

Excerpt re CHARTER SCHOOLS from “Creating choices : rethinking Aboriginal policy / John Richards”, C.D. Howe Institute

January 2006

Pp 96 97

Designating Magnet Schools

A “magnet” school — also called a “charter” school — is a tax-funded school within a public school system that enjoys a “charter” allowing it to specialize in a particular field of study. Any student in the school district can elect to attend the school, subject to its capacity. An interesting Canadian example of a magnet school is Amiskwaciy Academy.²⁰ A secondary school in the Edmonton school

²⁰ See the academy’s Internet web site: <http://amiskwaciy.ehsb.net>.

district, it has a mandate to specialize in Aboriginal cultural studies. It follows the same core curriculum as other Alberta schools, but supplemented with courses on Aboriginal history, literature, and culture. All students who live in Edmonton, whether Aboriginal or not, are eligible to attend.

In terms of meeting the goals laid out earlier, magnet schools offer a compromise between the school enrichment and separate school alternatives. It allows for schools that explicitly encourage Aboriginal studies and concerns, without the administrative complexity that would accompany the establishing of a separate school authority.

Report reference re “charter” schools:

Weiher, G., and K. Tedin. 2002. “Does Choice Lead to Racially Distinctive Schools? Charter Schools and Household Preferences.” *Journal of Policy Analysis and Management* 21 (1): 79–92.

Page 002 to/à Page 156

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Pages 157 through 242 redacted for the following reasons:

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Page 158 to/à Page 248

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Pages 334 through 494 redacted for the following reasons:

s.3

Page 250 to/à Page 258

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- ▶ Executive Summary
- ▶ Introduction
- ▶ Methodology
- ▶ Alberta Charter Schools: Technical Information
- ▶ History of Charter Schools in Alberta
- ▶ Alberta Charter Schools Today
- ▶ Charter School Challenges
- ▶ Charter School Opportunities
- ▶ Questions Charter Schools Raise
- ▶ Conclusion
- ▶ Bibliography
- ▶ Appendix A: Charter Schools in Alberta

SUMMARY OF CHARTER SCHOOL OPPORTUNITIES

Opportunities charter schools currently provide:

- ▶ Provide a choice to parents, teachers and students
- ▶ Implement innovative educational strategies
- ▶ Provide consistent education philosophy
- ▶ Provide competition to traditional school boards
- ▶ Incorporate technology actively into education

Opportunities for charter schools in the future:

- ▶ To become centres of educational research and development
- ▶ To broaden the educational community
- ▶ To become experts in innovative education

and become experts at its implementation. This vision for charter schools accords with the policy-makers' intentions for charter schools, they believed "the successful programs and practices developed at charter schools would eventually be adopted by other public schools to benefit all children" (Bosetti et al. 2000, 160). In order for this to be a reality, however, educational research must be funded separately. It is impractical to expect charter schools to conduct innovative educational research without financial support that goes beyond the base allocation for education.

Developing alongside the vision of charter schools as leaders in educational research is the opportunity for charter schools to create a broader educational community. By their nature, charter schools are in a better position to initiate and build relationships with the wider community than other school systems. They have the flexibility and the incentive to seek expertise outside of the traditional educational community and therefore can expand the role of "educator" to artists, musicians, leading scientists, local leaders, and many more. By opening up the doors of the classrooms, charter schools have the opportunity to influence the role of education in society and to expand the education community far beyond its current borders, potentially both widening and deepening education in Alberta.

One of the simplest opportunities for charter schools is to grow, for there to be more charter schools, in more regions, stimulating innovation

Page 260 to/à Page 282

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----- Forwarded message -----
s.22

From:

Date: Mon, May 3, 2010 at 2:17 PM

Subject: Most US Charter Schools Not Better

To s.22

Despite Push, Success at Charter Schools Is Mixed
Ruth Fremson/The New York Times
Published: May 1, 2010

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Page 284 to/à Page 337

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Pages 583 through 598 redacted for the following reasons:

s.3

Response for request from constituency office of Minister Bond for 120867:

Thank you for your email dated _____, regarding charter schools.

In your letter, you ask if government might consider the implementation of charter schools and the merit-based allocation of funds.

The implementation of a charter school system in British Columbia has been a topic of media discussion for many years. Current legislation does not permit the establishment of charter schools. At this time, government is not contemplating enabling charter schools in British Columbia.

Rather than legislating how boards of education should provide choice, the government is encouraging local boards to be innovative about the range of choices that they provide in educational programs to meet the needs of their communities.

Currently, BC's public school system has many choices available to parents and students, such as, the Langley School of Fine Arts in School District #35, the Advanced Skills Hockey Academies at 5 schools in School District #23 (Okanagan), and the Montessori program for Kindergarten to grade 8 in School District #57 (Prince George) to name a few.

I agree that there is always room for improvement, and we always considering innovative ideas that can help improve student achievement in BC schools.

Thank you for sharing your views with me.



VIA EMAIL
Our Ref: 134212

s.22

Thank you for your email addressed to the Honourable Margaret MacDiarmid, Minister of Education, regarding charter schools.

s.22

directed to me for response.

s.22

Your email has been

In your email, you state your support of the charter school concept. The implementation of a charter school system in British Columbia has been a topic of media discussion for many years. Current legislation does not permit the establishment of charter schools. At this time, government is not contemplating enabling charter schools in BC.

Rather than legislating how boards of education should provide choice, government encourages local boards to be innovative about the range of choices that they provide in educational programs to meet the needs of their communities.

Currently, BC's public school system has many choices available to parents and students, such as the Langley School of Fine Arts in School District #35, the Advanced Skills Hockey Academies at five schools in School District #23 (Okanagan), and the Montessori program for Kindergarten to grade 8 in School District #57 (Prince George) to name a few.

Additionally, parents may choose to register their children in independent schools, which may deliver faith-based, method based or alternative schooling.

The Ministry is always considering innovative ideas that can help improve student achievement in BC schools. Thank you for sharing your views with me.

Sincerely,

Dave Duerksen
Director
Governance and Legislation Branch
Governance and Accountability Division

pc: Honourable Margaret MacDiarmid, Minister of Education

Wording for Response to 142113:

In your letter, you ask if there is any way that a school can remain in the public education system and not be part of the local school district and whether they may be other communities which would work with s.22 to the same end? It appears that you are asking whether your community could establish what is typically called a “charter school”. Charter schools are given a charter from the government exempting them from public school legislation and are usually led by parents or a community board.

The implementation of a charter school system in British Columbia has been a topic of media discussion for many years. Current legislation does not permit the establishment of charter schools. At this time, government is not contemplating enabling charter schools in British Columbia.



VIA EMAIL
Our Ref: 142919

s.22

Thank you for your email, addressed to Margaret MacDiarmid, Minister of Education, inquiring if British Columbia is considering implementing a charter school system. I am responding on Minister MacDiarmid's behalf.

The implementation of a charter school system in British Columbia has been a topic of discussion for many years. Current legislation does not permit the establishment of charter schools, but government is always interested in looking at ways that other jurisdictions are trying to improve student achievement

Sincerely,

Dave Duerksen
Director
Governance and Legislation Branch
Governance and Accountability Division



VIA EMAIL
Our Ref: 149838/149839

s.22

Thank you for your emails, addressed to the Honourable George Abbott, Minister of Education. I have been asked to respond on Minister Abbott's behalf.

In your emails you say that Alberta has adopted a charter school system that has improved the quality of the entire school system, and you ask about eliminating school boards. I would like to clarify that Alberta has public school boards, like BC, that enroll the majority of students in the province. According to the Alberta Association of Public Charter Schools, there are 13 charter schools operating in Alberta at this time.

I am not aware of plans to adopt a charter school system in BC or plans to eliminate school boards; however, it may interest you to know that the BC Ministry of Education recently launched its Education Plan, which seeks to modernize the way students are educated so they are prepared for the world, not only now, but in the future. The Plan is based on the principle that every learner will realize their full potential and contribute to the well-being of our province. Personalized learning, quality teaching and learning, flexibility and choice, high standards and learning empowered by technology are key elements of this plan. Government is seeking input from members of the public, like you, on how to bring about this educational transformation. If you would like to engage in the discussion and share your views, I encourage you to visit the BC Education Plan website (www.bcedplan.ca/).

An additional note about boards of education: in Government's last Budget and Fiscal Plan school districts were collectively required to achieve administrative savings to be redirected to classroom activities.

Thank you for writing.

Sincerely,

Mary Shaw
Director
Governance & Legislation

Alberta Charter Schools

Charter schools are autonomous public schools organized by like-minded parents and educators to provide choices in the educational philosophy or mission of schools, in the delivery of education, and in the governance and organization of schools. A charter school must have characteristics that set it apart from other public schools and the proposed method of educational delivery must be supported by research. A group interested in establishing a charter schools must first approach its local school board to see if the group and the board can establish the innovative approach as an alternative program.

In Alberta, charter schools must provide the basic, provincially-mandated curriculum, and students are required to write all Provincial Achievement and Diploma Examinations. They operate on a three- to five-year performance contract based on the terms of their charter. Their charter is approved by the Minister of Education or by the local school board. At the end of the contract, an external evaluation team reviews the school and determines if it has complied with the legal and financial requirements, has fulfilled its charter objectives, and can demonstrate parental and community support. Based on this assessment, the evaluation team may or may not recommend that the school have its charter renewed. There is no appeal process to overrule this final decision.

A total of 13 charter schools are currently in operation in Alberta. Charter schools are non-denominational. They cannot charge tuition fees, exist for-profit, or discriminate in student admission. Charter schools, like other public schools, must hire certified teachers, but the Alberta Teachers' Association will not permit charter-school teachers to be part of the Teachers' Association. Charter schools manage their own funding and are eligible for the same per-pupil grants as public schools, but do not receive capital funding.

Charters are granted or denied by the district school board and may otherwise gain sponsorship only through an appeal to the Minister of Education. School boards have often proved unwilling to sponsor any charter schools, so many charter proponents have had to appeal to the Minister for charter status.

Netherlands

- Free choice between public and independent system and government covers the full cost of education with no fees allowed. Parents and other organizations are able to make donations or provide sponsorship.
- Non-profit organizations, parents and teachers can found a school, subject to minimum legal requirements, such as a minimum number of students.
- 65-70% of primary and secondary students attend independent schools.
- National government provides curriculum and exams.
- Public and private schools are subject to inspection by the national Education Inspectorate.
- No catchment areas.
- Private schools can impose some admissions criteria, but must enrol local children if there is no public school in a reasonable distance. In practice, most private schools have an open enrolment policy.
- Teachers regulated through a national collective agreement.
- Dutch constitution provides a unique freedom of education that provides:
 - o Freedom to establish schools
 - o Freedom of conviction (religious, political, pedagogical, etc)
 - o Freedom of organization (teaching methods decided by an individual school)

Former UK model (grant-maintained schools)

- School governing council owned and managed high-level school operations, such as finances and staffing.
- Hired and employed staff.
- Hired a principal who managed day-to-day operations.
- Typically, parent governors made up either a majority or the largest single bloc of governors on a governing council.
- Able to set an admissions policy and be partially selective with incoming students based on establish criteria related to the school's philosophy or by interviewing the potential student.
- Funded directly by central government with capital grants. Funding levels were considered higher than schools under the control of the local education authority.
- Taught the national curriculum and participated in national exams.
- Inspected by the national government.

New Zealand

- Three types of schools: state schools, state-integrated and independent schools.
- State schools make up 85% of schools, state integrated make up 11% and independent schools are the remaining 4%.
- State-integrated schools are owned by private organizations, but receive recurrent funding on the same basis as state schools.

- Boards of Trustees have been established for each school. Parents of the children at that school run for election to boards, which are unpaid positions.
- State-integrated schools have representation by the proprietor, but parents still make up a majority.
- The Board of Trustees makes all spending decisions, and has full responsibility for what happens at their school.
- The Board of Trustees writes the Charter for their school, and is bound by and accountable for achieving its goals. The Charter can only be changed after a consultative process with the parents.
- Board of Trustees receive a block of money determined by a formula based on the number of students at the school.
- Government sets the core curriculum for state and state-integrated schools and inspects and audits school performance.
- State-integrated schools are able to have a “special character” such as a philosophical or religious belief, but may not refuse entry on grounds of belief and may not force children to participate in religious observances or lessons associated with those observances.
- State-integrated schools can not charge fees, but can ask for voluntary contributions and undertake fundraising.
- State-integrated schools can charge attendance dues to meet property costs, but these must be approved and may not result in facilities of a standard higher than approved for a comparable state school.
- Provisions in place to protect the Crown’s interest in a school’s capital assets if the school is dissolved or the charter agreement terminated.
- Independent schools can charge fees and receives 20-25% government per-pupil funding depending on the grade level.
- Independent schools can set their own curriculum as long as it meets the same standards as the core New Zealand curriculum.

United States

- Huge variety of charter schools, as charter regulations vary from state to state.
- Nearly 3% of US students attend a charter school.
- Operate as autonomous public schools and are held accountable for the performance goals outlined in their charter agreement.
- Usually exempt from many regulatory requirements, such as curriculum requirements and collective agreement provisions.
- Charters often funded through state per-pupil grants, but often are not able to access local funding and capital funding. Typically funded less than comparable local public schools.
- Charter schools are often prohibited from owning property, although some states have created a rental assistance programs.

- Charter schools can be established or managed by virtually anyone, including parent groups, non-profit or for-profit organizations.
- Must have a sponsor who is responsible for monitoring the educational quality and financial accountability of the charter operator.
- Typically must have an open-enrolment policy, with some limited exemptions for preference.
- Typically cannot have a religious character. Some states have started providing funding for schools with a religious character who do not explicitly teach their religious beliefs, but the constitutionality of this is uncertain.
- Charter school numbers are often capped by state regulations, leading to long charter waiting lists in some areas.
- Of the over 5000 charter schools opened since 1991, over 12% have closed for reasons such as managerial, academic or financial issues.

Denmark

- Both private and public schools, with approximately 12% of students attending private schools.
- Privately-run schools have significant freedom to set curriculum in primary and lower secondary levels (compulsory education), as long as they meet standards equivalent to those of the public schools.
- In upper-secondary schools, there is significant government regulation of educational content and school organization.
- Public and private schools must have a parent-elected board.
- Funds are delegated to all schools based on a per-pupil grant.
- Private schools receive 80-85% of the public funding, including both operational and capital costs. This is done to help ensure parental accountability and oversight of the school.
- No central government inspections, parent boards in both public and private schools are responsible for arranging school inspections for compulsory education.
- Private schools must be non-profit and are able to maintain a unique philosophical or religious character.
- Illegal to publish school results, leading to difficulties deciding where to send children.

Sweden

- Public and independent schools, with independent schools operating on a voucher system.
- Public and independent schools receive per-pupil grants from the local government.
- Approximately 10% of Swedish students attend independent schools.
- Private schools must deliver the national curriculum
- Private schools do not charge fees and have an open enrolment policy.
- Able to have unique characteristics, such as a philosophical, religious, academic or athletic focus.
- Must meet minimum quality standards and show they are meeting the same academic standards as the public system.

- Relatively minimal regulation and inspection of both public and private schools, leading to complaints about the quality of teaching and the content being taught, particularly in independent religious schools. Resulted in the closing of some independent schools.
- Private schools can be operated by for-profit operators. Large chain operations have been established, such as the Kunskapsskolan (Knowledge Schools) which operates 30 schools and teaches 10,000 students.
- Schools typically have parent councils, but serve in an advisory capacity. However, parents have more informal power as a result of their control over their child's educational voucher, particularly in private schools.

Questions:

- What is the monitoring/accountability framework for parent-led schools?
- Who will own and control the facilities? Will they receive any capital funding?
What will the relationship between parent-led schools and boards be? Shared services or independent from boards? Fully delegated budget or partly delegated?
- Teacher mobility between parent-led and mainstream schools?
- Student mobility between schools? Part DL and part charter program?
- How many students are needed to establish and maintain a charter?
- Process for converting back to regular public school or independent school?
- Legal liability and financial management policies?
- What information will be available for parents to use to choose between schools?
- Will there be any fees?
- How much variation allowed for a unique school character or focus, whether it is pedagogical, religious, philosophical, academic, athletic, etc.
- Given that BC outscored all of these jurisdictions on the most recent PISA exam, what is the expected impact on student achievement?

