

Haak, Bethany MTIC:EX

From: EDUC Learning Division EDUC:EX
Sent: December-20-13 4:09 PM
To: s.22
Subject:

s.22
Dear

Thank you for your email dated November 25th 2013, addressed to the Honourable Peter Fassbender, Minister of Education, regarding educational programming for your^{s.22} Minister Fassbender has provided me with a copy of your email and requested that I reply on his behalf. I hope the following information will enable you to determine an appropriate course of action to address your concerns.

In British Columbia, the Ministry of Education sets educational standards, allocates funds and monitors student achievement. By authority of the School Act, decisions regarding the planning and delivery of supports and services for all students are made by local boards of education.

As such, you may wish to contact Mr. Truman Spring, District Principal of Special Education in SD 57 (Prince George) by email at tspring@sd57.bc.ca or by telephone at 250-561-9235 (ext.2201). Mr. Spring will be able to provide information about supports and educational options available in SD 57 (Prince George).

There is also general information about educational options in British Columbia available online at:
<http://www2.gov.bc.ca/gov/theme.page?id=61929F8C840224021F033289E28BFCD8>

Ideally, disagreements between parents and schools can be resolved through a process of informal communication with individuals who support your child directly. Where a parent is not satisfied with a decision of an employee of a board of education that affects the health, safety or education of a student, the parent has the right to appeal the decision formally to their local board of education. The office of the Superintendent of Schools in SD 57 (Prince George) will be able to provide information about a district's formal appeal process.

Under Section 11 of the School Act, if a parent is not satisfied after the appeal process at a local board of education level has been completed and a decision given, the decision of the board of education can be appealed to a Superintendent of Achievement at the Ministry of Education.

Please note that, in order to pursue an appeal at the provincial level through the Office of the Registrar, the district appeals process must have already been exhausted. As well, not all decisions made by a board of education can be appealed to a Superintendent of Achievement, under Section 11.1 of the School Act. More information about appeals to a Superintendent of Achievement is available at www.studentappeals.gov.bc.ca

s.22

Sincerely,

Lenore Gibbons
Diversity, Equity, and Early Years
Learning Division

BC's EDUCATION PLAN

Haak, Bethany MTIC:EX

From: Fassbender.MLA, Peter <Peter.Fassbender.MLA@leg.bc.ca>
Sent: November-25-13 9:32 AM
To: Minister, EDUC EDUC:EX
Subject: FW: Schooling for special needs child

-----Original Message-----

From: s.22
Sent: November 25, 2013 7:28 AM
To: Fassbender.MLA, Peter
Subject: Schooling for special needs child

Good morning,
s.22

What programs are available to children with special needs?
s.22

I hope you can do something to assist.
Thank you,
s.22

Legislative Office:

Room 243, Parliament Buildings
Victoria, B.C. V8V 1X4
Phone: 250 952-6784
Fax: 250 387-9103
e-mail: pat.pimm.mla@leg.bc.ca

Constituency Office:

10104 - 100th Street
Fort St. John, B.C. V1J 3Y7
Phone: 250 263-0101
Fax: 250 263-0104
website: www.patpimmmla.bc.ca



**Province of
British Columbia**

Deputy Government Caucus Whip
Parliamentary Secretary for the Northeast



Pat Pimm, M.L.A.
Peace River North

June 24th, 2013

Dear Honourable Peter Fassbender,

I am doing a follow up letter to you in regards to the Northern Opportunities Program in School Districts 59, 60, & 81.

This is a fantastic program that could easily be added to school districts around the province and would go a long ways towards helping with worker shortages moving forward.

This program has been in operation for 10 years now and has a great success as per the 2 charts I am including for you. This program is 100% endorsed by Industry & First Nations as well as Northern Lights College. However; we are very close to losing this program at a time when it should be expanding to other regions of the province. This program has been financed in kind by the Industry, School Districts & College in the past with some actual financial assistance from the Northern Development Initiative Program.

The Problem we are facing is that it doesn't fit under the proper criteria for NDI funding and they have said this is the last year they are going to do so. The second problem is that the program thinks outside the box, therefore; doesn't really have a home in Education, Advanced Education or Apprenticeships.

I am begging you to have a serious look at this program before it is lost and gone forever which would be a true shame. This program probably requires about \$300, 000.00 per year to make it whole and to lead us into some great employment opportunities for the province. Please let me know how I can help make this program a permanent program within our system.

I would be more than happy to work with all 3 Ministries to make this program the true success story that it should be.

Pat Pimm M.L.A.
(Peace River North)



MINISTRY OF EDUCATION RECEIVED		
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AUG 13 2013		
<input type="checkbox"/> DRAFT REPLY	<input type="checkbox"/> FILE	<input type="checkbox"/> MA
<input type="checkbox"/> OTHER	<input type="checkbox"/> AAC	<input type="checkbox"/> DM

AUG 09 2013

Our Ref. 95206

Honourable Pat Pimm, MLA
Peace River North
Parliament Buildings
Victoria BC V8V 1X4

Dear Colleague:

Pat

Thank you for your letter regarding the Northern Opportunities Program, delivered in School Districts 59, 60 and 81, which is one of a number of successful student transition models in British Columbia.

I understand that the former Minister of Advanced Education, the Honourable Ralph Sultan, directed staff from my ministry to arrange a meeting to discuss the Northern Opportunities Program with staff from the Ministry of Education (EDUC) and the Ministry of Jobs, Tourism and Skills Training (JTST). A key priority under my mandate as the Minister of Advanced Education is to work closely with JTST and EDUC to ensure the integrated delivery of education and skills training to support high school students in successfully entering the workforce.

