teacher's failure to comply with this Act to the commissioner under the *Teachers Act*.

Regulations

- 7** The Lieutenant Governor in Council may make regulations respecting the following:
 - (a) the content that must be included in a homework plan for the purposes of section 5 (3) (a);
 - (b) the directions that may be given under section 5 (3) (b).

Transitional

- 8** A principal can permit a high school teacher to assign homework for a course that is not an advanced course if all of the following conditions are met:
 - (a) the teacher finalized a written course plan before August 1, 2025;
 - (b) the total amount of homework from all teachers will be less than 2 hours each week;
 - (c) the teacher will be in compliance with section 3 before October 6, 2025.

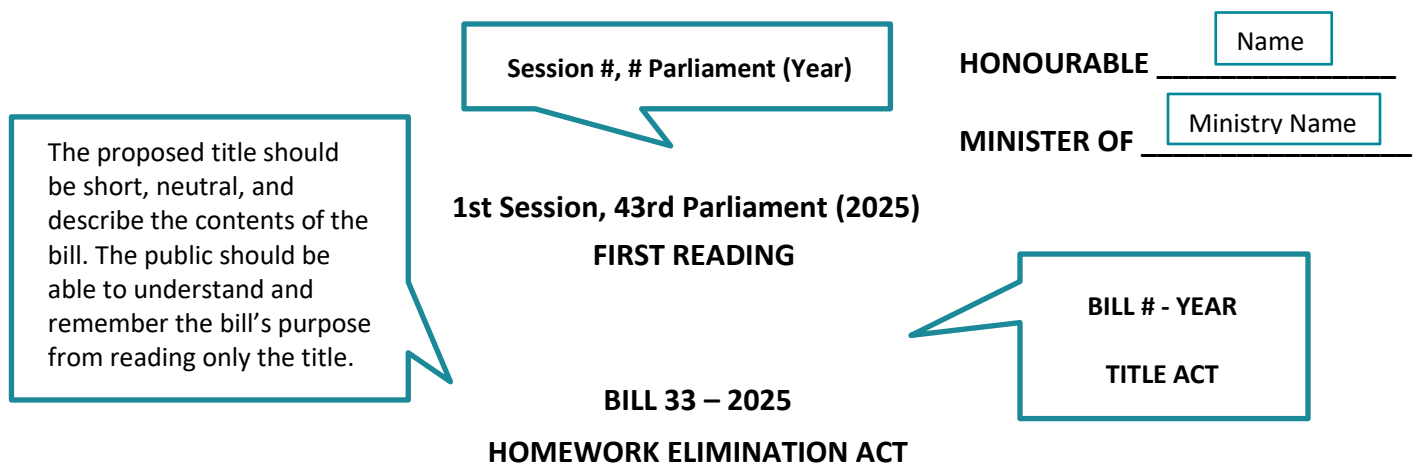
Commencement

- 9** This Act comes into force on September 1, 2025.

Explanatory Note

This Bill prevents teachers from giving students homework, with certain exceptions.





HIS MAJESTY, by and with the advice and consent of the Legislative Assembly of the Province of British Columbia, enacts as follows:



Section 1: Definitions

Provide definitions for words that will be used in your Act. These explanations are important because they make it easier for everyone to understand what your Act means and helps prevent ambiguity. There is no limit to the number of words in this section. To define a word, use the following:

- “[Word]” means – This is used if the word requires a specific meaning.
- “[Word]” includes – This is used to expand the regular dictionary definition.
- “[Word]” does not include – This is used to narrow the meaning of the regular dictionary definition.

Definitions

1 In this Act:

“**homework**” includes the following activities, assigned by a teacher with the expectation that students will complete the activity outside of school hours:

- (a) educational assignments;
- (b) the practice of musical, artistic or athletic skills;
- (c) paid or volunteer work for which the student will receive credit towards an educational program;

“**student**”

- (a) means a person who is enrolled
 - (i) in a public primary, middle or high school, and
 - (ii) is in kindergarten or any of grades 1 to 12, and
- (b) does not include a person who is more than 18 years of age.



Section 2: Application

Application is used when the Act does not apply generally or, in other words, in a way that we wouldn't normally expect. Consider a situation when the act does not apply. How does this impact whom, what, and where?

Application

- 2 This Act does not apply to the assignment of homework commonly known as “extra credit” work if
 - (a) students are advised that completing the homework is not required, and
 - (b) no punishment is given to students who do not complete the homework.



Section 3: Regulatory Scheme

What problem is the Act trying to solve? What tools can be used to solve the problem? There are many tools that could be used, but consider:

Taxes/fees - Do you have to pay?

Prohibitions - Are certain activities banned?

Licenses/permits/registration - What authorization is needed?

Problem: B.C. public school students are assigned too much homework.