Vajgel, Beatriz EDUC:EX

From: Steinbach, Christopher G EDUC:EX
Sent: Thursday, September 10, 2009 9:31 AM
To: EDUC Minister EDUC:EX
Subject: s.22
Attachments:

From: MacDiarmid.MLA, Margaret [<mailto:Margaret.MacDiarmid.MLA@leg.bc.ca>]
Sent: Thursday, September 10, 2009 9:08 AM
To: Steinbach, Christopher G EDUC:EX
Subject: s.22

From: s.22
Sent: September-09-09 5:03 PM
To: MacDiarmid.MLA, Margaret
Subject: s.22

Dear Margaret MacDiarmid:

s.22

I am highly in favor of private donations for schools. I'm also in favor of Charter Schools which are public schools directly accountable to their community and the Ministry of Education - no school board involvement.

I discuss both these approaches in my comment.

Hope you read it.

Best regards,

s.22

Windows Live: Make it easier for your friends to see what you're up to on Facebook. [Find out more.](#)

From: EDUC Governance Department EDUC:EX
Sent: Wednesday, September 23, 2009 11:43 AM
To: s.22
Subject: REF:134212- Private Donations for Schools and Charter Schols

Our Ref: 134212

Dea s.22

Thank you for your email addressed to the Honourable Margaret MacDiarmid, Minister of Education, regarding charter schools.

s.22

s.22

Your email has been directed to me for response.

In your email, you state your support of the charter school concept. The implementation of a charter school system in British Columbia has been a topic of media discussion for many years. Current legislation does not permit the establishment of charter schools. At this time, government is not contemplating enabling charter schools in BC.

Rather than legislating how boards of education should provide choice, government encourages local boards to be innovative about the range of choices that they provide in educational programs to meet the needs of their communities.

Currently, BC's public school system has many choices available to parents and students, such as the Langley School of Fine Arts in School District #35, the Advanced Skills Hockey Academies at five schools in School District #23 (Okanagan), and the Montessori program for Kindergarten to grade 8 in School District #57 (Prince George) to name a few.

Additionally, parents may choose to register their children in independent schools, which may deliver faith-based, method based or alternative schooling.

The Ministry is always considering innovative ideas that can help improve student achievement in BC schools. Thank you for sharing your views with me.

Sincerely,

Dave Duerksen
Director
Governance and Legislation Branch
Governance and Accountability Division

pc: Honourable Margaret MacDiarmid, Minister of Education

Text Attachment: Log ID 66146

Response Jul 4, 2001 15:55

2001/7/4 Shannon Boudreau (GGLB-Gov Leg+Inde Br)

VIA EMAIL
Our Ref: 66146

s.22

I am responding to your e-mail, dated June 8, 2001, addressed to the Minister of Education, Christy Clark, regarding the government's position on charter schools in British Columbia and what plans are in place to help with the financial burden of home schooling.

Currently there are no charter schools in British Columbia and no plans to create them.

You also inquired about government support for home schooling. The School Act and School Regulation provide that for purposes of home schooling children enrolled with a public or independent school are entitled to receive various educational services, such as evaluation and assessment services and education resource materials. Government provides funding to schools to support these services. I encourage you to contact the school in which your child is registered and find out what services are available and appropriate to the education program you are providing your children.

I trust that you will find this information useful. Thank you for sharing your concerns with government.

Sincerely,

Barry D. Anderson
Acting Director
Governance, Legislation and
Independent Education Branch

s.22

ADMO copy
Branch file copy (on yellow paper)
Branch day copy (2)
MCO copy (pasted in CLIFF)
VERSION: 2001/06/29 3:53 pm

December 13, 2001

Our Ref: 67747

s.22

I am in receipt of your letter to myself and Honourable Graham Bruce, Minister of Skills Development and Labour. Thank you for your well thought out letter. I apologize for my delayed response.

I offer the following comments in response to your questions below:

Ministry Control vs. District Autonomy

The school system is structured so that the Ministry and school boards share responsibility for its efficient operation. Some concerns that you raise, such as capital spending priorities, are shared responsibilities, whereas others, such as procurement, are the responsibility of school boards. This is intended to ensure that local needs are addressed within the context of provincial standards, recognizing the need to have matters addressed at the most appropriate level.

Charter Schools/Freedom of Choice, etc.

I thank you for your support for the principle of choice in the public school system, and I note your cautions concerning its implementation. You raise some practical concerns about implementing choices that would need to be considered by school boards, which are responsible for putting local choice policies into practice. They have to strike a balance between choice and flexibility for parents and students, with access to neighbourhood schools.

Elementary/Middle/Secondary Split

As you know, our public education system is co-managed by the provincial government and local school boards. The Ministry of Education provides funding to school boards for the construction, operation, and maintenance of their school facilities. Boards are responsible for determining local policy for the effective and efficient operation of schools in their respective districts. This way, they are in a better position to make decisions that reflect the needs of their local communities.

.../2

As a result, school boards have the authority to decide what grade structures are best to deliver educational programs within their districts. Therefore, the decision to offer educational programs, by way of a middle school grade configuration, is that of the local school board and not the Ministry of Education. The local board is also responsible for deciding how individual schools operate with respect to grades, boundaries, and specialty programs.

To ensure existing schools are not severely overcrowded due to a change in grade configuration, school boards need to carefully plan the changeover time. It should be noted that government would not provide capital funding to school boards solely to assist boards in arranging grades in various schools. The Ministry expects school boards to develop a comprehensive business case comparing capital costs of proposed changes in their capital plan and the Ministry will only support priority projects if they are cost-effective.

Graduation Requirements

Your points on graduation requirements have been noted. In essence, today's graduation program (Grades 11 and 12) is intended to provide students with two things: a common core of learning (Foundation Studies) to ensure that essential knowledge and skills are being met, and the flexibility to select courses (Selected Studies) to support future career and education plans.

Current graduation requirements are a minimum of 52 credits: 28 credits in Foundation Studies and 24 credits in Selected Studies. Courses at this level are more specialized, allowing students to expand their knowledge and develop advanced skills in the various subject areas.

The Ministry recognizes its role to continuously monitor education trends, as well as census and labour market data, to ensure that graduation requirements remain current and relevant for all students.

The Continuum and Basic Education

Several levels of reading comprehension were assessed in the 2000 Foundation Skills Assessment. The results of the Reading Comprehension component of the Foundation Skills Assessment were as follows:

- 80 percent of Grade 4 students met or exceeded expectations defined for their grade;
- 81 percent of Grade 7 students met or exceeded expectations defined for their grade;
- 80 percent of Grade 10 students met or exceeded the expectations defined for their grade.

.../3

Student performance on Grade 12 examinations in English 12 has remained relatively constant over the past five years. The success rate in terms of students who received a C- or better on the English 12 examination has been between 87 percent and 89 percent between 1994-95 and 1999-00.

The results of the most recent School Achievement Indicators Program (SAIP) in 1998 indicated that 13 and 16 year-old students from British Columbia performed similarly in reading and writing to Canadian students as a whole. Results from international senior secondary examinations in English indicate that the performance of British Columbia students is comparable to the performance of students globally, as well as across Canada.

Various branches of the Ministry of Education have established strong communication links around the topic of literacy. The Ministry also communicates with the rest of the education field and the public through contact with the PSAs, Overview Teams, Focus Groups, University and Colleges Articulation Committees, and through participation in forums and conferences. School districts and individual schools have articulation procedures between different levels within their respective systems.

Year 2000 initiatives took place in the late 1980s and the early 1990s after the Royal Commission on Education in British Columbia made some suggestions for educational changes. Documents were created that reflected current research, with the intent of honouring children's stages of development. These documents in no way minimized the importance of learning spelling conventions; rather, they emphasized supporting spelling through widely accepted developmental stages, rather than grades. Current documents provide further specificity regarding age and grade appropriateness in spelling development.

The Neglected Student

Our government is committed to providing the technology needed to prepare students for the world of work. It is our job as parents, teachers, and government to make sure our children have the tools they need to succeed in their adult lives. Education is the best investment a government can make to ensure our children are able to gain new knowledge and skills to compete in the global marketplace. Technology is one of several skills required to succeed in the knowledge-based economy. Our job is to support teachers, students, and parents with resources, tools, and training in using technology within the classroom.

I note your comments about gifted students. The provincial government provides funding, sets standards, and provides guidelines for these types of education programs. School boards assess the needs of students, plan, and implement education programs based on local priorities. Because of the nature of this shared responsibility between government and school boards, programs and services for students who are gifted learners vary widely around the province.

.../4

You may be interested in viewing the resource for schools *Gifted Education* on the Ministry of Education web site at:

www.bced.gov.bc.ca/specialed/gifted/toc.htm

Establishment and Maintenance of Standards

There are a number of programs in place that ensure that high levels of expectations for British Columbia students are being met. The British Columbia Performance Standards for reading, writing, numeracy, and social responsibility support a criterion-referenced approach to evaluation that enables teachers, students, and parents to compare student performance to provincial standards. These standards are embedded in the curriculum and they address selected provincially prescribed learning outcomes from several areas, including English Language Arts, Fine Arts, Career and Personal Planning, Physical Education, and Social Studies. Performance standards are used by teachers to monitor, evaluate, and report on individual student performances. It should be noted that most of our provincial curricula describing student learning outcomes and performance standard draw on a collaborative effort among western provinces through the Western Canadian Protocol for Basic Education and its Common Curriculum Framework.

At a provincial level, school accountability is monitored in a number of ways. With the accreditation program, schools are required to develop school growth plans and report on their progress in a number of different areas, which are directly linked to student achievement and development. In addition, teachers, students, and parents are given the opportunity to provide feedback on important satisfaction factors related to academic achievement and human and social development. The accreditation process is a continuous six-year cycle that culminates in an external review by government representatives.

The yearly administration of the Foundations Skills Assessment to students in Grades 4, 7, and 10 in the areas of reading comprehension, writing, and numeracy provides a provincial picture of how students, schools, and districts are doing in meeting provincial standards. This assessment also enables the province, districts, and schools to track student progress from year to year. Grade 12 provincial exams are used to ensure that students either entering the workforce or furthering their education meet provincial standards, which are consistent with provincial curricula.

.../5

The Ministry of Education is undergoing a Core Services Review that will allow us to see how and where we can become more effective and efficient in delivering education to British Columbia students. This *New Era* review is intended to provide an opportunity for developing alternative approaches to programs, activities and business units within the government sector.

I hope that this has been informative. Thank you for taking the time to share your thoughts about education with government.

Sincerely,

ORIGINAL SIGNED BY

Christy Clark
Minister
Deputy Premier

pc: Honourable Graham Bruce, Minister of Skills Development and Labour

Text Attachment: Log ID 68592

Response Nov 14, 2001 15:16

November 9, 2001 Our Ref: 68592

s.22

Thank you for your e-mail dated October 1, 2001, to the Honourable Christy Clark, regarding your desire that government consider tuition assistance vouchers, charter schools, or tax relief for parents choosing to send children to non-public schools. I am responding on the Minister's behalf.

In British Columbia, all students are entitled to attend a publicly-funded educational program provided by a public school board. Parents who choose not to enroll their children in a public school may enroll them in an independent school or provide for their educational program at home. Independent schools receive 50 percent, 35 percent or no funding for operating costs from government, depending on their classification. No funding is provided for parental home-schooling programs.

Grants for operating expenses to Group 1 independent schools are calculated at 50 percent of the local school district's operating grant on a per-student basis. Government grants issued to independent schools enable them to operate with significantly reduced tuition fees. If no government grants were provided, these funds would need to be derived from increased tuition fees and private donations.

When the Independent School Act was passed in 1989, government adopted the recommendation of the Royal Commission on Education (Sullivan Report - 1988) that Group 1 independent schools be funded at 50 percent of the local school district's per-student operating cost allocation, and Group 2 schools at 35 percent. Government has maintained this funding formula. No change in funding formula is anticipated.

No current plans are in place to institute charter schools.

Revenue Canada allows charitable tax donation income tax reductions for the "religious portion" of school tuition payments. You may wish to contact Pacific Academy for more information regarding this tax concession.

Government is a strong advocate for public schools, but it also respects the right of parents to choose to enroll their children in independent schools. Government appreciates the significant contribution independent schools make to the education of students in British Columbia.

Thank you for expressing your views to government.

Sincerely,

Original signed by

James W. Beeke
Inspector

s.22

MCO editor / typist / telephone
DMO copy (with incoming)
Branch copy (on yellow paper)
MCO copy (pasted in CLIFF)
VERSION: 2001/11/14 3:16 PM

February 27, 2002

Our Ref: 71122

s.22

Thank you for your letter dated January 16, 2002, regarding employment opportunities in the Ministry of Education and your kind words on my appointment in the Ministry of Education.

s.22

As announced by Premier Gordon Campbell, the provincial government is currently implementing a plan to address fiscal challenges and to strengthen the financial position of the province. In this regard, the public service is currently being restructured and, as a result, hiring has become quite limited.

Thank you for your offer to assist the Ministry of Education with the development of a "charter school concept". The provincial government, however, does not have enabling legislation for the establishment of charter schools in British Columbia, and is not considering enacting such legislation at this time.

I wish you success in your future career endeavours.

Sincerely yours,

ORIGINAL SIGNED BY

Emery Dosdall, EdD
Deputy Minister

pc: Brent K. Johnston, Director, Human Resources Branch

s.22

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VERSION: ,

Text Attachment: Log ID 72704

Email to Davis with incoming

VIA EMAIL
Our Ref: 72704

s.22

Thank you for your email dated March 28, 2002, regarding the Central Okanagan School District's decision to close Bellevue Creek Elementary.

Closing a school is never an easy decision to make, as schools are often the heart of a neighbourhood. Parents, students, teachers and the general public are most familiar with the educational needs of their school districts, and it is expected that boards will consult their communities before closing a school.

You ask whether I favour the idea of charter schools. I do not intend to introduce charter school legislation into British Columbia. The New Era policies of the provincial government promote choice and flexibility in the school system, while enhancing school board autonomy and accountability. Parents with suggestions about how choice might be enhanced are encouraged to make their views known to their local school board officials, where responsibility for determining program options rest. School districts are encouraged to create 'choice' schools that will become 'magnet' schools for children across the district.

To ensure that your voices are heard, I encourage you and other concerned parents in your community, to work closely with the Central Okanagan's Board of School Trustees.

Thank you for sharing your views with me.

Sincerely,

Christy Clark
Minister
Deputy Premier

pc: Eric Buckley, Chair, School District No. 23 (Central Okanagan)

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

From: Christy.Clark.MLA@leg.bc.ca [mailto:Christy.Clark.MLA@leg.bc.ca]
Sent: Tuesday, April 02, 2002 1:17 PM
To: s.22
Cc: EDUC, Minister EDUC:EX
Subject: RE: what the Minister thinks of charter schools in BC

Thank you very much for your email, it has been received and forwarded to the Minister's Office for review and consideration.

If I can be of any additional assistance, please feel free to contact me.

Sincerely,

Tony Roy
Assistant to the Honourable Christy Clark, MLA
Port Moody - Westwood
2816 St. Johns Street
Port Moody, BC V3H 2C1

Office: 604.927.2672
Fax: 604.927.2676
www.christyclark.net

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

From: s.22
Sent: March 28, 2002 11:44 PM
To: Clark.MLA, Christy
Subject: what the Minister thinks of charter schools in BC

s.22

The Trustees voted last night to close our school despite our school being near capacity.

We would like to know what the Minister thinks of charter schools in BC, and if receptive to the idea we would like to meet with a ministry official to discuss it.

We our (were) one of the top rated facilities in the district. Our grade 4's FAS's were tops in the province last year, and the school is consistently in the top 3 in the district.

I have been approached of by parents and staff (who are willing to opt out of the district and the BCTF) to explore the Charter School possibilities.

We are motivated and more than capable of the task should it be allowed.

We would embrace the challenge of being a test of the Charter School Concept In British Columbia.

Thank You

s.22

Text Attachment: Log ID 72926

Response May 21, 2002 11:51

VIA EMAIL

Our Ref: 72926

s.22

Thank you for your email dated March 28 and April 11, 2002, regarding charter schools, which have been referred to me for reply.

You asked if there has been any discussion of implementing charter schools in British Columbia. I can tell you that there currently is no intention of permitting charter schools in this province.