As you may be aware, there are a number of other successful student transition models in British Columbia that are funded by their partner organizations, rather than by Government. These include Thompson Rivers University's TRU-Start program, and the South Island Partnership program that involves Camosun College, the five school districts of southern Vancouver Island, and local industry. Another example is the Career Technical Centre in Prince George, that is a partnership between the College of New Caledonia and School District 57, which enables high school students to get a head start on apprenticeships in fields like automotive service repair, carpentry, plumbing and many other trades.

As well, Northwest Community College recently signed the Coastal Pathways Partnership agreement with Terminals Inc. and School District 52. The five-year partnership will provide an investment of \$350,000 toward delivering skills training, specifically targeting the needs of the region. The agreement will facilitate early exposure to training and employment opportunities for high school students; cooperation with industry to enhance the learning environment for all students; and, trades training that will provide citizens in the region with long-term employment.

... /2

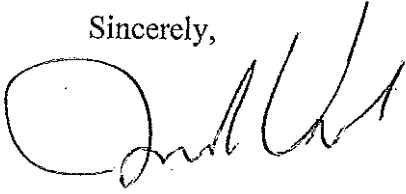
As you know, the Government of British Columbia has announced its budget and funding priorities for 2013/14, and there is a strong commitment to balancing the provincial budget. Given the challenging fiscal environment, the Ministry of Advanced Education is unable to commit to providing \$300,000 in ongoing funding to support the Northern Opportunities Program.

The Northeast Regional Workforce Table was established by JTST to address the type of challenges you describe and to bring local stakeholders together to discuss how best to align regional training to meet local employment opportunities.

As this matter also falls within the responsibility of Honourable Shirley Bond, Minister of Jobs, Tourism and Skills Training, and the Honourable Peter Fassbender, Minister of Education, I am sharing your letter with Minister Bond and Minister Fassbender for their consideration.

Thank you for writing to share your thoughts on this matter.

Sincerely,

A handwritten signature in black ink, appearing to read 'Amrik Virk', written over a large, loopy 'O' that starts the line.

Amrik Virk
Minister

pc: Honourable Shirley Bond
Minister of Jobs, Tourism and Skills Training

Honourable Peter Fassbender
Minister of Education



November 8, 2013

Ref: 170400

s.22

Thank you for your email of October 15, 2013, to His Worship Robert Sawatzky, Mayor of Vernon, regarding bus passes for developmentally disabled students. Your enquiry has been forwarded to me for reply.

In British Columbia, the Ministry of Education sets educational standards, allocates funds and monitors student achievement. Decisions about supports and services for all students, including those with developmentally disabilities, are made by local boards of education and school district administrators.

As the Ministry of Education document Special Education Services, A Manual of Policies, Procedures and Guidelines www.bced.gov.bc.ca/specialed/ppandg.htm also describes in Section H.18 Transportation: "Local school districts set student transportation policy. In their planning, districts are advised to develop procedures related to transportation of students with special needs." This section of the Manual also provides a number of guidelines to boards for developing transportation procedures for students with special needs, including the following: "Where appropriate, travel-training programs for students with special needs (including orientation and mobility programs) should be provided as part of the Individual Education Plan."

The concerns that you share in your letter are best addressed at the school district level. You may wish to contact Monica Lloyd, Director of Instruction, Student Support Services in School District No. 22 (Vernon) by telephone at 250-542-3331 or by email at mlloyd@sd22.bc.ca. Ms. Lloyd will be able to discuss your concerns from a district perspective.

Again, thank you for writing.

Sincerely,

Peter Fassbender
Minister

Pc: Eric Foster, MLA for Vernon-Monashee
His Worship Robert Sawatzky, Mayor of Vernon

From: Grandy, Sue [<mailto:Sue.Grandy@leg.bc.ca>]
Sent: Tuesday, October 22, 2013 10:47 AM
To: Sauder, Kit EDUC:EX; Dobrowolski, Dayna HLTH:EX
Subject: FW: bus passes for developmentally disabled students

Hi, Kit and/or Dayna:

Can your Ministry help with this request for bus passes for developmentally disabled students, please?

Thanks.

Sue

Sue Grandy

Office Assistant

Mr Eric Foster

Government Caucus Whip

MLA Vernon-Monashee

3209 - 31st Avenue

Vernon, BC V1T 2H2
Tel: 250-503-3600
Fax: 250-503-3603

Not Responsive

^{s.22}
From:
Sent: Tuesday, October 15, 2013 12:05 PM
To: Mayor
Subject: bus passes for developmentally disabled students

Office of the Mayor,

This often entails community outings to locations that require town bus transportation. Taking a city bus is essential to our programming and helps students learn what is available in their community and how to travel independently around town using transit. The cost of taking a town bus is expensive for us as each trip costs close to \$4 (a student plus one adult). This may not seem like much but it adds up when taking into account the number of students travelling (each with an adult) and the number of trips taken (at least 4 or 5 a month). I've pursued various means of obtaining bus passes for our students, however, there hasn't been a solution presented through ^{s.22}
^{s.22}

Thank you,

s.22

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Nan Pellatt

s.22

From:
Sent: July 24, 2013 9:05 AM
To: Thomson.MLA, Steve <Steve.Thomson.MLA@leg.bc.ca>
Subject: Special needs son with no funding

Hello

s.22

Ministry of Education

SUBJECT: Funding, Supports and Services for Students with Special Needs

Background

The Ministry of Education and boards of education/school districts have distinct roles in the operation of the school system. The Ministry of Education is responsible for setting educational standards, allocating funds and monitoring student achievement for students in Kindergarten through Grade 12. The Ministry also provides funding to boards of education to enable them to provide support and services to all students, including students with special needs.

Decisions regarding the planning and delivery of supports and services for all students are made by local boards of education and school district administrators. Boards have considerable autonomy in deciding how best to utilize these resources to address the particular needs of students within their school district.