Tool: Prohibitions

Homework prohibited

- 3
 - (1) A teacher must not assign homework to a primary or middle school student.
 - (2) A teacher must not assign homework to a high school student except as follows:
 - (a) a teacher may assign homework to a student who is enrolled in an advanced high school course if the total amount of homework from all teachers is less than 3 hours each week;
 - (b) a teacher may assign homework in the form of paid or volunteer work if, for each hour of assigned homework, the student is excused from attending an hour of class during regular school hours.



Section 4: Administration

Who is responsible for managing parts of the regulatory scheme? How? There are many types of administrators to consider: staff within a ministry, such as a “Director” or “Superintendent”. Or it could be a group outside of government that has special skills or knowledge, like a Crown Corporation.



Administration

- 4 A high school principal must keep records of the weekly hours of homework assigned by teachers at their school.



Section 5: Dispute Resolution Mechanisms

What conflicts may arise from your Act? Consider why there might be a conflict, who is involved, what tools can be used to solve the issue and how. Here are some options:

If there is conflict between a private party and a statutory decision-maker, tools may include a reconsidering, reviewing or appealing a decision.

If there is conflict between two parties, tools may include mediation, arbitration or a hearing.

Why: School faculty continues to distribute homework beyond maximum amount.

Who: Faculty, the principal and students.

What and How: Through a proposed homework plan and direction from principal about assigned homework hours.

Mediation respecting homework assignment

- 5 (1) A teacher may ask their principal to conduct mediation if there is a dispute between 2 or more teachers respecting the assignment of homework for students enrolled in advanced high school courses.
- (2) The principal must conduct mediation if
- (a) the records kept under section 4 show that one teacher assigns a higher average weekly amount of homework, and
 - (b) the principal determines that another teacher cannot assign homework due to the 3-hour weekly maximum.
- (3) On mediation,
- (a) each teacher must propose a homework plan, and
 - (b) the principal must give direction respecting the maximum weekly hours of homework that each teacher may assign.



Section 6: Enforcement

To ensure your Act is effective, it is important to create a plan to make sure the people that the Act affects follow the rules. Think about consequences for not following the rules: suspension, fines, or even imprisonment. Consider ideas such as inspections to make sure rules are followed. Determine who is responsible for enforcing the rules and a timeline to begin enforcement.



Enforcement

- 6 (1) A principal must do both of the following:
- (a) regularly monitor assignments given by teachers to determine if the assignments are homework;
 - (b) Each month, review the records kept under section 4.
- (2) A principal must give a written warning to a teacher who does not comply with section 3 or with a direction given under section 5 (3) (b).
- (3) If, within one school year, a teacher receives 3 written warnings, the principal must report the teacher’s failure to comply with this Act to the commissioner under the *Teachers Act*.



Section 7: Regulation-Making Authorities

Consider how the Act will be managed. The Act can delegate powers to make regulation, a type of law-making instrument, for the purpose of implementing an Act or managing certain aspects of its implementation and/or administration. These powers are given to the Lieutenant Governor in Council (the Cabinet, essentially). For example:

Regulations related to setting fees.

Regulations related to the process of submitting an application or report.

Regulations related to technical standards or qualifications.

Regulations related to administrative or procedural matters.

Regulations

- 7 The Lieutenant Governor in Council may make regulations respecting the following:
- (a) the content that must be included in a homework plan for the purposes of section 5 (3) (a);
 - (b) the directions that may be given under section 5 (3) (b).



Section 8: Transitional Provisions (if applicable)

If an Act is only valid for a specific length of time, a transition between a new Act and an old Act, or between parts of a new and old Act, needs to be explained. Whether a new law is made or an existing law is changed, rules may be needed to assist in moving from the “old” law (the absence of a law or the existence of a previous law) to the “new” law (the new or amended law). Consider what will happen to a person who:

Was appointed to a position under the old law but whose position is replaced by a different position.

Held a licence under the old law but no longer qualifies for that licence under the new law.

Has already started doing an activity to which no law applied, but the new law imposes new rules on doing the activity.



Transitional

- 8** A principal can permit a high school teacher to assign homework for a course that is not an advanced course if all of the following conditions are met:
- (a) the teacher finalized a written course plan before August 1, 2025;
 - (b) the total amount of homework from all teachers will be less than 2 hours each week;
 - (c) the teacher will be in compliance with section 3 before October 6, 2025.



Section 9: Commencement

The commencement section outlines when the new bill becomes law.

Commencement

- 9** This Act comes into force on September 1, 2025.

Explanatory Note

This is a brief explanation of what the bill is about.

This Bill prevents teachers from giving students homework, with certain exceptions.



HONOURABLE _____

MINISTER OF _____

_____ Session, _____ Parliament (_____)

FIRST READING

HIS MAJESTY, by and with the advice and consent of the Legislative Assembly of the Province of British Columbia, enacts as follows:

Section 1: Definitions

Section 2: Application

Section 3: Regulatory Scheme



Section 4: Administration

Section 5: Dispute Resolution Mechanisms

Section 6: Enforcement

Section 7: Regulation-Making Authorities



Section 8: Transitional Provisions (if applicable)

Section 9: Commencement

Explanatory Note