You also asked what the current philosophy is at present. Bill 34, the School Amendment Act, 2002, passed Third Reading in the Legislative Assembly on May 13, 2002. Among other things, the Bill proposes to establish school planning councils in every public school this year. School planning councils will involve parents in a more meaningful way in the day-to-day operation of their child's schools. Although they are advisory only, school boards must consult with planning councils on the allocation of staff and resources; matters contained in the school board's accountability contract; and educational services and programs in the schools.

The Bill helps improve choice in education through providing students with the right to attend any school in the province, provided that space is available.

You may find Bill 34 at the following web site:

http://www.legis.gov.bc.ca/37th3rd/1st_read/gov34-1.htm

I hope this information is of assistance to you.

Sincerely yours,

Peter H. Owen
Director
Governance, Legislation and
Independent Education

s.22

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MCO copy (pasted in CLIFF)
VERSION: 2002/05/21 11:49 AM

August 3, 2002

Our Ref: 76412

s.22

I am writing in response to your recent letter and supporting documents, regarding your request to implement a charter school as a pilot project in Wasa.

The implementation of a charter school system in British Columbia has been a topic of media discussion for many years. As you mention in your letter, current legislation does not permit the establishment of charter schools.

I encourage you to continue your discussions with your local School Board. At this time, British Columbia does not have a legal framework that allows charter schools.

Thank you for sharing your views with me.

Sincerely,

ORIGINAL SIGNED BY

Christy Clark
Minister
Deputy Premier

pc: Ron Christensen, Chair, School District No. 6 (Rocky Mountain)

s.22

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VERSION: 2014/08/26 3:55 PM

Page 1 of 1

Brown, Gail R EDUC:EX

From: s.22
Sent: Monday, June 24, 2002 8:25 AM
To: EDUC, Minister EDUC:EX
Cc: The Hon. Gordon Campbell; s.22

s.22

Subject: Pilot Project: Charter School in Wasa
Dear Minister Clark,

I am attaching a letter and several supporting documents for your consideration, following a telephone conversation I had with Reggie Balabanov yesterday. I sincerely hope you will be able to consider our request, and look forward to hearing from you.

s.22

6/24/02

June 24, 2002

The Hon. Christy Clark
Minister of Education
PO Box 9045
STN PROV GOVT
Victoria BC V8W 9E2

s.22

Dear Minister Clark;

We are appealing to you for assistance with providing educational choices in our community due to the closure of our rural elementary school.

Having gone through the consultation process with our district administration and school board regarding the proposed closure of Wasa Elementary School, and reading extensive research about the negative impact of bussing rural students out of their communities, the parents in Wasa remain convinced that our children's educational needs are best served by having a public school within our community.

To accomplish this goal, we would like to set up a Charter School in Wasa. As there is no existing legislative framework to allow us this choice, we are asking for the Ministry to support a pilot project in Wasa, prior to legislation.

We are also pursuing a partnership with Tapestry Nursing Consultants to provide services to the elderly in our community and integrate programs for the elderly with education within the school facility as a unique initiative. We see a tremendous potential in the synergy between the elderly and the young that would significantly benefit both groups. The school facility and grounds are ideally suited to fulfill this dual purpose.

We have a dedicated parent group supporting our school and strong community support beyond the parent group. To discard all that support and energy in order to bus our young children to another community 33km away, benefits no one, and actively disadvantages our children.

We have had three steering committee meetings and two public meetings, and we presented our concerns and alternatives to the administration and school board, but were unable to convince them to make a more positive decision. We asked the board for more time to develop plans to support our school within our community. This request was denied. While we fully understand the financial constraints the district is facing, we cannot support a decision that has this much potential to damage our children, when other choices would be more appropriate.

I am attaching with this letter, copies of the research we provided to SD#6 administration and board of trustees, copies of our speaking notes from our second public meeting, and a copy of our final letter to them before their decision on June 18th, 2002. We also quoted information contained in the Select Standing Committee Report on Education to support our position.

Since June 19th, I have been in contact with our superintendent, Bendina Millier, and advised her that, as a community, we are still pursuing whatever avenues are available to us to keep a school in Wasa. The school parent group met on June 19th, and listened

1

to a presentation by Dr. Bill Wilson about the possibility of starting an independent school. Due to the financial situation in this region, this is an unrealistic option for this community at this time.

have since contacted:

- Dr. Darlene Garnier, Director of the Canadian Center for Charter Schools; for information about setting up a charter school.
- Jennifer Webb, Legislative Assistant; for information about how to proceed with getting permission to start a charter school.
- Wendy McMahon; MLA; to ask for support to start a charter school as a pilot project, prior to legislation, and for guidance in pursuing the proposal from Tapestry Nursing Consultants.
- Reggie Balabanov, BCCPAC; we spoke today about the issues surrounding the closure of our school, and how our group might secure support to start a pilot charter school in our community.

We need an educational option for our elementary school students in Wasa by September of this year.

I don't know if it is possible to set up a charter school in that short a time, but if not, we would like to keep our school open in Wasa until we can. It would be very destructive to break up this working group and then try again at a later date to restart the process

We need a better educational choice for our young children than bussing them out of our community, away from their homes and parental support.

Thank you for considering this request to support the creation of a charter school in Wasa.

Sincerely,

s.22

Cc: The Hon. Gordon Campbell, Premier
Wendy McMahon, MLA
Reggie Balabanov, BCCPAC President
Dr. Darlene Garnier, Canadian Charter Schools Center
Parent Group at Wasa

Notes

Text Attachment: Log ID 79102

Response Dec 9, 2002 11:39

s.22

VIA EMAIL
Our Ref: 79102

s.22

Thank you for your email dated November 14, 2002, addressed to the Honourable Christy Clark, Minister of Education, regarding the P-3 initiative, charter schools and school choice. The Minister has asked me to reply on her behalf.

You ask what is the purpose of the P3 initiative, whether this is a move to support independent schools and what and who benefits from this legislation. A Public Private Partnership (P3) is an alternate form of procurement that involves various ways that a private-sector partner may take responsibility for providing, operating and/or financing non-core activities.

In certain situations, such as a developer built and financed school in a new subdivision, it may be advantageous for government to enter into a public private partnership resulting in considerable reduction in capital costs.

P3 projects have nothing to do with supporting independent or private schools in British Columbia.

The taxpayers of British Columbia benefit from this legislation.

For your information, a public private partnership advisory service has been developed by the Ministry of Finance to evaluate the experiences of other jurisdictions and to develop a best practices guide for a consistent business approach by all Ministries. The public private partnership guidelines are available on the Ministry of Finance website at:

www.fin.gov.bc.ca/tbs

You also ask if government supports charter schools. The implementation of a charter school system in British Columbia has been a topic of media discussion for many years. Current legislation does not permit the establishment of charter schools. At this time, government is not contemplating enabling charter schools in British Columbia.

Finally, you ask about the government's position on school choice. The government is encouraging school districts to provide parents and students with a greater degree of choice in the school system. Rather than legislating how school districts should provide choice, the

.../2

- 2 -

government is encouraging local districts to be innovative and educating parents and students about the range of choices that they may like to see available in their communities. Ultimately, however, school districts will decide how to ensure choices are available to parents and students in their areas.

I hope that this information is useful to you.

Sincerely yours,

Peter H. Owen
Director
Governance, Legislation and
Independent Education Branch

Text Attachment: Log ID 81088

Response Mar 4, 2003 12:43

VIA EMAIL
Our Ref: 81088

s.22

Thank you for your e-mail dated February 24, 2003, to the Honourable Christy Clark, Minister of Education. The Minister has asked me to reply on her behalf.

In your correspondence, you express your dissatisfaction with the current education system in British Columbia and suggest that government enact legislation enabling charter schools.

As you noted in your correspondence, government currently has legislation enabling independent schools and provides funding for students attending group 1 and 2 independent schools. Government is also committed to enhancing choice within the public school system as well as providing greater opportunities for parent involvement. I am unaware of any initiatives, at this time, that would enable charter schools.

Thank you for bringing your views to the Minister's attention.

Sincerely yours,

Peter H. Owen
Director
Governance, Legislation and
Independent Education Branch

s.22

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VERSION: 2003/03/04 12:41 PM

s.22

Thank you for your email dated June 3, 2003, to the Honourable Christy Clark, Minister of Education, regarding charter schools in British Columbia. The Minister has asked me to reply on her behalf.

You asked if charter schools exist in British Columbia or if they are allowed under the *School Act*. The *School Act* does not enable the development of charter schools. Substantial amendments would be required in order to permit the features found in most charter schools.

You also asked for general information on charter schools. As Alberta is the only province in Canada with charter schools, you may wish to contact Alberta Learning, the department responsible for K-12 education in Alberta. A "Google" search on Alberta and charter schools will also provide a range of information on this topic.

Sincerely yours,

Peter H. Owen
Director
Governance, Legislation and
Independent Education Branch

fc: s.22
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MCO copy (pasted in CLIFF)
VERSION: 2014/08/26 4:30 PM

Text Attachment: Log ID 84414

Response Sep 26, 2003 11:36

s.22

VIA EMAIL
Our Ref: 84414

s.22

Thank you for your email dated August 25, 2003, addressed to the Honourable Christy Clark, Minister of Education, regarding charter schools in British Columbia. The Minister has asked me to reply on her behalf.

To answer your question, Alberta is the only province in Canada that has implemented a charter school system. The implementation of a charter school system in British Columbia has been a topic of media discussion for many years. Current legislation does not permit the establishment of charter schools. I am unaware of any initiatives, at this time, which would enable charter schools.

While there are no charter schools in British Columbia, many other choices are available through the public and independent school systems. Most school districts offer a range of choices such as traditional, community and alternative schools, aboriginal education programs, French Immersion, full-day Kindergarten/pre-school, schools with a fine arts focus, distance electronic learning and home schooling. If a parent finds that their local district does not offer the programs they desire, recent changes to the School Act allow a child to be registered in any school in the province subject to space availability. Independent schools offer further choices.

Thank you for sharing your views with me.

Sincerely,

Peter H. Owen
Director
Governance Department

s.22

Branch copy (on yellow paper)
MCO copy (pasted in CLIFF)
VERSION: 2003/09/26 11:29 AM

January 17, 2005

Our Ref: 91922

Darlene G. Garnier, EdD
Executive Director and Chief Operating Officer
Canadian Charter Schools Centre
Box 29132 Okanagan Mission RPO
Kelowna BC V1W 4A7

Dear Dr. Garnier:

Thank you for your letter dated November 24, 2004 regarding charter schools in British Columbia. I regret that I am unable to meet with you regarding this matter.

The implementation of a charter school system in British Columbia has been a topic of media discussion for many years. Current legislation does not permit the establishment of charter schools.

While there are no charter schools in British Columbia, many other choices are available through the public and independent school systems. Most school districts offer a range of choices, such as traditional, community and alternative schools, aboriginal education programs, French immersion, full-day Kindergarten/pre-school, schools with a fine arts focus, distance electronic learning and home schooling. If a parent finds that their local school district does not offer the programs they desire, the *School Act* allows a child to enrol in any school in the province, subject to space availability. Independent schools offer further choices.

Thank you for sharing your views with me.

Sincerely,

ORIGINAL SIGNED BY

Tom Christensen
Minister

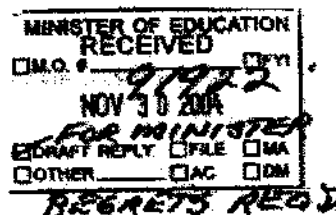
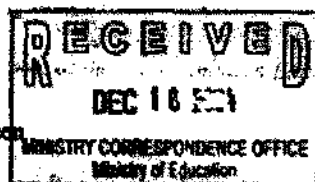


CANADIAN CHARTER SCHOOLS CENTRE

Box 29132 - Oak Mission RPO, Kelowna, BC Canada V1W 4A7

November 24, 2004

Honourable Tom Christensen
Minister of Education
PO Box 9045
STN PROV GOVT
Victoria BC V8W 9E2



SUBJECT: PAN-CANADIAN EDUCATION INDICATORS PROGRAM

Honourable Christensen, the Canadian Charter Schools Centre is a non-profit, charitable organization dedicated to assisting communities provide high quality, accountable public education systems for all children.

Currently, Alberta is the only province in Canada offering the choice of charter public schools. Research reveals that Alberta provides more educational choices than any other province.

The Canadian Education Statistics Council (CESC) has recently released the latest results of national and international testing which students in 32 countries and all Canadian provinces participated (copies provided with this letter). Alberta students continue to be the highest achievers in the world and among students from all provinces. Students from British Columbia were rated as average compared to those of other countries and Canada.

Research conducted by two University of Alberta professors and a University of Calgary professor reveals that students attending charter public schools outperform students from conventional public systems. Although no Canadian research has been conducted on cost comparisons, USA research informs that charter public schools educate a student for approximately \$1,000 less per year than other public schools.

I believe you are a Minister who wants to implement effective, accountable education systems with strong student achievement results and high parent, teacher, and student satisfaction. It would be a pleasure to meet with you to discuss implementing a pilot charter public school. It appears there is no legislation preventing your office from taking this bold initiative in British Columbia.

guiding innovative education

Toll Free: 1-866-860-0029 • Phone: (250) 764-4344 • Fax: (250) 764-4342
Website: www.charterschools.ca • Email: dgarnier@charterschools.ca


DR. DARLENE G. GARNIER
EXECUTIVE DIRECTOR & CHIEF OPERATING OFFICER

Enclosures:

- ◆ *Canadian Summary of Report of the Pan-Canadian Education Indicators Program*
 - *Reading*
 - *Mathematics*
 - *Science*
- ◆ *Brochure: Information Canadian Charter Schools Centre*
- ◆ *Brochure: Understanding Charter Public Schools*
- ◆ *Bookmark*

August 18, 2005

Our Ref: 95269

Darlene G. Garnier, EdD
Executive Director and Chief Operating Officer
Canadian Charter Schools Centre
PO Box 29132 OK Mission RPO
Kelowna BC V1W 4A7

Dear Dr. Garnier:

Thank you for your letter dated July 12, 2005, regarding charter public schools, and your request to meet to discuss implementing this type of school on a pilot basis in British Columbia.

Legislation does not provide for the establishment of charter schools in British Columbia, and government has no current plans to amend the *School Act* to accommodate such schools.

We are fortunate in British Columbia to have one of the best public education systems in the world. You have commented on the performance of British Columbia's students in national and international assessments. A detailed analysis of national and international assessment results confirms that British Columbia students are among the best in the world in math, science and reading. For example, in the national 2002 School Achievement Indicators Program (SAIP) assessment of thirteen and sixteen year olds' writing skills, conducted by the Council of Ministers of Education, Canada (CMEC), only Quebec performed in a range above British Columbia. In the 2003 Programme for International Student Assessment (PISA) of fifteen year olds, no province or country out-performed British Columbia in mathematics or reading. Only Finland and Japan out-performed British Columbia in science, and only Korea and Finland out-performed British Columbia in problem solving. In the recently released SAIP 2004 science assessment results, only Alberta out-performed British Columbia's thirteen and sixteen year olds. When conducting any analysis of student performance in national and international assessments, it is important to account for sample size and the statistical significance of the results.

I will continue to build on our government's work to improve student achievement in British Columbia's schools, and fulfill the Premier's commitment to make British Columbia the most literate location in North America by 2010.

While my upcoming tour of schools prevents me from meeting with you, I am glad to have had this opportunity to respond to your proposal.

Sincerely,

ORIGINAL SIGNED BY

Shirley Bond
Minister
Deputy Premier



CANADIAN CHARTER SCHOOL CENTRE

Box 29132 • OK Mission BPO, Kelowna, BC Canada V1W

*guiding
innovative
education*

Website: www.charterschools.ca • E-mail: dgarnier@charterschools.ca

CANADIAN CHARTER SCHOOLS CENTRE

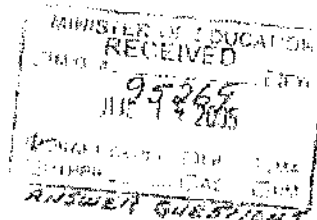
DGarnier G. Garnier

Executive Director

Box 29132 OK Mission BPO
Kelowna, BC Canada V1W 4A7
Telephone: (250) 860-0029
Mobile: (250) 764-4342
Fax: (250) 764-4342

July 12, 2005

Honourable Shirley Bond
Minister of Education
PO Box 9045
STN PROV GOVT
Victoria BC V8W 9E2



SUBJECT: IMPROVING EDUCATION AND CHOICES IN BC

Honourable Bond, the Canadian Charter Schools Centre is a non-profit, charitable organization dedicated to assisting communities provide high quality, accountable public education systems for all children through schools of parental choice.