Funding

The Ministry of Education provides a base funding amount of approximately \$6,900 to boards of education for each student enrolled in their school district. Level 1 and 2 independent schools receive 50% of the base allocation per student enrolled. This basic allocation includes funds for supports that were previously (before 2002) part of a special education funding allocation, i.e., for learning assistance, special health services, identification assessment/planning and hospital/homebound services and supplementary funds for students who are identified as having severe learning disabilities, mild intellectual disabilities, students requiring moderate behaviour supports, and students who are gifted.

Additionally, the Ministry provides special education supplementary funding to each board, based on the number of students with special needs reported by their district. This supplemental funding recognizes the additional cost of providing programs and services at three levels-- \$36,600 to provide supports at Level 1 (physically dependent or deaf/blind); \$18,300 to provide supports at Level 2 (moderate to profound intellectually disability, physically disability or chronically health impairment, visually impaired, deaf or hard of hearing, autism spectrum disorder); and \$9,200 to provide supports at Level 3 (intensive behavior interventions or serious mental illness).

Funded independent schools also report students with special needs and receive the same supplemental funding to provide supports and services to students with special needs as the public school system does. Independent schools must also meet the same funding criteria as do boards of education in the public system.

Where a child's support needs meet the established Ministry of Education criteria for special education supplemental funding, the school district in which the child is enrolled would report this to the Ministry and receive supplemental funding to provide supports and services.

Information detailing eligibility requirements that boards of education/school districts must meet to access supplementary special education funding are described in a Ministry document entitled *Special Education Services: A Manual of Policies, Procedures and Guidelines*, accessible online at http://www.bced.gov.bc.ca/specialed/special_ed_policy_manual.pdf#page=46.

It is important to note that supplemental funds are not directed to individual students. Rather, boards of education pool the funds they receive from the Ministry, and allocate these resources to provide supports and services based on the particular needs of students, classrooms, and schools in their communities. Detailed information about the *Special Education Funding Policy* is accessible at: <http://www2.gov.bc.ca/gov/topic.page?id=0859706D590E4842A1FBE045D398231C>

Delivery of supports and services to students

Decisions regarding the planning and delivery of supports and services for all students are made by local boards of education and school district administrators. School districts and Independent School Authorities provide supports and services to students based on available resources and professional expertise in the district.

A school district or Independent School Authority must provide a student who has special needs with an educational program in a classroom where the student is integrated with other students who do not have special needs, unless the educational needs of the student or other students indicate that the educational program for the student with special needs should be provided otherwise.

School districts and Independent School Authorities are also assisted in meeting the educational needs of students with exceptional needs through Provincial Resource Programs (PRPs), funded by the Ministry of Education and operated by several host school districts in the province. The Ministry currently funds a total of 53 programs in 20 school districts. Referrals of students to PRPs are made by boards of education or Independent School Authorities.

Some of these programs are operated in co-operation with other provincial ministries, including the Ministry of Children and Family Development and the Ministry of Health. Some PRPs enable students to continue learning while in hospitals, treatment centres or containment centres. Other PRPs provide specific services for students with special needs throughout the province, either on an outreach basis or within a provincial centre. More detailed information about PRPs is available on the Ministry website at: http://www.bced.gov.bc.ca/specialed/sped_prp.htm

The *Special Education Services: A Manual of Policies, Procedures and Guidelines* also details how supports and services for students with special needs are implemented in the British Columbia school system.

Access to supports and services

Determining how best to provide an appropriate program for any student with the special needs can be very challenging. Collaboration and cooperation between parents and school/district staff are always important.

Because decisions regarding the planning and delivery of supports and services for students are made by local boards of education and school district or independent school administrators, the Ministry encourages parents to contact and have discussions with the administrator responsible for student support services (e.g., for students with special needs; for English language learners) in the school district or independent school in the community in which they reside. This individual is best positioned to respond to their child's learning needs and will be able to provide information, from a district perspective, regarding available supports and services, and how these are allocated to meet the needs of students in their school district.

Contact information for administrators responsible for student support services in all school districts is posted on the Ministry's website at:

<http://www.bced.gov.bc.ca/apps/imcl/imclWeb/SN.do>

Dispute Resolution

Ideally, conflicts or concerns are resolved directly with the school district or independent school staff involved. If the problem has not been resolved after speaking with the person most directly involved, the next step would be to speak with the school principal. If concerns are not resolved at the school level, speaking to staff at the school district or Independent School Authority level is the next step. Many board of education/Independent School Authority appeal policies require that individuals try to resolve concerns informally before making a formal appeal to the board or authority.

Formal Appeal Process (Public School System)

The School Act provides for two levels of appeal for students or their parents: first, to the board of education; then, to a superintendent of achievement at the Ministry of Education.

1. Appeal to the board of education. Section 11(2) of the School Act says:

If a decision of an employee of a board significantly affects the education, health or safety of a student, the parent of the student or the student may, within reasonable time from the date that the parent or student was informed of the decision, appeal that decision to the board.

Under section 11(3) of the School Act, a board is required to establish a procedure for the purpose of hearing appeals. The office of the superintendent of schools in the school district can provide about the local appeal process.

2. Appeal to a Superintendent of Achievement. If an appeal to the board of education does not resolve concerns, an appeal can be made to a superintendent of achievement at the Ministry of Education, as long as the matter falls within the scope of the Appeals Regulation and relates to:
 - expulsion from an educational program
 - suspension from an educational program
 - suspension from an educational program where no other educational program is made available
 - distributed learning required as part of a disciplinary matter

- a decision not to provide a student with an Individual Education Plan (IEP)
- consultation about placement of a student with special needs and the provision of an IEP
- bullying behaviours, including intimidation, harassment or threats of violence
- exclusion due to a medical condition that endangers others

If the matter is not within the scope of the Appeal Regulation, the superintendent of achievement has no jurisdiction. An appeal to a superintendent of achievement may be started only after a section 11 appeal to a board of education has been heard and a decision made. Under section 11.6 of the School Act, the superintendent of achievement's decision is final and binding.

Questions about the process for making an appeal to a superintendent of achievement should be directed to the Ministry of Education by email (educ.studentappeals@gov.bc.ca) or telephone (250.356.1404).

From: Denniston, Tristan [<mailto:Tristan.Denniston@leg.bc.ca>]
Sent: Tuesday, September 24, 2013 10:59 AM
To: Dobrowolski, Dayna HLTH:EX; Sauder, Kit EDUC:EX
Cc: Pellizzari, Tracy LASS:EX
Subject: FW: Diabetes funding in schools

Good Morning,

I received this from Greg Kylo. Below is a comment left on his facebook, he was wondering about accuracy of the information and the possibility of formulating a response to the message.

Thanks,
Tristan

From: Kylo, Greg
Sent: September-22-13 5:45 PM
To: Denniston, Tristan
Subject: Fwd: Diabetes funding in schools

Hi Tristan

I received the notice below on my Facebook Account. Please inquire with the Min of Health and Education to determine if this is accurate or not and request some assistance in formulating a response

Many thanks

Greg J. Kylo

Begin forwarded message:

s.22

From: Greg Kylo
Date: 22 September, 2013 5:34:17 PM PDT
To: "Greg J. Kylo (Shuswap)" <g.kylo@leg.bc.ca>
Subject: Diabetes funding in schools

s.22

Advocating for T1 Kids in B.C.

Sep 15

FYI this is taken from the B.C. M of Ed Special Education Policy Manual:

"Medical diagnosis, by itself, does not determine the special educational services required by a student with physical disabilities or chronic health impairments. It is the extent and impact of the physical/medical condition on the student's functioning, and the consequent need for services which enable him or her to access an educational program and participate in a meaningful way, that are the determinants. For some students, increasing dependence is expected due to degenerative conditions or terminal illnesses. It is important that these students be encouraged to maintain normal routines as long as possible. At the same time, it is essential that the educational system affirm the rights of students and families to participate meaningfully in the individualization of the student's educational program. Health care plans will need regular updating and will need to include emergency procedures to meet individual needs and circumstances."

So this begs the question WHY is it left up to the individual districts to determine whether or not they consider TD1 a chronic condition? Why is it in some districts and not in others. How does that make sense??? Why hasn't the M of H stepped in? Then I found this:

"Supplementary funding continues to be provided to school boards in addressing the aspects of special education for students who meet criteria as Level 1, 2 or 3 unique needs.

- Level 1– includes students with multiple needs who are Dependent Handicapped or DeafBlind
- Level 2– includes students with Moderate/Profound Intellectual Disabilities, with Physical Disabilities or Chronic Health Impairments, with Visual Impairments, with Autism Spectrum Disorder, or students who are Deaf or Hard of Hearing
- Level 3– includes students requiring Intensive Behaviour Interventions or students with Serious Mental Illness

Though the funding system changed, the obligations placed on school boards to address the special needs of students did not."

... which seems to indicate that it remains the district's responsibility to identify the needs, not M of H. Sounds like passing the buck to me and once again, here in B.C., TD1 is not considered as 'serious enough' to warrant direct funding support for TD1 students! Wonder who is responsible for that???? The funding details, 'if' the TD1 student qualifies are as such:

"Policy

In order for a student to qualify for Special Needs funding, the student must be appropriately assessed and identified, and have an Individual Education Plan (IEP) in place. School districts that report students on the Form 1701 as one of the three levels identified above, and who are provided with special needs supports, will receive supplemental Special Needs funding, which is provided in addition to the Basic Allocation. These funds are not targeted to specific students; however, are provided to school districts to support the needs of students within their district.

As part of the funding formula school districts will receive:

Level 1 supplementary funding- \$36,600 per full time equivalent (FTE).

Level 2 supplementary funding- \$18,300 per FTE.

Level 3 supplementary funding- \$9,200 per FTE.

The Basic Allocation provided for all students includes funds to support students with other special needs."

So, in summary, WHY do some TD1 kids get the money and others do not? WHY is it up to the school/district? WHO at the district gets to determine this and are they a doctor??? A medical specialist or any sort?

Greg Kylo

s.22

Haak, Bethany MTIC:EX

From: Minister, EDUC EDUC:EX
Sent: August-12-13 10:51 AM
To: Sultan.MLA, Ralph LASS:EX
Subject: Letter from Minister Peter Fassbender
Attachments: 168696 Sultan outgoing.pdf

Please find attached a letter from the Minister of Education.



August 12, 2013

Ref: 168696

Ralph Sultan, MLA
(West Vancouver-Capilano)
409-545 Clyde Ave
West Vancouver BC V7T 1C5

Dear Mr. Sultan:

Thank you for your letter dated July 12, 2013, regarding eligibility for capital funding for covered play areas in the design of new or replacement elementary schools.

Staff in the Ministry's Resource Management Division, recently responded to a June 28th letter from education partners in the North Vancouver School District about the Ministry's *Area Standards* and funding eligibility for covered play areas in the design of elementary schools. The Ministry of Education has confirmed with the North Vancouver School District that the BC Building Code (2012)—more specifically Table C-2, which indicates the annual precipitation for North Vancouver as 2,100 mm—would be an acceptable official source of data for determining local, annual precipitation rates.

Any future elementary school projects supported by the Ministry of Education would, therefore, be assessed using these recent precipitation rates. I would like to point out, however, that although a school district may be eligible for funding for a covered play area, it is the responsibility of school district officials and the board of education to determine if this design feature will be included at the school facility. Some districts choose not to include them.