Currently, Alberta is the only province in Canada offering the option of charter public schools. Research reveals that Alberta provides more educational choices than any other province.

The Canadian Education Statistics Council (CESC) has recently released the latest results of national and international testing which students in 41 countries and all Canadian provinces participated. **Alberta students continue to be the highest achievers in the world and among students from all provinces.** Students from British Columbia were rated as **average** compared to those of other countries and Canada. Although, there have been media releases on the BC Ministry of Education website stating that BC is number one, the research reveals that this is not the case. The PanCanadian Study released by CESC contradicts the Ministry's statements. Accompanying this letter are two articles summarizing BC's student achievement results of the PanCanadian Education Indicators Program and results of the latest PISA (Programme for International Student Assessment). Also included is a comparison (provided by Stats Canada) of educational statistics of Alberta and BC.

Research conducted by two University of Alberta professors and a University of Calgary professor reveals that students attending charter public schools outperform students from conventional public systems. Although no Canadian research has been conducted on cost comparisons, USA research informs that charter public schools educate a student for approximately \$1,000 less per year than other public schools.

I believe you are a Minister who wants to implement effective, accountable education systems with strong student achievement results and high parent, teacher, and student

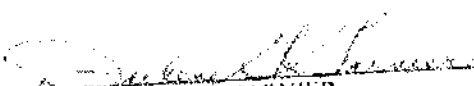
guiding innovative education

Toll free: 1-866-860-0029 • Phone: (250) 764-4344 • Fax: (250) 764-4342
Website: www.charterschools.ca • Email: dgarnier@charterschools.ca

BRANCH
Alma

sation. It would be a pleasure to meet with you to discuss implementing a pilot charter public school. It appears there is no legislation preventing your office from taking this bold initiative in British Columbia. I look forward to working with your Ministry to provide this province with quality, accountable, and entrepreneurial education offerings.

Please accept a complimentary copy of *Achievement in Alberta's Charter Schools. A Longitudinal study* by Drs. Jose da Costa, Frank Peters, and Claudio Violato.


DR. DARLENE G. GARNIER
EXECUTIVE DIRECTOR & CHIEF OPERATING OFFICER

Enclosures:

- ♦ *Results of British Columbia Students on PanCanadian Education Indicators Program 2003*. Prepared by Dr Darlene G Garnier
- Canadian Summary of Report of the Pan-Canadian Education Indicators Program*
 - Reading
 - Mathematics
 - Science
- ♦ *PISA Results*
- ♦ *Comparing Alberta and British Columbia (Stats Canada)*
- ♦ *Striving for Excellence through Charter Public Schools*. Dr Darlene G Garnier
- ♦ *Achievement in Alberta's Charter Schools. A Longitudinal study* by Drs. Jose da Costa, Frank Peters, and Claudio Violato.
- ♦ Brochure: *Information Canadian Charter Schools Centre*
- ♦ Brochure: *Understanding Charter Public Schools*
- ♦ Bookmark

January 26, 2006

Our Ref: 95911

Dr. Darlene G. Garnier
Executive Director and Chief Operating Officer
Canadian Charter Schools Centre
PO Box 29132 RPO Okanagan Mission
Kelowna BC V1W 4A7

Dear Dr. Garnier:

Thank you for your letter regarding national and international assessments, school legislation and charter schools. I apologize for the unusual delay.

In your letter, you indicate where you disagree with my comments in my letter to you dated August 18, 2005. For any national and international assessment in which British Columbia participates, comparisons of British Columbia student performance with student performance in other jurisdictions are made using British Columbia results as the reference point. Comparisons always take into account confidence intervals to ensure that only statistically significant differences are reported.

Canadian reports on national and international assessments, released by the Council of Ministers of Education, Canada and Human Resources and Skills Development Canada, have chosen to report comparisons between jurisdictions the same way British Columbia does, using Canadian results as the reference point.

The tables attached show British Columbia's standing in national and international assessments where British Columbia is used as the reference point, and where only significant differences are reported.

Although there is always room to improve, it is clear that the performance of British Columbia students is often among the best among all countries and Canadian provinces that participate in national and international assessments.

In your letter, you state that there does not appear to be legislation providing for school choice. In the *School Act*, s. 2 (2) entitles a student to attend any school in the province, provided there is space. Most school boards offer a range of choices including traditional, community and alternative schools, Aboriginal education programs, French immersion, fine arts or sports focused schools, distributed learning and home schooling.

.../2

In your letter, you also state that there does not appear to be legislation disallowing parents to implement a charter public school. The *Independent School Act*, s. 19, sets out that it is an offence for a person to provide schooling to school-age persons other than in an independent school or a public school, francophone school, Provincial school, First Nations school, university or institution, etc. At this time, the government will not be welcoming charter schools into British Columbia.

If you wish to view the *School Act* or the *Independent School Act*, they are available on the Ministry of Education's website in the Manual of School Law (www.bced.gov.bc.ca/legislation/welcome.htm).

Thank you for sharing your views with me.

Sincerely,

ORIGINAL SIGNED BY

Shirley Bond
Minister
Deputy Premier

Attachment

Vajgel, Beatriz EDUC:EX

From: Holme, Matt EDUC:EX
Sent: Monday, March 23, 2009 7:18 PM
To: EDUC Minister EDUC:EX
Cc: Dominato, Lisa EDUC:EX
Subject: Charter Schools

Hi Chantal,

We have received some emails through the constituency regarding charter schools. Below is an example of one of the emails. We need a response generated by the morning of Friday, March 27th. Is this ok? If you have any questions please give me a call. Thanks.

It is with great interest that we, s.22 have read about the proposals, which President Obama has put on the table regarding charter schools in the U.S.

While we recognize that for many reasons, the educational scenario and the challenges it poses are not necessarily the same for us here in B.C. as they are in the U.S., we believe it may be to our benefit to follow the success or otherwise, of the new ideas and perhaps adopt some of them here. Here is a link to the presentation of the issues by NYT:

http://topics.nytimes.com/top/reference/timestopics/subjects/c/charter_schools/index.html?inline=nyt-classifier

'Obama Outlines Plan for Education Overhaul'

<http://www.nytimes.com/2009/03/11/us/politics/11web-educ.html? r=1>

s.22

As we are going to have an election soon, may we ask where you stand on this? We know that you have voiced innovative ideas in the approach to education, and that you have stood your ground on standardized testing, something we commend you for. We are wondering if you might consider going so far as to advocate the more far-reaching concepts of the 'Charter Schools' and likewise of the merit-based allocation of funds?

We look forward to hearing of your views on this.

Matt Holme
Executive Assistant to the Honourable Shirley Bond
Minister of Education, Minister Responsible for Early Learning and Literacy and Deputy Premier
Ph# 250-387-2139
Fax# 250-387-3200
Email: matt.holme@gov.bc.ca

Vajgel, Beatriz EDUC:EX

From: Isaac, Chrysstena D EDUC:EX
Sent: Friday, March 4, 2011 3:10 PM
To: s.22
Cc: Ward, Jacqueline EDUC:EX
Subject: Cliff Referral #144323

Hello and thank you for your email. I am responding to your note below that was sent to Enquiry BC regarding your questions on distance learning.

If you are a family who is ordinarily resident in BC, there may be some options for you. Please view the residency requirements on our website (http://www.bced.gov.bc.ca/policy/policies/dist_ed_residency.htm)

Basically, if you are ordinarily resident, and have been out of the province for less than two years, and are planning to return to the province, you will be able to enrol your children in distributed learning schools. Depending on which school district you want to enrol your children in, you may be required by the school to prove that you will be returning to the Province.

I would suggest that you review the LearnnowBC website (<http://www.learnnowbc.ca/>), which is a portal that brings together all of the distributed learning schools in the province and provides other important services to students, parents and teachers as well. In order to get complete access to this site, you will need to have your children's PEN number on hand to verify that they are residents of BC and have been enrolled in the BC school system. If they do not have a PEN, you can visit this site (<http://www.bced.gov.bc.ca/pen/>) to find out about getting one.

If I can be of further assistance or if you have any questions, please do not hesitate to contact me directly.

Chrysstena

CHRYSTENA ISAAC
Project Coordinator
e-Learning Programs Unit
Ministry of Education
Phone - 250-387-4322

s.17

--Original Message--

From: s.22
Date: 2/18/2011 12:11:45 PM
To: EnquiryBC@gov.bc.ca
Subject: Distance Learning Support

s.22

s.22 could support our homeschooling by some type of distance learning with a public charter school. we would appreciate if you could advise if such a program exist.
Kind Regards,

s.22

Vajgel, Beatriz EDUC:EX

From: s.22
Sent: Thursday, November 18, 2010 8:46 AM
To: Minister, EDUC EDUC:EX
Subject: Charter Schools

Honourable Minister,

I am interested to know whether the BC provincial government is considering bringing in legislation to support charter schools similar to what exists in Alberta.

Thank you very much for your response to this question.

Sincerely,

s.22

Vajgel, Beatriz EDUC:EX

From: EDUC Governance Department EDUC:EX
Sent: Friday, January 7, 2011 12:21 PM
To: s.22
Subject: Ref: 142919 - Charter School System

VIA EMAIL
Our Ref: 142919

s.22

Thank you for your email, addressed to Margaret MacDiarmid, Minister of Education, inquiring if British Columbia is considering implementing a charter school system. I am responding on Minister MacDiarmid's behalf.

The implementation of a charter school system in British Columbia has been a topic of discussion for many years. Current legislation does not permit the establishment of charter schools, but government is always interested in looking at ways that other jurisdictions are trying to improve student achievement.

Sincerely,

Dave Duerksen
Director
Governance and Legislation Branch
Governance and Accountability Division

Vajgel, Beatriz EDUC:EX

From: s.22
Sent: Friday, November 12, 2010 11:19 AM
To: sunletters@vancouver.sun.com
Subject: Charter a "Fun with Science" school

Letters Editor
The Vancouver Sun
Vancouver, BC

Dear Editor

Re: "*Plan would turn Queen Alexander into a multicultural fine arts school*", November 8, 2010, p. A8.

A week hardly passes without some business commentator criticizing the relatively-low productivity of Canadian workers.

This result should not be surprising with the proliferation of charter schools for fine arts (and sports).

Where are the charter schools for "fun with science" or "marveled by math"? These academic topics may be just as easily woven into an elementary curriculum.

Our man-made civilization is built on applied science with mathematics. The future of Canada's standard of living depends crucially on educating children in mathematics and science.

I hope that the B.C. Ministry of Education's "*Year of Science*" will stimulate the formation of science and math-focused charter schools too.

Sincerely,

s.22

_____ Information from ESET NOD32 Antivirus, version of virus signature database 5615 (20101112)

_____ The message was checked by ESET NOD32 Antivirus.

<http://www.eset.com>

Vajgel, Beatriz EDUC:EX

From: Hamilton, Gail S EDUC:EX
Sent: Friday, November 4, 2011 10:12 AM
To: Minister, EDUC EDUC:EX
Subject: FW: The Albertan school system

Importance: High

Subject: FW: The Albertan school system
Importance: High

Roxena Goodine
Constituency Assistant
for George M. Abbott, MLA Shuswap

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

Email: roxena.goodine@leg.bc.ca
george.abbott.mla@leg.bc.ca

Website: www.georgeabbottmla.bc.ca

From: s.22
Sent: November-04-11 6:39 AM
To: Abbott.MLA, George
Subject: The Albertan school system

Dear Mr. Abbott,

I understand that since Alberta adopted the charter school system (along with some other changes), the quality of the entire school system has improved dramatically.

During the Surrey Economic Summit, former President Bush said the key to a better education system is to break the monopoly.

It seems that this is what Alberta has done.

My question is why BC does not adopt this system? It seems it would be in the best interests of our students.

Sincerely,

s.22



DEC 1 - 2011

VIA EMAIL
Our Ref: 149838/149839

s.22

Thank you for your emails, addressed to the Honourable George Abbott, Minister of Education. I have been asked to respond on Minister Abbott's behalf.

In your emails you say that Alberta has adopted a charter school system that has improved the quality of the entire school system, and you ask about eliminating school boards. I would like to clarify that Alberta has public school boards, like BC, that enroll the majority of students in the province. According to the Alberta Association of Public Charter Schools, there are 13 charter schools operating in Alberta at this time.

I am not aware of plans to adopt a charter school system in BC or plans to eliminate school boards; however, it may interest you to know that the BC Ministry of Education recently launched its Education Plan, which seeks to modernize the way students are educated so they are prepared for the world, not only now, but in the future. The Plan is based on the principle that every learner will realize their full potential and contribute to the well-being of our province. Personalized learning, quality teaching and learning, flexibility and choice, high standards and learning empowered by technology are key elements of this plan. Government is seeking input from members of the public, like you, on how to bring about this educational transformation. If you would like to engage in the discussion and share your views, I encourage you to visit the BC Education Plan website (www.bcedplan.ca/).

An additional note about boards of education: in Government's last Budget and Fiscal Plan school districts were collectively required to achieve administrative savings to be redirected to classroom activities.

Thank you for writing.

Sincerely,

Mary Shaw
Director
Governance & Legislation

Ministry of Education

Governance and Legislation Branch

Mailing Address:
PO BOX 9146 STN PROV GOVT
VICTORIA BC V8W 9H1

Telephone: (250) 356-1404
Facsimile: (250) 953-4908
www.bced.gov.bc.ca
www.bced.gov.bc.ca/legislation/

Vajgel, Beatriz EDUC:EX

From: s.22
Sent: Friday, December 2, 2011 9:21 AM
To: EDUC Governance Department EDUC:EX
Subject: Re: Ref 149838 149839

Dear Ms. Shaw,
Thank you for the response to my letter.

I would like to clarify my point:

Although the charter schools introduced into Alberta are within the public school system, this relatively minor change has still resulted in an improvement in the overall delivery of education by increasing the competition for students by all the schools. In order to retain and attract students, the schools and teachers must be performing well.

Hopefully this has also resulted in the retention of higher-performing teachers over lower-performing teachers as the teachers in the under-performing schools would lose students and in turn be laid off due to lack of enrollment. The teachers in the higher-performing schools will likely have hired the higher-performing teachers.

I think Alberta has forged the way, in terms of finding a model that works. BC should take a close look at it.

Sincerely,
s.22

On Thu, Dec 1, 2011 at 6:04 PM, EDUC Governance Department EDUC:EX
<EDUC.GovernanceDepartment@gov.bc.ca> wrote:

Vajgel, Beatriz EDUC:EX

From: Owens, Alicia EDUC:EX
Sent: Wednesday, August 25, 2010 9:12 AM
To: EDUC Minister EDUC:EX; Hamilton, Gail S EDUC:EX
Subject: RE: Charter schools in BC

Thank you Chantal – Please prepare a draft response for this letter thanking them for their information, invite them to share more – acknowledge and address points made and thank them for the invite and that it will be kept in mind for when she is in the area next.

(we have made a note of the invite and have put it in our tour log).

The contents of this message may be confidential and entitled to legal protection.
If you receive this message in error, please reply to alert me and then delete this - thank you!

Alicia Owens
Administrative Coordinator
Office of the Honourable Margaret MacDiarmid
Minister of Education (Early Learning and Literacy)
Phone: 250-356-7480 Fax: 250-387-3200
Website: www.bced.gov.bc.ca

From: EDUC Minister EDUC:EX
Sent: Monday, August 23, 2010 3:16 PM
To: Owens, Alicia EDUC:EX; Hamilton, Gail S EDUC:EX
Subject: FW: Charter schools in BC

Would you consider this a mtg invite?

You would be most welcome to visit our school if you have time, and be able to see for yourself how a change to the system can practically benefit the wider community.

If so, please see below.