Thank you for indicating your support of covered play areas at schools in your region.

Sincerely,

Peter Fassbender
Minister

From: Kylo.MLA, Greg
Sent: Sunday, September 22, 2013 8:15 PM
To: s.22
Cc: Fassbender, Peter EDUC:EX
Subject: FW: Our Children

Dea ^{s.22} thank you for your email in which you express your concerns with the school system. I have taken the liberty of forwarding your concerns to the Honourable Peter Fassbender, Minister of Education for their consideration and response. Again, thank you for your email and for the opportunity for MLA Kylo to respond and be informed of your issue.

Holly Cowan
Constituency Assistant

to Greg Kylo, MLA Shuswap

Phone: 250-833-7414

Fax: 250-833-7422

www.gregkylomla.ca

"Whatever I am doing today is important, as I am exchanging a day of my life for it".

Note: If you forward this email, please delete the forwarding history, which includes my email address. It is a courtesy to me and others who may not wish to have their email addresses sent all over the world. Erasing the history also helps prevent Spammers from mining addresses and prevents viruses from being propagated



Please consider the environment before printing this e-mail

Confidentiality Warning: This message and any attachments are intended only for the use of the intended recipient(s), are confidential and may be privileged. If you are not the intended recipient, you are hereby notified that any review, retransmission, conversion to hard copy, copying, circulation or other use of this message and any attachments is strictly prohibited. If you are not the intended recipient, please notify the sender immediately by return e-mail, and delete this message and any attachments from your system. Thank you.

s.22

From

Sent: September 17, 2013 3:04 PM

To: Kylo.MLA, Greg

Subject: Our Children

Hello, Mr. Kylo

s.22

I hope you can take the time out of your day to read my letter

Thank you

s.22

Page 22 redacted for the following reason:

s.22

Fassbender, Peter EDUC:EX

From: Reimer.MLA, Linda <Linda.Reimer.MLA@leg.bc.ca>
Sent: December-16-13 7:50 PM
To: Fassbender, Peter EDUC:EX
Subject: FW: Burke Mountain

Peter,

After I hung the phone up with you, I saw this email.

I understand what Kim is saying, but we are creating another problem or challenge for school districts in providing schools for the future. School District #43 will pay a much higher price for the land once it has gone through this process.

I am unclear what the norm is on this type of Greenfield Crown land. Do we not simply grant the land in some cases?

Kind regards, Linda

Not Responsive

Constituency Office:
409 - 545 Clyde Avenue
West Vancouver, B.C.
V7T 1C5
Phone: 604 981-0050
Fax: 604 981-0055
email: ralph.sultan.mla@leg.bc.ca



RALPH SULTAN, M.L.A.
Member of the Legislative Assembly
West Vancouver - Capilano

Legislative Office:
Parliament Buildings
Victoria, B.C.
V8V 1X4
Phone: 250 356-9495
Fax: 250 356-5471
website: www.ralphsultan.com

MINISTER OF EDUCATION RECEIVED		
<input type="checkbox"/> M.O. #	<u>168696</u>	<input type="checkbox"/> FY:
JUL 16 2013		
<input type="checkbox"/> DRAFT REPLY	<input type="checkbox"/> FILE	<input type="checkbox"/> MA
<input type="checkbox"/> OTHER	<input type="checkbox"/> AC	<input type="checkbox"/> DN

July 12, 2013

Honourable Peter Fassbender
Minister of Education
Parliament Buildings
Victoria, BC
V7V 1X4

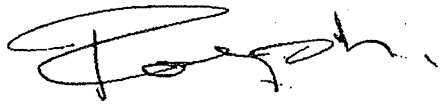
Dear Minister: 

Government and architectural planning for North Vancouver schools seem to have run afoul of meteorological data issues – concerning the degree of precipitation which will mandate sheltered play areas for students.

The simple request of this large list of North Vancouver School District stakeholders and administrators, is simple and clear: please use the data referenced in the BC Building Code (2012) be used as the official source for climatic data to determine *annual precipitation levels exceeding 200mm:- 2000 mm (KS)*

Seldom do elected representatives receive requests of such simplicity, clarity and common sense. It would be unfathomable to me and others keenly interested in schooling issues on our rather moist North Shore, if their request was ignored or rejected by your Ministry.

Their letter has my unqualified support.

Thank you. 

Cc: John Lewis, North Vancouver School District Superintendent
Franci Stratton, North Vancouver School District Chairperson
David Whitehead, North Vancouver Parent Advisory Council Chair
Bill Reid, North Vancouver Administrators' Association Co-Chair
Mark James, North Vancouver Administrators' Association Co-Chair
Cindy McQueen, Canadian Union of Public Employees Local 389 President
Daniel Storms, North Vancouver Teachers' Association President

Poirier, Dorice EDUC:EX

Not Responsive

From: Thornthwaite, Jane
Sent: Friday, September 6, 2013 12:13 PM
To: Fassbender, Peter EDUC:EX
Cc: MacGrotty, Alysia LASS:EX
Subject: Fw: Student Safety from Predators

Hello Minister. Can you please let me know who would be the best person to answer these questions?

s.22

Thank you

Jane

Jane Thornthwaite
MLA North Vancouver Seymour

s.22

From
Sent: Friday, September 06, 2013 12:02 PM Pacific Standard Time
To: Thornthwaite, Jane

Subject: Student Safety from Predators

Cheers Jane..

One of the major goals of BC Partners in Education is related to Teacher Quality and safety of our kids while at school. The publication of the TRB rulings has made the public aware that there is still a very long way to go in regards to the disciplinary process. So many teachers are disappointed and upset these cases are getting a large amount of media attention. This makes it very clear to BC PIE that we need to make this one of our higher priorities. There needs to be specific parental notification earlier to those families of ^{zz's} students. Can you imagine the lawsuits Jane if any students come forward with reports of being abused ^{zz's} while all this was in process?

^{zz's} BC Partners in Education plans on making sure that parents all around BC are aware of the process and how nobody is looking out for the safety of our kids like they should. And unfortunately, I'm not so sure our government, the Ministry of Education is doing all they can either.

We are looking for details on how the TRB comes about it's decisions from the moment they officially get the complaint. We also wonder about the process that occurs from the point of the complaint being made at school level until it reaches the TRB. I understand this can change from district to district. We are interested in seeing that Disciplinary measures have a provincial framework to follow. Although these items are handled locally, we'd like to see a heavy provincial influence, if taked off the local table all together.

^{zz's} we found that it took about 4 years for the TRB punishment to be handed down and posted to the public. WOW! It's unacceptable a process can take that long and that parents of the kids in

^{zz's}

We are working on exactly what we'd like to see happen. But basically, there needs to be parental notification or some type of safeguards the moment these accusations come to light. The protection of our kids needs to be a much higher priority for all concerned.

We would also like to see the process streamlined even more. I understand that in the case of

^{s.22}

^{zz's}

We also would like all sexual related offense to be reported to the police. They need to investigate if any laws are being broken.

I have not asked Minister Fassbender yet, wanted to wait to email you first. But, wanted to write him a letter asking for a statement on what they can do to investigate and make child safety at school more of a priority.

Thanks for any help!

In partnership.

^{s.22}

Poirier, Dorice EDUC:EX

From: Minister, EDUC EDUC:EX
Sent: Wednesday, October 23, 2013 10:57 AM
To: s.22
Subject: Letter from Minister Peter Fassbender
Attachments: 169461 s.22 outgoing.pdf

Please find attached a letter from the Minister of Education.



October 23, 2013

Ref: 169461

s.22

Thank you for your email of September 6, 2013, sent to Parliamentary Secretary Jane Thornthwaite, regarding the disciplinary process at the regulatory level. Your correspondence has been forward to me for response.

The *Teachers Act* sets out the discipline process for educators and creates a system where reports and complaints can be received by the Commissioner for Teacher Regulation concerning the conduct or competence of any individual who holds, or has held a BC teaching certificate. The Commissioner, appointed under the *Act*, oversees all disciplinary processes. The Commissioner is committed to ensuring fair, expeditious and transparent processes for the resolution of complaints and reports about the conduct and competence of certified educators while also ensuring the safety of students in BC classrooms.

There are four main avenues by which a conduct or competence concern can be brought to the Commissioner's attention:

- A report regarding disciplinary action taken or a resignation under section 16 of the *School Act* or section 7 of the *Independent School Act* relating to the conduct or competence of a certificate holder. Pursuant to the *School Act* and the *Independent School Act* all disciplinary action must be reported in writing to the Commissioner without delay.
- A written complaint from any person from the public relating to the conduct or competence of a certificate holder.
- A written report from a certificate holder about serious misconduct of another certificate holder which is required to be made under the *Teachers Act*, or
- On the Commissioner's own initiative, when he becomes aware of information related to the competence or conduct of a certificate holder, including information about criminal proceedings.

Upon receipt of a complaint or report, the Commissioner is responsible for reviewing the information gathered and determining which process, as set out in the *Teachers Act*, is appropriate to address the complaint or report: take no further action; initiate an investigation;

.../2

make or accept a proposal for a consent resolution agreement or issue a citation, which would lead to a hearing.

As required under the *Teachers Act*, the Commissioner must advise the certificate holder and the person who made a report or complaint of the outcome of the preliminary review. If the outcome is the initiation of an investigation, then the employer - whether it be a school district or independent school authority - will be notified. At any time between receipt of a report or complaint and the resolution of the matter, the Commissioner may order the suspension of a teaching certificate if the Commissioner considers there is a risk of physical, sexual or significant emotional harm to a student.

Allegations that result in the issuance of a citation by the Commissioner are posted on the Hearing Schedule on the Teacher Regulation Branch (TRB) website prior to a scheduled hearing. In addition, as required by the *Teachers Act*, discipline outcomes, whether arrived at through a consent resolution agreement or a hearing, are made public on the website and on the Online Registry, along with the reasons for the decision, unless doing so would cause a significant hardship to a person who has been harmed by the certificate holder. Allegations that do not result in the issuance of a citation or a discipline decision are not published on the TRB website.

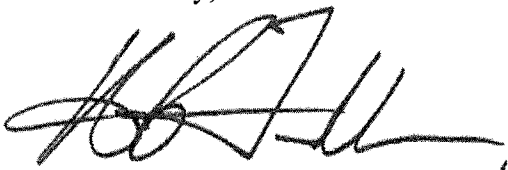
The purpose of publishing discipline decisions is to enhance the transparency of disciplinary processes, educate certificate holders and the public about the *Standards*, and provide the public with the confidence that certified educators who have failed to meet the *Standards* for the profession are held accountable.

The enactment of the *Teachers Act* dissolved the former BC College of Teachers and conferred the just and timely resolution of reports and complaints to the Commissioner for Teacher Regulation. Since taking office in November 2012, the Commissioner's main focuses have been to review and modify administrative processes inherited from the College, align the processes with the requirements of the *Act*, and reduce delay. The Commissioner has made significant progress in addressing the substantial backlog of cases carried over from the College, however this is still a work in progress.

For further information on the discipline process, please visit the Teacher Regulation Branch website at <http://www.bcteacherregulation.ca/ProfessionalConduct/TheDisciplineProcess.aspx>.

Again, thank you for writing.

Yours truly,

A handwritten signature in black ink, appearing to read 'Peter Fassbender', with a stylized flourish at the end.