If not, let me know and we will log. Thx. ☺

From: Steinbach, Christopher G EDUC:EX
Sent: Monday, August 23, 2010 9:30 AM
To: EDUC Minister EDUC:EX
Subject: FW: Charter schools in BC

From: s.22
Sent: August-22-10 12:04 AM
To: MacDiarmid.MLA, Margaret
Subject: Charter schools in BC

Dear Minister,

There has been discussion in the media recently, that the BC government may introduce charter schools as an alternative to the current public school options.

s.22

s.22

By introducing a system of charter schools in BC, parents would be able to chose the educational system they feel best for their children. It would also enable teachers to be compensated with 'living wage' - with the taxes we already pay to fund the public school system. This would be a fair and positive step towards a more progressive educational system, and one which we as a community endorse wholeheartedly.

You would be most welcome to visit our school if you have time, and be able to see for yourself how a change to the system can practically benefit the wider community.

Yours Sincerely,

s.22

Vajgel, Beatriz EDUC:EX

From: EDUC Minister EDUC:EX
Sent: Tuesday, September 14, 2010 11:54 AM
To: s.22
Subject: RE: Charter schools in BC
Attachments: 141363 s.22 outgoing.pdf

From: s.22
Sent: August-22-10 12:04 AM
To: MacDiarmid.MLA, Margaret
Subject: Charter schools in BC

Dear Minister,

There has been discussion in the media recently, that the BC government may introduce charter schools as an alternative to the current public school options

s.22

s.22

By introducing a system of charter schools in BC, parents would be able to chose the educational system they feel best for their children. It would also enable teachers to be compensated with 'living wage' - with the taxes we already pay to fund the public school system. This would be a fair and positive step towards a more progressive educational system, and one which we as a community endorse wholeheartedly.

You would be most welcome to visit our school if you have time, and be able to see for yourself how a change to the system can practically benefit the wider community.

Yours Sincerely,

s.22



SEP 10 2010

VIA EMAIL
Ref: 141363

s.22

Thank you for your email dated August 22, 2010, regarding charter schools in British Columbia.

I appreciate your perspective and can assure you that this information will be included in our discussions as we continue to work to ensure that all children in British Columbia have access to a high-quality, progressive and responsive education, despite the challenge of current economic circumstances.

Again, thank you for writing and for inviting me to visit the
the invitation in mind for when I'm next in the area.

s.22

I will keep

Sincerely,

Margaret MacDiarmid
Minister

Preziuso, Carrie EDUC:EX

From: Preziuso, Carrie EDUC:EX
Sent: Tuesday, August 26, 2014 1:40 PM
To: Vajgel, Beatriz EDUC:EX
Subject: FW: Invest in BC's future through public education
Attachments: teachers support letter.docx

> From s.22 o:Minister, EDUC
> EDUC:EX[SMTP:EDUC.Minister@gov.bc.ca]
> Received-Date:2014-06-09
> Received-Time:12:24 PM (LocalTime)
> Sent-Date:2014-06-09
> Sent-Time:12:24 PM (LocalTime)
> Subject:Invest in BC's future through public education Mr Fassbender,
>
>

s.22
s.22 one huge
> reason being the government's pressure on the union and introduction
> of charter schools, as the taxpayers expense.
>
> How can our provincial government give its employees 18% raises and
> support private schools so much financially and claim to be
> representatives of the people? I and many others believe all elected
> representatives should use public facilities, from hospitals to
> schools. Are you laughing now because this is so beneath you and yours? In fact, it should be enforced.
>
> You should be ashamed at what you and Ms. Clark have been doing to the
> public school children for your own gains, using this battle to pursue
> a selfish agenda. I invite you to show integrity to those very
> students who are affected by putting them first.
>
> Thank you.
>
> s.22
> Vancouver, BC
>
>

Prezioso, Carrie EDUC:EX

From: Prezioso, Carrie EDUC:EX
Sent: Tuesday, August 26, 2014 1:44 PM
To: Vajgel, Beatriz EDUC:EX
Subject: FW: Re: Questions about Government of B.C. programs and services [#234949]

Another one to print

> From: ServiceBC[SMTP:ServiceBC@gov.bc.ca]
> To: Minister, EDUC EDUC:EX[SMTP:EDUC.Minister@gov.bc.ca]
> Received-Date: 2014-04-23
> Received-Time: 12:48 PM (LocalTime)
> Sent-Date: 2014-04-23
> Sent-Time: 12:48 PM (LocalTime)
> Subject: Re: Questions about Government of B.C. programs and services [
> 234949] We have not responded to this e-mail and the original sender
> has indicated a response is not required. Thank you.

> SERVICE BC CALL CENTRE

> Hours of Operation: 7:30am to 5pm, Monday through Friday, except on
> statutory holidays.
> In Vancouver (604) 660-2421
> In Victoria (250) 387-6121
> Elsewhere in BC 1-(800) 663-7867 (toll free)

> --Original Message--

> From: Form.Handler.Application@gov.bc.ca
> Date: 4/23/2014 9:33:15 AM
> To: EnquiryBC@gov.bc.ca
> Subject: Questions about Government of B.C. programs and services

> Thank you for your submission to our 'Contact us' page. We will be
> contacting you as soon as possible to address the question or comment
> you have raised. Below this message you will see a copy of the
> information submitted by you via our webpage.

> No reply possible - no name or email supplied.

> -----
> questionAbout: question

> message: Hello, the demand by BCTF for 13.5% is completely unreasonable.
> Let us remember they work 9 months of the year and have excellent
> benefits and a pension plan unmatched in the private sector. It is
> time to offer non-union public schools such as the charter schools in Alberta.

> reply: no

> pageReferer: <http://www.bcliberals.com/contact>

>

> -----

>

>

Prezioso, Carrie EDUC:EX

From: Prezioso, Carrie EDUC:EX
Sent: Tuesday, August 26, 2014 1:45 PM
To: Vajgel, Beatriz EDUC:EX
Subject: FW: The strike

> From: Minister, EDUC EDUC:EX(SMTP:EDUC.Minister@gov.bc.ca)
> To s.22
> Received-Date: 2012-03-15
> Received-Time: 5:16 PM (LocalTime)
> Sent-Date: 2012-03-15
> Sent-Time: 5:16 PM (LocalTime)
> Subject: RE: The strike
> Dear s.22
>
>
>
> Thank you for your comments. We will pass them along to Minister Abbott.
>
>
>
> Again, thank you for taking the time to write.
>
>
>
> Elizabeth Nicholls
>
> Ministerial Correspondence Office
>
> Ministry of Education
>
>
>
>
>
> From: s.22
> Sent: March-05-12 6:15 PM
> To: Abbott.MLA, George
> Subject: The strike
>
>
>
> Dear Mr. Abbott:
>
>
>
> Perhaps it is time to look at establishing "Charter Schools" in B.C.
> This province has been held up for ransom by unions for far too long.

> I consider Unions to be a necessary evil, however, there is a limit.
> The Unions of today appear to be in business to feather their own
> nests. They do not appear to have the best interests of their members at heart.

>
>
>

> <http://www.thecanadianencyclopedia.com/articles/charter-schools>

>
>
>

> An ardent supporter of yours from s.22

>
>
>

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:

: s.22
:

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:

>
>

> "The whole aim of practical politics is to keep the populace alarmed
> and hence clamorous to be led to safety. That is done by menacing
> them with endless hobgoblins, all of them imaginary" H.L. Mencken
>

Preziuso, Carrie EDUC:EX

From: Preziuso, Carrie EDUC:EX
Sent: Tuesday, August 26, 2014 1:46 PM
To: Vajgel, Beatriz EDUC:EX
Subject: FW: Letter from Minister George Abbott

> From: Minister, EDUC EDUC:EX[SMTP:EDUC.Minister@gov.bc.ca]
> To: s.22
> Bcc: Minister, EDUC EDUC:EX[SMTP:EDUC.Minister@gov.bc.ca]
> Received-Date: 2012-03-09
> Received-Time: 3:07 PM (LocalTime)
> Sent-Date: 2012-03-09
> Sent-Time: 3:07 PM (LocalTime)
> Subject: Letter from Minister George Abbott Thank you for your email
> regarding the current contract negotiations with the BC Teachers'
> Federation.
>
> Government introduced Bill 22, the Education Improvement Act, to
> suspend the union's strike action, set a "cooling off" period, appoint
> a mediator to facilitate bargaining, and implement a new \$165 million
> Learning Improvement Fund and other initiatives that will benefit
> teachers and students. You can learn more about the Education
> Improvement Act at: http://www2.news.gov.bc.ca/news_releases_2009-2013/2012EDUC0015-000204.htm.
>
> The legislation does not impose a new contract. Rather, it sets out a
> mediation process with the goal of reaching a mediated settlement
> within the net-zero mandate by the beginning of summer. If there is no
> agreement then the mediator will issue a report by June 30, 2012, with
> non-binding recommendations.
>
> The Education Improvement Act also includes several initiatives that
> will benefit teachers and students. Collectively, these initiatives
> serve as government's response to the BC Supreme Court decision on Bills 27 and 28.
>
>
>
> The Act implements a \$165 million Learning Improvement Fund
> that school districts can use to hire additional teachers and
> education assistants, provide additional teaching time and support
> professional development and training to help teachers meet the
> complex needs in their classrooms. The process for allocating these
> funds will include consultations with the BC Teachers' Federation,
> classroom teachers, education assistants, administration and district staff.
>
> The Act restores class size and related matters to the scope
> of collective bargaining, effective for the next round of bargaining
> which is expected to begin in Spring 2013.
>

- > • The Act eliminates the use of district class size averages
- > and implements a class size maximum of 30 students for Grades 4–12.
- > The new cap will not apply to some subjects where large groups are
- > desirable such as a band or drama class. The existing cap of 22
- > students for Kindergarten and
- > 24 students for Grade 1–3 will remain in place and cannot be exceeded.
- >
- > • The Act allows a Grade 4-12 class to exceed 30 students if
- > the principal and superintendents consider the learning conditions to
- > be appropriate, but in these cases, school districts must provide
- > additional compensation to the classroom teacher, proportionate to the added workload.
- > This compensation can consist of increased pay, additional preparation
- > time professional development funding or a combination of different
- > accommodations.
- >
- > • The Act eliminates the formulaic and cumbersome consultation
- > process on class composition and promotes regular consultation between
- > principals and teachers on all matters of class organization,
- > including the placement of students with special needs.
- >
- > The Education Improvement Act provides certainty to students and their
- > parents by suspending the current strike so that every parent in BC
- > can receive a full accounting of how their children are progressing in
- > school and schools can resume the collaborative meetings that are so
- > important to supporting our students.
- >
- > The Act also puts a mediator in place to help the parties achieve a
- > mediated settlement. The union's demands for a \$2 billion wage
- > increase are completely unreasonable given the current economic
- > reality. Therefore, the mediator will help the parties to reach a
- > settlement that follows the lead of other public sector unions who
- > have already signed more than 120 agreements under the government's net-zero mandate.
- >
- > Lastly, the Act puts more money into classrooms, improves supports for
- > students and teachers, provides additional teacher compensation where
- > class size exceeds the student limit, improves consultation on class
- > organization and restores the opportunity to bargain class size and related matters.
- > Taken together, these are significant gains that recognize the
- > important role and contribution of teachers.
- >
- > The Education Improvement Act brings a responsible conclusion to this
- > dispute and I hope all parties will take a constructive approach in
- > the days ahead to move forward and provide the certainty necessary to
- > improve our education system and support our students.
- >
- > Yours truly,
- >
- >
- >
- > George Abbott
- > Minister
- >

>
>
>
>
> From s.22
> Sent: March-04-12 10:06 PM
> To: Abbott.MLA, George
> Subject: Contact MLA Form Submitted From Legislative Assembly Web Site
>
>
>

> Name s.22

> Email: HYPERLINK

> s.22

> Message: Dear Sir, I am writing to confirm my support for the
> Government and the Education Minister regarding BCTF. I am truly fed
> up with the Teacher's Union and their ability to hold our children and
> their education hostage. It is time to do away with this form of
> education and allow for Charter Schools in BC. If teachers truly cared
> about children they would not use them as pawns in their politics! It
> is truly upsetting that they engage our children in the discussion of
> their employment in classrooms, that they do not provide report cards
> and that they are now withholding the essential service of education.
> They do not have my support! The union is a thing of the past! Make it
> a free market and make them compete for their positions and we will get
> better education in the long run. Most sincerely s.22
>

Prezioso, Carrie EDUC:EX

From: Prezioso, Carrie EDUC:EX
Sent: Tuesday, August 26, 2014 1:59 PM
To: Vajgel, Beatriz EDUC:EX
Subject: FW: Voucher system to prevent teacher strikes and other teacher failures.

From: Minister, EDUC EDUC:EX
Sent: Wednesday, August 13, 2014 1:36 PM
To: s.22
Subject: RE: Voucher system to prevent teacher strikes and other teacher failures.

Dear s.22

Thank you for your email sharing your concerns about the contract negotiations between government and the BCTF. I understand your frustration and I greatly appreciate you taking the time to bring your concerns to my attention.

I can assure you that government remains committed to negotiating a long-term agreement that is fair for teachers, affordable for taxpayers, and that puts the interest of students first. Unfortunately, negotiations sometimes require that the parties use the available labour relations tools, such as strikes and lockouts, to help reach an agreement. The BC Public School Employers' Association (BCPSEA) posts up-to-date information about the status of negotiations, the current proposals from both parties at the table, strike impacts and other information that can assist in understanding the complexities in this round of bargaining. For information, please visit the BCPSEA website at: <http://www.bcpsea.bc.ca/>.

It is my hope that government and the BCTF will be able to reach a negotiated agreement so we can begin to build a more positive and productive environment in our schools.

Again, thank you for taking the time to write.

Peter Fassbender
Minister

From: s.22
Sent: Saturday, August 2, 2014 3:22 PM
To: OfficeofthePremier, Office PREM:EX; Minister, EDUC EDUC:EX
Subject: Voucher system to prevent teacher strikes and other teacher failures.

Hello,

This teacher strike is a good time to consider a broader solution to the problems in our education system.

Something that would alleviate many of the problems in our system would be to create a voucher system or increased funding for independent schools, as well as allowing charter schools, in order to allow more parents to choose better schools for their children. This increased competition would force public school teachers to

rethink their frequent strikes and other failures for fear of losing children to other schools. Such programs have had great success in the U.S., especially in low income school districts with failing student outcomes.

Best regards,

s.22

July 25, 2002

Our Ref: 76655

s.22

I am writing in response to your recent letter to the Minister regarding the closure of Columbia Valley Elementary School in School District No. 6 (Rocky Mountain).

Closing a school is never easy and clearly in this case, some parents and other community members are concerned. But our province has been experiencing declining enrolment over the past few years, and that is expected to continue. While it is not pleasant to consider closing a neighbourhood school, it does not make sense to fund empty classrooms.

I understand that the Board of School Trustees made the decision to close Columbia Valley Elementary School at a special meeting on June 18, 2002. Parents, teachers and the general public are most familiar with the educational needs of their school districts, and it is expected that boards will consult their communities before making the final decision to close a school. If you have any further concerns, I encourage you to share them with the Rocky Mountain School Board. Ultimately, it will be up to the School Board to decide whether they want to maintain the decision or change it.

You have asked two questions regarding charter schools and special advisors. Charter schools are not currently contemplated in the *School Act* and government has no intention at this time to change the Act to permit charter schools. You are correct that the Act has recently been amended to enable the appointment of a special advisor to a School Board. However, there is no indication at this time that the Minister intends to appoint a special advisor to assist School District No. 6 (Rocky Mountain).

Thank you for sharing your views with the Ministry.

Yours sincerely,

Keith Miller
Director

pc: Ron Christensen, Chair
School District No. 6 (Rocky Mountain)

Preziuso, Carrie EDUC:EX

From: Steinbach, Christopher G EDUC:EX
Sent: Wednesday, May 5, 2010 9:15 AM
To: EDUC Minister EDUC:EX

From: MacDiarmid.MLA, Margaret [mailto:Margaret.MacDiarmid.MLA@leg.bc.ca]
Sent: Wed 05/05/2010 8:45 AM
To: Steinbach, Christopher G EDUC:EX
Subject: FW: no more cuts to any schools

From: s.22
Sent: May-04-10 11:03 AM
To: MacDiarmid.MLA, Margaret
Subject: no more cuts to any schools

----- Forwarded message -----

From: <postmaster@bcfed.ca>
Date: Mon, May 3, 2010 at 7:03 PM
Subject: Delivery Status Notification (Failure)
To: s.22

This is an automatically generated Delivery Status Notification.