Peter Fassbender
Minister

Page 30 redacted for the following reason:

s.22, Not Responsive

Not Responsive

From: Knorr, Dick
Sent: Thursday, November 7, 2013 1:27 PM
To: Delisle, Corrie EDUC:EX
Subject: FW: RicohScan

Hello Corrie,

s.22

Again, so this office knows for future inquiries , is this really the policy?

Any help would be appreciated.

Thanks

Dick Knorr

Constituency Assistant for Dan Ashton MLA, Penticton-Peachland

210-300 Riverside Dr, Penticton, BC, V2A 9C9

250 487 4400 Dick.Knorr@leg.bc.ca

From: ricohmfd@leg.bc.ca [mailto:ricohmfd@leg.bc.ca]

Sent: November 7, 2013 12:24 PM

To: Knorr, Dick

Subject: RicohScan

To Dan Ashton MLA

Penticton

Basically I would like to discuss the process for having a teachers licence renewed or reactivated after retirement.

About two years ago the process was changed. Before that a retired teacher was just that and it was fairly easy to have your license renewed. Since then a retired teacher basically no longer exists.

s.22

Respectfully

s.22

Page 33 redacted for the following reason:

s.22

From: EDUC Independent Schools Office EDUC:EX
Sent: Wednesday, June 26, 2013 8:15 AM
To: s.22
Cc: Normand, Nicole EDUC:EX
Subject: Independent School Funding

Hello

I am writing in response to your email of June 12, 2013, indicating your support for public education and your opposition to public money supporting independent schools.

For information on Government's commitment to funding public education please see:
<http://www.newsroom.gov.bc.ca/2013/03/operating-grants-maintained-per-pupil-funding-highest-ever.html>

While public education is a priority, Government respects the rights of parents to choose the type of schooling that best meets their child's needs. Various options are available, including public schools, home-schooling, public francophone schools, and independent schools.

Independent schools serve a diverse range of students, communities and interests, including First Nations, Montessori, Waldorf, university preparatory, faith communities, special education, and many others. These schools may teach from their respective religious or pedagogical perspectives, but they must meet the requirements of the *Independent School Act*, which states in part that "(a) no program is in existence or is proposed at the independent school that would, in theory or in practice, promote or foster doctrines of (i) racial or ethnic superiority or persecution, (ii) religious intolerance or persecution, (iii) social change through violent action, or (iv) sedition."

Only Group 1 and 2 independent schools, which must employ British Columbia-certified teachers and follow the British Columbia curriculum, are funded. Group 1 schools receive 50% of their local public school district's per student operating grant per FTE student. Group 2 schools receive per-student grants at the 35% level because the school's per-student operating costs exceed the operating grant of the local public school district. Independent schools are also not eligible for capital funding.

Government continues to support parental choice for educational programs within the public and independent school system.

Sincerely,

Brian Jonker
Deputy Inspector

Begin forwarded message:

From: "Foster.MLA, Eric LASS:EX" <Eric.Foster.MLA@leg.bc.ca>
Date: 14 August, 2013 3:13:14 PM PDT
To: "Sauder, Kit EDUC:EX" <Kit.Sauder@gov.bc.ca>
Subject: FW: Education

Hi Kit,

Eric will be meeting with the lady below on September 4th he's hoping you can provide him with the information he will require to speak to her regarding this issue, please and thank you.

M



*Ms. Min Sidhu
Executive Assitant
Mr. Eric Foster
Government Caucus Whip
MLA Vernon Monashee*

*3209 31st Avenue
Vernon, BC, V1T 2H2*

*Tel: (250) 503-3600
Fax: (250) 503-3603*

s.22

From:
Sent: August 14, 2013 2:01 PM
To: Foster.MLA, Eric
Subject: Education

Dear Mr. Foster,

Sincerely,

s.22

c.c. **Peter Fassbender (Minister of**

Rob Fleming (NDP Education

From: "Foster.MLA, Eric LASS:EX" <Eric.Foster.MLA@leg.bc.ca>

Date: 14 August, 2013 3:13:14 PM PDT

To: "Sauder, Kit EDUC:EX" <Kit.Sauder@gov.bc.ca>

Subject: FW: Education

Hi Kit,

Eric will be meeting with the lady below on September 4th he's hoping you can provide him with the information he will require to speak to her regarding this issue, please and thank you.

M

From: Kylo.MLA, Greg
Sent: Sunday, September 22, 2013 8:15 PM
To s.22
Cc: Fassbender, Peter EDUC:EX
Subject: FW: Our Children

Dear s.22 thank you for your email in which you express your concerns with the school system. I have taken the liberty of forwarding your concerns to the Honourable Peter Fassbender, Minister of Education for their consideration and response. Again, thank you for your email and for the opportunity for MLA Kylo to respond and be informed of your issue.

Holly Cowan
Constituency Assistant

to Greg Kylo, MLA Shuswap

Phone: 250-833-7414

Fax: 250-833-7422

www.gregkylomla.ca

"Whatever I am doing today is important, as I am exchanging a day of my life for it".