Delivery to the following recipients failed.

bcfourm@bcfed.ca

Final-Recipient: rfc822;bcfourm@bcfed.ca
Action: failed
Status: 5.1.1

----- Forwarded message -----

From: s.22
To: bcfourm@bcfed.ca
Date: Mon, 3 May 2010 19:05:48 -0700
Subject: Fwd: Most US Charter Schools Not Better

Preziuso, Carrie EDUC:EX

From: s.22
Sent: Tuesday, July 16, 2013 2:44 PM
To: Minister, EDUC EDUC:EX
Cc: Sultan.MLA, Ralph LASS:EX
Subject: Alternatives in education - charters
Attachments: North Shore News cartoon.docx

Categories: Gov - Directors Discretion

Hello Mr. Minister:

In preparing for a new school year come this Fall I hope you and your Ministry are looking into alternatives.

You should get some quick research done on charter schools for BC. They are a proven success in Alberta and in many American states.

Even though they are not necessarily for the purpose of high scores in international tests, they have many attributes that would appeal to BC parents, citizens and educators. Widening choice for parents and students is one reason. Local autonomy is another asset — the local governance allows for bypassing of school boards and teacher unions. Greater specialization for consumer demand is another good reason.

s.22

Page 68 redacted for the following reason:

s.22

Preziuso, Carrie EDUC:EX

From: EDUC Governance & Legislation EDUC:EX
Sent: Friday, August 9, 2013 2:05 PM
To: s.22
Subject: 168709 - Charter Schools
Attachments: 168709 - s.22 Charter Schools.pdf

Attached please find a response from the Ministry of Education.



VIA EMAIL
Ref: 168709

s.22

Thank you for your email addressed to the Honourable Peter Fassbender, Minister of Education, expressing your views about charter schools and Not Responsive Your email has been directed to me for response.

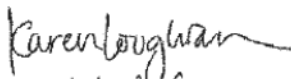
In your email, you express support for the charter school concept. The implementation of a charter school system in the province has been a topic of discussion for many years. Current legislation does not permit the establishment of charter schools and I am not aware of plans to adopt a charter school system in BC.

However, there are a range of choices available to parents and students within the current system; please see http://www.bced.gov.bc.ca/schooling_options.htm for further information. In addition, as you may be aware, government is in the process of implementing a number of initiatives under BC's Education Plan to transform the province's education system. The Plan has five key elements: (1) personalized learning for every student; (2) quality teaching and learning; (3) flexibility and choice; (4) high standards; and (5) learning empowered by technology. If you have not done so already, I invite you to review the Plan and join the conversation at: <http://www.bcedplan.ca/welcome.php>.

Not Responsive

I hope this information is helpful.

Sincerely,


on behalf of

Mary Shaw
Director
Governance & Legislation

Ministry of Education

Governance and Legislation
Branch

Mailing Address:
PO BOX 9146 STN PROV GOVT
VICTORIA BC V8W 9H1

Telephone: (250) 356-1404
Facsimile: (250) 953-4908
www.bced.gov.bc.ca
www.bced.gov.bc.ca/legislation/

Preziuso, Carrie EDUC:EX

From: s.22
Sent: Saturday, September 14, 2013 7:28 PM
To: Minister, EDUC EDUC:EX
Cc: Sultan.MLA, Ralph LASS:EX; OfficeofthePremier, Office PREM:EX
Subject: Teacher unions and producer capture

Categories: GOV - Take Appropriate Action

Dear Mr Minister:

Today on a blog discussing how teacher unions block needed reforms, a teacher unionist said in effect that "What's good for teachers is good for students and the the nation."

I disputed that with the following comment:

What's Good For The Teacher UNION Is NOT Good For The Nation

Let's face it — public education problems in the last 50 years can generally be traced to the growth and dominance of teacher unions. They are a large part of "producer capture" of the industry. A one-sided monopoly government service dominated by its public service unions and without accountability is definitely NOT good for the nation.

Sure, they are not alone in producer-capture — a condition where you, as consumer, are told: "Take it or lump it!". The rest of the ingrained establishment — the school boards, the bureaucrats — are also complicit in obstructing reforms in that they conveniently hide behind and scapegoat the unions as the problem. Their capitulating to union pressures is really gross failure in oversight.

As well, a big factor is government collaboration and appeasement in the matter of teacher unions. For the sake of re-election and "labor peace" politicians-in-power hesitate to ruffle the feathers of teacher unions.

Well, the State of Wisconsin may be a model to watch. Under new legislation unions can be decertified if 51% of members don't support the union. See more of the details here — Wisconsin teacher union decertified:

<http://www.foxnews.com/politics/2013/09/14/wisconsin-teachers-union-decertified-in-latest-blow-to-labor-under-walker-law/>

And lest we think the teacher unions in Finland have much to take credit for regarding their high international school scores, one in their midst disagrees:

*** "Finnish academic Hannu Simola says a key reason Finnish schools do so well is that "radical labour-union politics, and the extreme Left, have been virtually non-existent in the Finnish teaching profession". ***

<http://educationviews.org/we-can-learn-from-finland-and-sweden/>

This story linked above ends with this foretelling conclusion:

*** "In his book *Battlelines*, Tony Abbott argues that the education agenda has been hijacked by unions, bureaucrats and professional associations that put their interests ahead of communities and students. Schools must be freed from this provider capture so that they can strengthen and raise their standards." ***

As of Saturday, September 07, 2013, this same Tony Abbott is now the Prime Minister of Australia.

Mr Minister: A good number of people in the education reform movement realize that current relationships in public education are very hard to change or make more flexible. The alternative is to move toward providing more choices and different ways to find appropriate education in the here and now — not in some distant far off day when students are too old to benefit or are harmed beyond recovery.

A recent post by a well-know professor emeritus in the US, Jay P Greene, proposes to expand choices and competition to the traditional means of schooling — Fix Schools By NOT Fixing Them — <http://jaypgreene.com/2013/09/10/fix-schools-by-not-fixing-schools/>:

Yes, we do need to seriously consider charter schools, vouchers, education debit accounts, etc. in BC education. Arizona has a form of Education Scholarship Accounts (ESAs) for two years now.

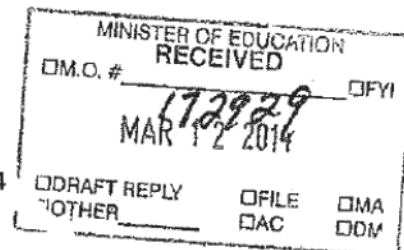
It will be interesting to follow how Australia goes in education under their new Prime Minister, Tony Abbott, who himself wrote the book *Battlelines* about "producer capture" and the hijacking of education by "unions, bureaucrats and professional associations that put their interests ahead of communities and students."

Sincerely

s.22

Honourable Peter Fassbender
Minister of Education
PO BOX GOVT
VICTORIA BC
V8W 9H1

March 3, 2014



Dear Honourable Peter Fassbender

Right now negotiations are going on between teachers and the government. The teachers want a number of things. Here are some things I think the government should want. The government should desire more innovative, creative, and competitive elements in the school system. Here is a way to do it.

The government should create legislation that allows for charter schools. A charter school is a school run by individuals who don't face the same restrictions that apply to public school managers. These individuals have more freedom to organize the school while still adhering to provincial standards. They can be innovative, hire staff that they feel are best, and perhaps specialize in certain aspects of education.

Let's say that there is legislation that allows for one charter school per district. Students who want to attend this school enter a lottery. Names are drawn until capacity is full. Those who are not selected return to the public school system. Charter schools are funded by the tax dollars of the family's whose children attend them. This allows for the taxes of both the charter and the public parents to be utilized by their own schools.

Charter schools are important because they create opportunities for new, innovative teaching strategies. With the freedom to reach provincial standards in anyway they choose, charter schools can discover more effective ways to teach. This progress will create competition between charter and public schools, both striving to offer the best educations to their students. This ultimately leads to more productive learning environments, with dedicated teachers, motivate students, and excited administrators.

As the government negotiates with teachers, charter schools should be considered. Charter schools are valuable because they introduce innovative education opportunities, healthy competition, and ultimately reward the students of the education system.

Sincerely,



VIA EMAIL

Our Ref: 98409

s.22

Thank you for your email dated January 5, 2006 regarding your charter school concept. I appreciate the time you have taken to describe your vision for the

s.22

s.22

School districts and independent school authorities are responsible for establishing and operating schools in British Columbia. I encourage you to continue thinking about your ideal school and to share your ideas with school board and independent school administrators in your area.

Thank you for sharing your suggestions with me. I wish you success in your efforts to graduate in a motivating program.

Sincerely,

Gerald Morton
A/Lead

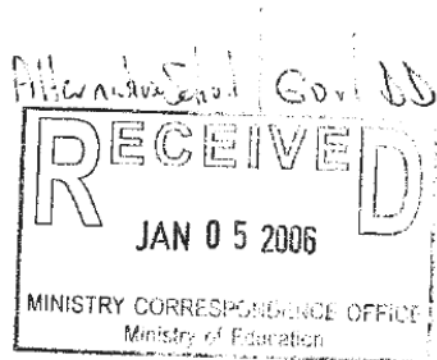
Brown, Gail R EDUC:EX

From: Bond.MLA, Shirley [Shirley.Bond.MLA@leg.bc.ca]
Sent: Thu, January 5, 2006 10:25 AM
To: EDUC, Minister EDUC:EX
Subject: FW: Charter Schools: I need your help

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

From: s.22
Sent: Thursday, January 05, 2006 1:05 AM
To: Bond.MLA, Shirley
Subject: Charter Schools: I need your help

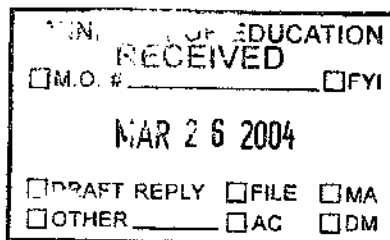
Dear Shirley Bond,



s.22

Page 76 redacted for the following reason:

s.22



Registered Head Office

335 Marlowe Drive
Waterloo, Ontario
Canada N2L 5A5

519-884-3166 Tel
519-884-7054 Fax
1-888-856-5535 Toll free

Toronto Office

57 Twyford Road
Toronto, Ontario
Canada M9A 1W5

416-231-7247 Tel
416-237-0108 Fax
1-888-856-5535 Toll free

March 8, 2004

The Society for Quality Education is pleased to announce the release of *"Charter Schools: Alberta's Best-Kept Secret"* written and narrated by distinguished education writer Andrew Nikiforuk, winner of the Governor General's Award for Non-Fiction. We are sending you a complimentary copy of the DVD for your viewing. You will find it very watchable.

Charter schools are not a new idea. They have been around in the U.S. since 1991 and in Alberta since 1995, the only Canadian jurisdiction that currently legislates their existence.

There are many myths and misconceptions surrounding charter schools. First and foremost, charter schools are PUBLIC schools that do not charge tuition or select their pupils. We encourage you to view the film to see whether you agree that charter schools focus on the student and learning rather than politics and bureaucracy.

To order additional copies of this DVD, please call me toll free at 1-888-856-5535 or e-mail info@societyforqualityeducation.org. While the Society does not charge for its material, donations would be appreciated, especially in the case of larger orders. Donations of \$10.00 or more will receive a tax receipt.

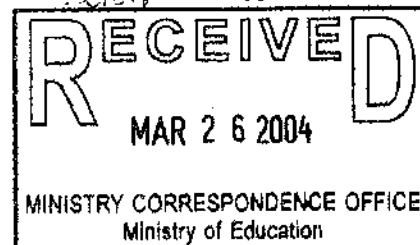
The Society for Quality Education is a national, charitable, non-profit organization founded to advance private and public education in Canada by disseminating authoritative information on education governance and methodology. We are a Canadian source of authoritative information about quality education for policy-makers, educators, the media and the public. The Society is especially interested in the effect of increased parental choice on public education.

More information can be found at www.societyforqualityeducation.org and www.charterschools.ca.

We hope you enjoy, *"Charter Schools: Alberta's Best-Kept Secret"* and look forward to hearing from you.

Sincerely,

Doretta Wilson,
Executive Director



Christie Clark
Ministry of Education.

17 April 2002

Dear Ms. Clark:

The response by school districts to their deficits or reduced provincial grants for the most part will be disruptive and will generate acrimony toward your government.

This email will address only one problem your government will have.

s.22

the topic of "charter schools". Trustees, ministry officials, teacher union reps and CUPE union reps, all were opposed to charter schools. Only PAC's (Parent Advisory Councils) were favorably disposed to the idea.

Perhaps your ministry could address the problem of "small rural school closures" by enabling PAC's of small rural schools to form a charter school. This charter school and its catchment area would not be part of the school district and therefore would not be bound by their union contracts. Funds for these charter schools would be generated using the same formula as was applicable to the original district.

Most of the outcry at small rural school closures would disappear. Your ministry could determine the efficacy of charter schools. With this experience you may be able to solve larger problems in the future.

s.22

an interested senior citizen

-

For Minister's BN:
➤ **Original to Minister**
➤ **Deputy Minister**
➤ **Communications Branch**
➤ **Branch File**
➤ **Branch Day**

**MINISTRY OF EDUCATION
BRIEFING NOTE**

PREPARED FOR: Honourable Christy Clark, Minister, for **Decision**, at the request of Emery Dosdall,
Deputy Minister regarding additional options for the education of Aboriginal students

SUBJECT:

s.13, s.17

BACKGROUND:

The educational achievement of Aboriginal students falls below that of non-Aboriginal students. The gap in educational outcomes is accentuated in urban areas, where the population continues to increase, and the average graduation rate is below the provincial average of 43 percent. Moreover, participation rates are low for Metro region Aboriginal students in courses required for graduation. For example, in one urban district that has nearly 2,000 Aboriginal students, not one Aboriginal student participated in Principles or Applications of Math.

Research suggests that factors negatively affecting Aboriginal student achievement include:

- inadequate transition planning (from grade to grade, from band school to public school and from secondary school to post-secondary education and training);
- failure to have academic needs addressed in a timely manner;
- feelings of being unwelcome and not included; and
- inappropriate placement of Aboriginal students in modified programs, resulting in limited opportunities to pursue post-secondary education and training.

Barriers to success are reinforced when Aboriginal students do not have access to programs or courses that reflect or integrate their languages and culture. Without a school environment that respects and values the cultural and linguistic components of Aboriginal identity and tradition, many Aboriginal students feel isolated and alienated in BC's contemporary schools and eventually leave.

In BC's K-12 education system, lack of Aboriginal student achievement is complex and has evolved over the course of the history of education of Aboriginal students. Educational options currently available, in both provincial and federal school systems, are having limited success. Research, experience and anecdotal data suggest that a fundamental and innovative approach to the education of Aboriginal students is needed.

s.13, s.17

.../2

From: [Chris Beaton](#)
To: [Cadwallader, Ted EDUC:EX](#)
Subject: Update
Date: Tuesday, October 29, 2013 9:02:45 AM
Attachments: [Small-images-Twitter-Logo.png](#)

Morning Ted,

Hope all is well.

We're making great progress on several fronts.

NAC has partnered with the Boys and Girls Club and Nanaimo Foodshare to explore partnership opportunities related to the leasing of and programming the old Dufferin Elementary facility. We toured the facility a week ago together. Both organizations have expressed an interest in moving their entire organization to the Dufferin site if we can finalize favourable agreement with NLPS. This arrangement would wrap our proposed Learning Centre (ece/k-e) model with a wealth of community programs and services that are currently funded.

NAC has also established a Working Group to develop curriculum and details for our Learning Centre model. The Group is made up of professional, passionate educators, including Linda McDonnell, Joan Gignac, Patricia Holborn, Danielle Alphonse, Dolores Guttenberg, Stella Bates and Brenda Whittam-Neary.

NAC is also exploring the development of a consultation process with Aboriginal families on the topic of education and support for Aboriginal families. We hope to host at least two public sessions before early December.

Finally, NAC is meeting with VIU and NLPS this week to continue exploring the opportunities to partner on this model. We are hopeful.

A question for you, would the Ministry support a one-time grant for some of our development work during the remainder of this fiscal year? It would be ideal to have a contracted writer support the curriculum development work and to further develop our business plan.

In Friendship,

Chris Beaton
Executive Director
Nanaimo Aboriginal Centre
101 - 319 Selby Street
Nanaimo, BC V9R 2R4
Phone: 250-753-6911
www.nanaimoaboriginalcentre.ca



<https://twitter.com/NanAborgnalCntr>

From: [Gibbs, Chantal EDUC:EX](#)
To: [Hicks, Rob EDUC:EX](#)
Subject: RE: for direct reply on behalf of Minister Rustad - CLIFF 171296
Date: Thursday, January 30, 2014 12:54:57 PM

It's for Rod's sig – why DM interest?

From: Hicks, Rob EDUC:EX
Sent: Thursday, January 30, 2014 12:55 PM
To: Gibbs, Chantal EDUC:EX
Subject: RE: for direct reply on behalf of Minister Rustad - CLIFF 171296

Please.

From: Gibbs, Chantal EDUC:EX
Sent: Thursday, January 30, 2014 12:54 PM
To: Hicks, Rob EDUC:EX
Subject: RE: for direct reply on behalf of Minister Rustad - CLIFF 171296

Struggling with it – MO wants it out the door tomorrow morning.

I can flip you what I have.

c

From: Hicks, Rob EDUC:EX
Sent: Thursday, January 30, 2014 12:31 PM
To: Gibbs, Chantal EDUC:EX
Cc: Cadwallader, Ted EDUC:EX; Ritchie, Norma J EDUC:EX
Subject: RE: for direct reply on behalf of Minister Rustad - CLIFF 171296

Hi, Chantal,

The deputy wants to talk about this item first thing tomorrow.

Please let me know where you left it.

Thanks!

Rob

From: Hicks, Rob EDUC:EX
Sent: Wednesday, January 15, 2014 11:56 AM
To: Gibbs, Chantal EDUC:EX
Cc: Cadwallader, Ted EDUC:EX; Ritchie, Norma J EDUC:EX
Subject: RE: for direct reply on behalf of Minister Rustad - CLIFF 171296

Hi, Chantal,

Norma did a search in our files for content concerning charter schools, Aboriginal demonstration schools of choice, etc., and what she found suggests that we haven't contemplated the idea in the better part of a decade. More definitively, the attached 2005 response to another letter asking the Ministry to allow charter schools on a pilot basis started this way: "Legislation does not provide for the establishment of charter schools in British Columbia, and government has no current plans to amend the *School Act* to accommodate such schools."

Given all that, please proceed with drafting a general response for Rod's signature. In terms of the Aboriginal education piece, a final paragraph can state that all parties share the author's goals: embedding Aboriginal culture, history, and language in the classroom; and, continuing to improve the current rates of Aboriginal student success. You can direct him to the district's Aboriginal education contact (Laura Tait, District Principal, Aboriginal Education, 250-741-5318), to learn more about what's being done, and to get involved.

Thanks,

Rob Hicks
Education Officer
Aboriginal Education
Ministry of Education
Phone: 250-213-5314

From: Bronee, Rueben EDUC:EX
Sent: Thursday, December 19, 2013 3:43 PM
To: Gibbs, Chantal EDUC:EX
Cc: Ritchie, Norma J EDUC:EX; Hicks, Rob EDUC:EX
Subject: Re: for direct reply on behalf of Minister Rustad - CLIFF 171296

Yes, I would prefer this one come from Rod.

Rob: I'm guessing this idea has come up before. Could you either draft a response or provide Chantal with some messaging to work from? Thanks.

On Dec 19, 2013, at 3:38 PM, "Gibbs, Chantal EDUC:EX" <Chantal.Gibbs@gov.bc.ca> wrote:

MCO has assigned as Direct Reply.

Rueben – if you'd rather this go out under Rod's signature instead of yours, you can fwd messaging to me and I can prepare for Rod. Thx.

Chantal

From: Sauder, Kit EDUC:EX
Sent: Tuesday, December 17, 2013 9:55 AM
To: Prezioso, Carrie EDUC:EX

Cc: Rosales, Penny EDUC:EX; Rebner, Diana EDUC:EX
Subject: FW: Nanaimo Aboriginal Centre - charter schools

Morning Carrie,

We've been asked by MARR to respond to this correspondence from Mr. Chris Beaton.

Thank you,

Kit Sauder, Executive Assistant
Office of the Honourable Peter Fassbender
Ministry of Education
Ph: (250) 387-1977 s.17
Website: www.bced.gov.bc.ca

From: Chris Beaton [<mailto:beaton.chris@shaw.ca>]
Sent: December-09-13 9:07 AM
To: Minister, ABR ABR:EX
Subject: Nanaimo Aboriginal Centre - charter schools

December 9, 2013

Minister Rustad,

It was a pleasure to meet you last week at the Nanaimo Chamber of Commerce.
Thank you for your interest in our work relating to education.

The Nanaimo Aboriginal Centre has a vision, a 100% high school graduation rate for Aboriginal students in the Nanaimo Ladysmith public school district. Our focus is on culture, family, early childhood education, literacy, collaboration, smart practices and evaluation.

My question to you around the coffee table last week was about charter schools in British Columbia, Will the government consider pilot projects that allow urban Aboriginal communities to develop learning supports for their children utilizing the charter school model.

Currently in BC we have two models of schools, public and independent. Independent schools receive revenue from tuition fees and an operating grant from the Ministry of Education. A charter school is a hybrid of those models, publicly funded (usually through a per student voucher) and run by a community based organization. A tuition and operating grant are not required because the voucher carries public funds to the charter school of choice.

First Nations regularly develop elementary and secondary schools on reserve to address the needs of their students. Funding for on reserve schools comes from government, no tuition is charged. Urban Aboriginal communities do not have this flexibility although the needs of their students are nearly identical to those on reserve. In fact, many on-reserve children attend public schools in urban centres. Here in Nanaimo, while our community represents approximately 6% of the general population, Aboriginal students make up almost 17% of the public school population and the outcome is a 56% high school graduation rate (almost 30% below provincial averages). 85% of the 2300 Aboriginal students in Nanaimo Ladysmith live off reserve.

Minister, to give some context, there are 1300 French Immersion students in Nanaimo Ladysmith supported by 5 schools in the District that offer instruction. There are over 2000 Aboriginal students in Nanaimo Ladysmith without an Aboriginal focused school supporting an Aboriginal way of learning.

A charter school system, while not always 100% effective, provides one more option for communities in providing support for their learners.

I look forward to your response.

In Friendship,

Chris Beaton
Executive Director
Nanaimo Aboriginal Centre
101 - 319 Selby Street
Nanaimo, BC V9R 2R4
Phone: 250-753-6911
www.nanaimoaboriginalcentre.ca

<image001.png> <https://twitter.com/NanAborgnalCntr>

From: [Hicks, Rob EDUC:EX](#)
To: [Gibbs, Chantal EDUC:EX](#)
Cc: [Cadwallader, Ted EDUC:EX](#)
Subject: RE: for direct reply on behalf of Minister Rustad - CLIFF 171296
Date: Thursday, January 30, 2014 1:10:00 PM

Thanks.

From: Gibbs, Chantal EDUC:EX
Sent: Thursday, January 30, 2014 1:06 PM
To: Hicks, Rob EDUC:EX
Subject: RE: for direct reply on behalf of Minister Rustad - CLIFF 171296

Sorry, I was thinking of another one. That one is done and was going to go out under Rod's Sig tomorrow, once you/Ted review/approve.

I'll flip it your way once I put it on proper letterhead.

c

From: Hicks, Rob EDUC:EX
Sent: Thursday, January 30, 2014 12:55 PM
To: Gibbs, Chantal EDUC:EX
Subject: RE: for direct reply on behalf of Minister Rustad - CLIFF 171296

Please.

From: Gibbs, Chantal EDUC:EX
Sent: Thursday, January 30, 2014 12:54 PM
To: Hicks, Rob EDUC:EX
Subject: RE: for direct reply on behalf of Minister Rustad - CLIFF 171296

Struggling with it – MO wants it out the door tomorrow morning.

I can flip you what I have.

c

From: Hicks, Rob EDUC:EX
Sent: Thursday, January 30, 2014 12:31 PM
To: Gibbs, Chantal EDUC:EX
Cc: Cadwallader, Ted EDUC:EX; Ritchie, Norma J EDUC:EX
Subject: RE: for direct reply on behalf of Minister Rustad - CLIFF 171296

Hi, Chantal,

The deputy wants to talk about this item first thing tomorrow.

From: [Shaw, Mary A EDUC:EX](#)
To: [Hicks, Rob EDUC:EX](#)
Cc: [Cadwallader, Ted EDUC:EX](#); [Rongve, Ian EDUC:EX](#); [Jonker, Brian EDUC:EX](#)
Subject: RE: for direct reply on behalf of Minister Rustad - CLIFF 171296
Date: Thursday, January 30, 2014 1:23:04 PM

Hi,

The first part of that statement applies – current legislation does not enable charter schools. As far as I know, the second part applies too, but Minister Rustad's response made its way to Rob W, who has scheduled a meeting at 9 am tomorrow to discuss. I asked that you or Ted also be invited.

Mary

From: Hicks, Rob EDUC:EX
Sent: Thursday, January 30, 2014 1:18 PM
To: Shaw, Mary A EDUC:EX
Cc: Cadwallader, Ted EDUC:EX
Subject: RE: for direct reply on behalf of Minister Rustad - CLIFF 171296
Importance: High

Hi, Mary,

The last letter we have on file concerning charter schools started this way: "Legislation does not provide for the establishment of charter schools in British Columbia, and government has no current plans to amend the *School Act* to accommodate such schools." Does that statement apply today?

Thanks,

Rob

From: Hicks, Rob EDUC:EX
Sent: Wednesday, January 15, 2014 11:56 AM
To: Gibbs, Chantal EDUC:EX
Cc: Cadwallader, Ted EDUC:EX; Ritchie, Norma J EDUC:EX
Subject: RE: for direct reply on behalf of Minister Rustad - CLIFF 171296

From: Chris Beaton [<mailto:beaton.chris@shaw.ca>]
Sent: December-09-13 9:07 AM
To: Minister, ABR ABR:EX
Subject: Nanaimo Aboriginal Centre - charter schools

December 9, 2013

Minister Rustad,

From: [Hicks, Rob EDUC:EX](#)
To: [Ritchie, Norma J EDUC:EX](#)
Cc: [Cadwallader, Ted EDUC:EX](#)
Subject: RE: for direct reply on behalf of Minister Rustad - CLIFF 171296
Date: Thursday, January 30, 2014 3:43:00 PM

These are great, Norma. Thank you! R.

From: Ritchie, Norma J EDUC:EX
Sent: Thursday, January 30, 2014 1:23 PM
To: Hicks, Rob EDUC:EX
Cc: Cadwallader, Ted EDUC:EX
Subject: RE: for direct reply on behalf of Minister Rustad - CLIFF 171296

Just found the attached paper on the Internet by John Richards, "Creating Choices-Rethinking Aboriginal Policy". It discusses charter schools, "Designating Magnet Schools" (p.96), within the sub-section, "*Policy Alternatives for Aboriginal Education Reform*", starting p.89, within section "Policy Goals and Alternative Strategies" (p.86)

And one of his references:

Weiher, G., and K. Tedin. 2002. "Does Choice Lead to Racially Distinctive Schools? Charter Schools and Household Preferences." *Journal of Policy Analysis and Management* 21 (1): 79-92.

I've saved it in the "charter schools" PROJECTS & INITIATIVES sub-folder, as well as our PAPERS-REPORTS VARIOUS folder.

Also found "Lessons Learned Through Research with Mother Earth's Children's Charter School", <http://www.pimatisiwin.com/uploads/1985629045.pdf>

Norma

From: Hicks, Rob EDUC:EX
Sent: Thursday, January 30, 2014 12:31 PM
To: Gibbs, Chantal EDUC:EX
Cc: Cadwallader, Ted EDUC:EX; Ritchie, Norma J EDUC:EX
Subject: RE: for direct reply on behalf of Minister Rustad - CLIFF 171296

Hi, Chantal,

The deputy wants to talk about this item first thing tomorrow.

Please let me know where you left it.

Thanks!

Rob

September 9, 2014

Ref: 171296

Chris Beaton
Executive Director Nanaimo Aboriginal Centre
Email: beaton.chris@shaw.ca

Dear Chris Beaton:

Thank you for your email regarding to the Honourable Peter Fassbender, Minister of Education, regarding pilot projects in Aboriginal communities. Minister Fassbender has forwarded a copy of your letter to my attention and has asked that I respond on his behalf.

Legislation does not provide for the establishment of charter schools in British Columbia, and government has no current plans to amend the *School Act* to accommodate such schools.

<do we want to insert our successes w/Ab Ed Achievement here?>

We are fortunate in British Columbia to have one of the best public education systems in the world and I appreciate the time you have taken to share will continue to build on our government's work to improve Aboriginal student achievement in British Columbia's schools.

Again, thank you for writing.

Sincerely,

Rod Allen
Superintendent of Learning
Learning Division

From: [Hicks, Rob EDUC:EX](#)
To: [Cadwallader, Ted EDUC:EX](#)
Subject: FW: for approval - 171296 Beaton - Nanaimo Aboriginal Centre - charter schools
Date: Thursday, January 30, 2014 1:12:53 PM
Attachments: [Small-images-Twitter-Logo.png](#)
[171296 Beaton.docx](#)
Importance: High

From: Gibbs, Chantal EDUC:EX
Sent: Thursday, January 30, 2014 1:11 PM
To: Hicks, Rob EDUC:EX
Subject: for approval - 171296 Beaton - Nanaimo Aboriginal Centre - charter schools
Importance: High

Messaging taken from your charter school document. Do we want to add something about our Ab grad successes?

MO would like this out the door by tomorrow morning.

Chantal

From: Sauder, Kit EDUC:EX
Sent: Tuesday, December 17, 2013 9:55 AM
To: Prezioso, Carrie EDUC:EX
Cc: Rosales, Penny EDUC:EX; Rebner, Diana EDUC:EX
Subject: FW: Nanaimo Aboriginal Centre - charter schools

Morning Carrie,

We've been asked by MARR to respond to this correspondence from Mr. Chris Beaton.

Thank you,

Kit Sauder, Executive Assistant
Office of the Honourable Peter Fassbender
Ministry of Education
Ph: (250) 387-1977 s.17
Website: www.bced.gov.bc.ca

From: Chris Beaton [<mailto:beaton.chris@shaw.ca>]
Sent: December-09-13 9:07 AM
To: Minister, ABR ABR:EX
Subject: Nanaimo Aboriginal Centre - charter schools

December 9, 2013

From: [Ritchie, Norma J EDUC:EX](#)
To: [Hicks, Rob EDUC:EX](#)
Subject: charter school et al
Date: Tuesday, January 7, 2014 4:49:50 PM

Are you only looking for "charter" school info? Or perhaps "Aboriginal choice school", "Provincial Aboriginal School", "Aboriginal Education Centre", "BC Centre of Excellence for Aboriginal Education"?

If "charter" school - I've created a (temporary) "charter schools" folder in our shared drive under "PROJECTS..." with documents found in CLIFF re "charter".

If "Aboriginal choice school", "Aboriginal choice school", "Provincial Aboriginal School", "Aboriginal Education Centre", "BC Centre of Excellence for Aboriginal Education" – there's an "ABORIGINAL choice schools" shared drive folder under "PROJECTS...".