Note: If you forward this email, please delete the forwarding history, which includes my email address. It is a courtesy to me and others who may not wish to have their email addresses sent all over the world. Erasing the history also helps prevent Spammers from mining addresses and prevents viruses from being propagated



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s.22

From:

Sent: September 17, 2013 3:04 PM

To: Kylo.MLA, Greg

Subject: Our Children

Hello, Mr. Kylo

I hope you can take the time out of your day to read my letter. ^{s.22}

Thank you

s.22

Kit Sauder

Sent from my iPhone

Begin forwarded message:

From: "Pellatt, Nan LASS:EX" <Nan.Pellatt@leg.bc.ca>
Date: 8 November, 2013 12:00:25 PM PST
To: "Sauder, Kit EDUC:EX" <Kit.Sauder@gov.bc.ca>
Subject: FW: Children's ESL Virtual School

Hi Kit I sent this to you from the public MLA account on October 29th but have not received acknowledgement – they are not presenting to the 3 MLA Meeting but to MLA Thomson on Friday November 22 (2 weeks from today) – could you please provide me with any information the ministry might have on this initiative. Thanks Nan

Nan Pellatt, Constituency Assistant to
Steve Thomson, MLA
Kelowna Mission
Tel: 250.712.3620
Fax: 250.712.3626

www.stevethomsonmla.bc.ca



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From: Thomson.MLA, Steve
Sent: October 29, 2013 11:08 AM
To: Sauder, Kit EDUC:EX
Subject: FW: Children's ESL Virtual School

Hi Kit – we received the email below and the attached letter. We are considering meeting these folk likely at a joint 3MLA meeting (Letnick/Thomson/Clark Rep) and wondered if you had any information on this program that we should be aware of in deciding whether to meet. Thanks Nan

Nan Pellatt, Constituency Assistant to
Steve Thomson, MLA
Kelowna Mission
Tel: 250.712.3620
Fax: 250.712.3626

www.stevethomsonmla.bc.ca



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s.22

From:

Sent: Monday, October 28, 2013 8:54 AM

To: Minister, FLNR FLNR:EX

Subject: Children's ESL Virtual School

Good Morning Steve

Attached you will find a 1 page letter and attachment describing the opportunity to establish an online ESL virtual school in partnership with the Government of BC.

We are writing to you in your role as MLA, hoping for a meeting to discuss how we can best approach government with this unique opportunity. As you will read, this program has been very successful in other jurisdictions and we are wanting to partner with BC to market the program to a world-wide audience.

s.22

We are hoping to arrange a meeting with you to obtain your advice and support as we strive to forge a partnership with the Province

Thanks Steve

s.22

From: Jatel, Monika J [<mailto:Monika.Jatel@leg.bc.ca>]
Sent: Thursday, July 18, 2013 12:10 PM
To: Sauder, Kit EDUC:EX
Subject: Constituent: s.22

Hi Kit,
s.22

Appreciate your help!

Monika K. Jatel
Constituency Assistant to Norm Letnick, MLA
Kelowna - Lake Country
telephone: 250.765.8516 | fax: 250.765.7283

From: Chan, Trix K [<mailto:Trix.Chan@leg.bc.ca>]
Sent: Wednesday, September 11, 2013 12:56 PM
To: Sauder, Kit EDUC:EX
Cc: Fraser, Stephanie N LASS:EX; Tsui, Regina Y LASS:EX
Subject: Educational assistants

Dear Kit,

s.22

s.22

explained that due to funding cuts, the number of educational assistants have been cut by half. s.22
s.22

The principal

Can you let us know if funding has been cut to this area? s.22
s.22

Warm Regards,

Trix Chan

Constituency Assistant to Hon. Teresa Wat, MLA for Richmond Centre

From: Shih, Yulin [<mailto:Yulin.Shih@leg.bc.ca>]
Sent: Tuesday, October 8, 2013 1:29 PM
To: Sauder, Kit EDUC:EX
Cc: Tan, Tanya LASS:EX; Rein, Brent J LASS:EX
Subject: Constituent Question

Hi Kit,

I am on a fact-finding mission for one of our constituents related to childhood diabetes. The concerned parent is wondering how the government plans to support children with diabetes (specifically, type-one) when they are at school and how the government will ensure they become educated citizens in the future.

I look forward to hearing back from you.

Thanks,

Yulin Shih

Constituency Assistant to
Hon Suzanne Anton QC
MLA Vancouver-Fraserview
Office: (604) 660-2035 | Direct (604) 660-2228
Fax: (604) 660-2368 | s.22

s.22
From:
Sent: November-18-13 4:03 PM
To: Kylo.MLA, Greg
Cc: Fassbender, Peter EDUC:EX
Subject: Re: Adult students

Mr. Kylo
Didn't ever get a reply from the Minister. Did you?

On 2013-09-22 8:53 PM, Kylo.MLA, Greg wrote:

Dear s.22 s.22 thank you for your email regarding the
I have taken the liberty of forwarding your concerns to the Honourable Peter Fassbender, Minister of
Education for his attention and response.
Again, thank you for your email and for the opportunity for MLA Kylo to respond.

Holly Cowan

Constituency Assistant
to Greg Kylo, MLA
Shuswap

Phone: 250-833-7414
Fax: 250-833-7422

www.gregkylomla.ca

"Whatever I am doing today is important, as I am exchanging a day of my life for it".

Pages 47 through 48 redacted for the following reasons:

s.22

s.22

From:

Sent: Wednesday, November 13, 2013 3:50 PM

To: Sauder, Kit EDUC:EX

Cc: King, Judy LASS:EX

Subject: Speech Therapy

s.22

Our office received a complaint from a constituent in regards to the lack of speech therapy provided s.22
s.22

We have discussed the situation with members of School District s.22 and it has been explained to us that due to the large number of students requiring assistance with speech therapy, the only Speech Pathologist in the area concentrates s.22 efforts on children from Kindergarten to Grade 1.

s.22

We would like to be able to offer some information regarding success rates with the TinyEYE program and the number of students that utilize it throughout the Province, as well as, some alternatives for assistance in obtaining other forms of speech therapy.

Any information you can provide would be of assistance.

Thank you.

Nadine Frenkel
Constituency Assistant to;
John Rustad, MLA
Nechako Lakes
Ph: (250) 567-6820
Fax: (250) 567-6822
Toll free: 1-877-964-5650
Nadine.Frenkel@leg.bc.ca