Norma Ritchie

Administrative Assistant

Aboriginal Education, Learning Division

Ministry of Education, Victoria, BC

Tel: 250-356-1891

<http://www.bced.gov.bc.ca/abed/>

September 23, 2003

Meeting: Aboriginal school project

Attendees:

Lorna Williams

Peter Owen

Judy Halbert

Tera Nelson

Kim Haakstad

Ron Norman

Anne Bowers

Lorna – Introduction

- Aboriginal population is increasing in urban areas, and is most stable in rural areas
- Graduation rates are improving incrementally, and there is a high drop-out rate among Aboriginal youth
- Opportunities for young people in many areas are limited to low-paying employment
- Transition to post-secondary is also limited, since students are not enrolling in courses that will ensure entry into colleges and universities
- There continues to be a high incidence of school suspensions
- Students are over-represented in special education
- Families are moving off-reserve and into urban centres, both from within BC and from other provinces
- Increasing numbers of lone parent families, and families headed by lone grandparents moving into urban areas. These families require different kinds of support and communication from the education system
- There are many families who are long-term urban residents, or who have been fostered/adopted, and these families have often been disconnected from their cultural roots
- Friendship centres play a large role in urban areas
- Migration to urban areas for:
 - housing
 - education
 - employment
 - health
- There are many challenges to educating this urban population
- We know that students stay in school and succeed when they feel they belong and their school is responsive to their progress. Children stay where they feel safe
- Students need strong relationships and a sense of connection with their peers, teachers and support staff, along with a pride of heritage
- Aboriginal school project is designed to meet these needs, put the focus on high academic achievement, create an environment where parents can be involved, and

build on Aboriginal values and incorporate indigenous knowledge in all areas of the curriculum

- Ministry initiatives are helping, but a bold, revolutionary strategy is needed
- Other jurisdictions that have been successful: Hawaii, New Zealand, Australia, charter schools in the US, Edmonton Public Schools
- In Prince George, school district staff and the Aboriginal Council were already thinking about the possibility of opening a school. Community is enthusiastic about opening a school in Prince George to be built on the foundation of principles and values of Aboriginal people, and open to all students

Peter – background information

- Project is part of a multi-faceted approach to addressing the needs of Aboriginal students that includes
- the work of the Tripartite Committee to create an MOU for a governance structure for First Nations education
- Province is working with band schools so they can be accredited as independent schools
- Public education system is not meeting the needs of students – schools are not culturally sensitive, lack of community support
- 1999 – Education partners, including the Province, the Federal government, First Nations, BCTF and BCSTA signed an MOU committing to work together to improve school success for Aboriginal learners in BC.

Communications

- Serve as a pilot for other schools
- Modeled as a partnership involving the ministry, federal government, school boards and Aboriginal communities – Federal Throne Speech identified a focus on off-reserve and Métis people living in urban areas
- Minister's concern about comparisons to residential schools
- What will be the model for this school, why a provincial versus a district school?
- Would have more flexibility regarding staffing since Aboriginal teachers are often lost due to seniority and school districts seldom hire Aboriginal principals
- responding to parental need for choice
- A centre to incorporate best practices and then run as a PRP, model for other districts
- Market as an initiative to improve the education of all Aboriginal students – may draw students away from other schools
- BCTF:
 - will be interested to see how education can be improved for Aboriginal students
 - Will be concerned that it is not a public school, but will see it as a model for social justice
- BCSTA:
 - will be interested to see how it meets social policy needs
- Provincially-run school versus PRP:

- Not bound by collective agreement, governance structures, curricula, services, appeal processes, parental involvement.
- Ministry can ensure that the school's vision is being effected in the classroom and can establish a place where best practices can be identified

Next Steps

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s.13, s.12

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Judy to follow up with Ron Norman re communication plan
Working group to brainstorm issues.

Amiskwaciy Academy

Subject	Number Writing			Performance		
	2001	2002	2003	2001	2002	2003
English 30	6	12	27	67%	75%	59%
Social Stuc	7	10	16	71%	40%	69%
Social Stuc	4	9	14 masked		56%	93%

NOTE: We are waiting for more information from them

Kanu O ka'Aina Public Charter School

% Of students meeting state standards

	School	State
Grade 3		
Reading	29%	42%
Grade 8		
Reading	11%	39%
Grade 10		
Reading	40%	36%
Math	10%	17%

NOTE: We are waiting for more information from them

We will be looking at grad rates for both of these schools

Pages 95 through 143 redacted for the following reasons:

s.12, s.13

CLIFFs re "charter school"

<div> <div>CLIFF 5.4.06</div> <div>Logout</div> <div>Office</div> <div>LD-Aboriginal Education</div> <div>Template</div> <div>None</div> <div>NJRITCHI [EDUC]</div> </div>									
<div> <div>Logs 1 to 25 of 45</div> <div>Sort by</div> <div>Log Received</div> <div>0 Marked Logs</div> </div>									
Log ID	Author	Company	Subject	Action	Due	Written	Received	Closed	
47050				REPLY DIRE...	1998/09/09	1998/07/28	1998/07/30	1998/09/24	
47265				TAKE APPRO...		1998/08/07	1998/08/21	1998/09/14	
49308				INFO/FILE		1998/12/03	1998/12/07	1999/09/14	
52703				INFO/FILE		1999/06/07	1999/06/09	1999/06/14	
68592				REPLY DIRE...	2001/10/20	2001/10/01	2001/10/02	2001/11/09	
68876				TAKE APPRO...	2001/11/15	2001/10/16	2001/10/16	2001/10/29	
71122				DRAFT-Depu...	2002/02/07	2002/01/16	2002/01/23	2002/02/27	
72704				DRAFT-Mini...	2002/04/30	2002/03/28	2002/04/02	2002/05/08	
76412				DRAFT-Mini...	2002/07/22	2002/06/24	2002/06/24	2002/08/03	
76655				REPLY DIRE...	2002/08/07	2002/06/30	2002/07/08	2002/07/08	
77002				DRAFT-Depu...	2002/08/23	2002/07/26	2002/07/26	2002/08/09	
83275				INFO/FILE		2003/06/04	2003/06/06	2003/06/06	
84421				REPLY DIRE...	2003/09/26	2003/08/29	2003/08/29	2003/10/06	
85122				DRAFT-Dire...	2003/11/12	2003/10/10	2003/10/15	2003/11/05	
89141				DRAFT-Dire...	2004/06/10	2004/05/13	2004/05/13	2004/06/23	
92738				INFO/FILE		2005/02/01	2005/02/01	2005/09/28	
95269				DRAFT-Mini...	2005/08/11	2005/07/12	2005/07/14	2005/08/18	
98409				DIRECTOR'S...	2006/02/02	2006/01/05	2006/01/05	2006/01/31	
98913				DRAFT-Dire...	2006/02/28	2006/01/31	2006/01/31	2006/02/17	
98887				DRAFT-Dire...	2006/03/01	2006/02/01	2006/02/01	2006/04/06	
99323				DRAFT-Mini...	2006/03/24	2006/02/16	2006/02/24	2006/03/21	
116356				DIRECT REP...	2006/12/14	2006/11/10	2006/11/16	2006/11/17	
116354				DIRECTOR'S...	2006/12/15		2006/11/17	2006/11/23	
118607				TAKE APPRO...	2007/03/27	2007/02/26	2007/02/27	2008/02/21	
119056				DRAFT-Depu...	2007/04/11	2007/03/08	2007/03/14	2007/05/17	

s.22

.../2



Logs 26 to 45 of 45

Sort by

Log Received

0 Marked Logs



Log ID

Author

Company

Subject

Action

Due

Written

Received

Closed

	130618				INFO/FILE		2009/03/05	2009/03/09	2009/03/10
	130845				TAKE APPRO...	2009/04/17		2009/03/20	2009/04/01
	130979				INFO/FILE		2009/03/25	2009/03/30	2009/04/06
	132451				DRAFT-Mini...	2009/07/14	2009/06/19	2009/06/24	2009/10/15
	134704				DRAFT-Mini...	2009/10/22	2009/09/29	2009/10/02	2009/11/04
	135012				DIRECTOR'S...	2009/11/04	2009/10/15	2009/10/19	2009/11/10
	141363				DRAFT-Mini...	2010/09/14	2010/08/23	2010/08/25	2010/09/14
	144323				DIRECT REP...	2011/03/10	2011/02/18	2011/02/18	2011/03/07
	146761				DIRECT REP...	2011/07/14	2011/06/15	2011/06/15	2011/06/23
	149838				DIRECT REP...	2011/12/05	2011/11/04	2011/11/04	2011/12/01
	161121			s.22	DIRECT REP...	2012/08/21	2012/07/23	2012/07/23	2012/09/07
	162092				INFO/FILE		2012/08/24	2012/08/24	2012/09/13
	162476				INFO/FILE		2012/09/16	2012/09/16	2012/09/18
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	165613				INFO/FILE		2013/02/04	2013/02/04	2013/03/07
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Pages 146 through 152 redacted for the following reasons:

s.12, s.13



CANADIAN CHARTER SCHOOLS CENTRE

Box 29132 - OK Mission RPO, Kelowna, BC Canada V1W

July 12, 2005



CANADIAN CHARTER SCHOOLS CENTRE

Dr. Darlene G. Garnier

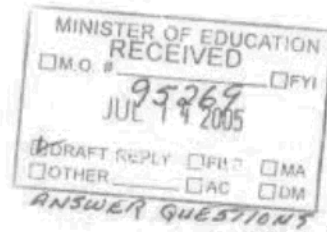
Executive Director

Box 29132 OK Mission RPO
Kelowna, BC Canada V1W 4A7
Toll free: 1-866-860-0029
Phone: (250) 764-4344
Fax: (250) 764-4342

Website: www.charterschools.ca • Email: dgarnier@charterschools.ca

*guiding
innovative
education*

Honourable Shirley Bond
Minister of Education
PO Box 9045
STN PROV GOVT
Victoria BC V8W 9E2



SUBJECT: IMPROVING EDUCATION AND CHOICES IN BC

Honourable Bond, the Canadian Charter Schools Centre is a non-profit, charitable organization dedicated to assisting communities provide high quality, accountable public education systems for all children through schools of parental choice.

Currently, Alberta is the only province in Canada offering the option of charter public schools. Research reveals that Alberta provides more educational choices than any other province.

The Canadian Education Statistics Council (CESC) has recently released the latest results of national and international testing which students in 41 countries and all Canadian provinces participated. **Alberta students continue to be the highest achievers in the world and among students from all provinces.** Students from British Columbia were rated as **average** compared to those of other countries and Canada. Although, there have been media releases on the BC Ministry of Education website stating that BC is number one, the research reveals that this is not the case. The PanCanadian Study released by CESC contradicts the Ministry's statements. Accompanying this letter are two articles summarizing BC's student achievement results of the PanCanadian Education Indicators Program and results of the latest PISA (Programme for International Student Assessment). Also included is a comparison (provided by Stats Canada) of educational statistics of Alberta and BC.

Research conducted by two University of Alberta professors and a University of Calgary professor reveals that students attending charter public schools outperform students from conventional public systems. Although no Canadian research has been conducted on cost comparisons, USA research informs that charter public schools educate a student for approximately \$1,000 less per year than other public schools.

I believe you are a Minister who wants to implement effective, accountable education systems with strong student achievement results and high parent, teacher, and student


guiding innovative education

Toll Free: 1-866-860-0029 • Phone: (250) 764-4344 • Fax: (250) 764-4342
Website: www.charterschools.ca • Email: dgarnier@charterschools.ca

BRANCH
AUG 21

satisfaction. It would be a pleasure to meet with you to discuss implementing a pilot charter public school. It appears there is no legislation preventing your office from taking this bold initiative in British Columbia. I look forward to working with your Ministry to provide this province with quality, accountable, and entrepreneurial education offerings.

Please accept a complimentary copy of *Achievement in Alberta's Charter Schools. A Longitudinal study* by Drs. Jose da Costa, Frank Peters, and Claudio Violato.


DR. DARLENE G. GARNIER
EXECUTIVE DIRECTOR & CHIEF OPERATING OFFICER

Enclosures:

- ◆ *Results of British Columbia Students on PanCanadian Education Indicators Program 2003. Prepared by Dr Darlene G Garnier*
 - Reading
 - Mathematics
 - Science
- ◆ *PISA Results*
- ◆ *Comparing Alberta and British Columbia (Stats Canada)*
- ◆ *Striving for Excellence through Charter Public Schools. Dr Darlene G Garnier*
- ◆ *Achievement in Alberta's Charter Schools. A Longitudinal study by Drs. Jose da Costa, Frank Peters, and Claudio Violato.*
- ◆ *Brochure: Information Canadian Charter Schools Centre*
- ◆ *Brochure: Understanding Charter Public Schools*
- ◆ *Bookmark*

August 18, 2005

Our Ref: 95269

Darlene G. Garnier, EdD
Executive Director and Chief Operating Officer
Canadian Charter Schools Centre
PO Box 29132 OK Mission RPO
Kelowna BC V1W 4A7

Dear Dr. Garnier:

Thank you for your letter dated July 12, 2005, regarding charter public schools, and your request to meet to discuss implementing this type of school on a pilot basis in British Columbia.

Legislation does not provide for the establishment of charter schools in British Columbia, and government has no current plans to amend the *School Act* to accommodate such schools.

We are fortunate in British Columbia to have one of the best public education systems in the world. You have commented on the performance of British Columbia's students in national and international assessments. A detailed analysis of national and international assessment results confirms that British Columbia students are among the best in the world in math, science and reading. For example, in the national 2002 School Achievement Indicators Program (SAIP) assessment of thirteen and sixteen year olds' writing skills, conducted by the Council of Ministers of Education, Canada (CMEC), only Quebec performed in a range above British Columbia. In the 2003 Programme for International Student Assessment (PISA) of fifteen year olds, no province or country out-performed British Columbia in mathematics or reading. Only Finland and Japan out-performed British Columbia in science, and only Korea and Finland out-performed British Columbia in problem solving. In the recently released SAIP 2004 science assessment results, only Alberta out-performed British Columbia's thirteen and sixteen year olds. When conducting any analysis of student performance in national and international assessments, it is important to account for sample size and the statistical significance of the results.

I will continue to build on our government's work to improve student achievement in British Columbia's schools, and fulfill the Premier's commitment to make British Columbia the most literate location in North America by 2010.

While my upcoming tour of schools prevents me from meeting with you, I am glad to have had this opportunity to respond to your proposal.

Sincerely,

ORIGINAL SIGNED BY

Shirley Bond
Minister
Deputy Premier

From: [CHRIS BEATON](#)
To: [Cadwallader, Ted EDUC:EX](#)
Subject: Re: Question
Date: Thursday, October 10, 2013 9:40:04 AM

Thanks Ted. I think I'm beginning to separate the two activities to some degree, our model development and a broader discussion about Ab Education where we might highlight our model as one community's initiative.

I understand you may see Paige this week.

Talk soon.

On Oct 9, 2013, at 2:13 PM, "Cadwallader, Ted EDUC:EX"
<Ted.Cadwallader@gov.bc.ca> wrote:

In my experience, it is more manageable to start local and get commitment from people in a position to act. I got the impression that you are already connected and knowledgeable about the regional environment and the pressures and supports that may come from outside the mid-island. That being said, there are a number of allies that are willing to take on issues and topics or align their own work to something larger if you choose to go regional. I personally just prefer to start local and have people come on board when they are ready.

Ted Cadwallader
Field Director
Aboriginal Education, Learning Division
BC Ministry of Education

s.17

www.bced.gov.bc.ca/abed/

From: Chris Beaton [<mailto:beaton.chris@shaw.ca>]
Sent: Wednesday, October 9, 2013 11:27 AM
To: Cadwallader, Ted EDUC:EX
Subject: Question

Hi Ted,

Thanks again for meeting with me last week, I very much enjoyed our conversation and have since looked at the Energetic Learning Campus in Fort St. John.

I am chatting with VIU about the community dialogue on Ab Education, I believe I mentioned this to you. We're looking at a group of speakers that may include Stuart Shanker, Paul Martin and Shawn Atleo.

The question from VIU is do we make this a cost-recovery regional conference on Ab Education, or a local community dialogue. Your thoughts on this? My initial reaction is we may want to make action a key outcome of the event and

can we do this at a regional level, or should it be done on a community level.

In Friendship,

Chris Beaton
Executive Director
Nanaimo Aboriginal Centre
101 - 319 Selby Street
Nanaimo, BC V9R 2R4
Phone: 250-753-6911

<image001.png> <https://twitter.com/NanAborgnalCntr>

From: [Chris Beaton](#)
To: [Cadwallader, Ted EDUC:EX](#)
Subject: Nanaimo Learning Centre
Date: Thursday, January 9, 2014 12:43:00 PM
Attachments: [Small-images-Twitter-Logo.png](#)
[NLC 4.0.docx](#)

Ted,

Hello and how are you?

We're making some good progress on the Learning Centre project, thought it might be a good time to provide an update.

Vancouver Island University is now meeting with us when we meet with Nanaimo Ladysmith Public Schools (NLPS) expressing their desire to see this project move forward. Working through their existing MOU with NLPS they would like to establish lab classrooms in the Centre, support community-based research, support model evaluation and place practicum students from various faculties.

Board members from Boys and Girls Club of Central Vancouver Island, Nanaimo Foodshare and Nanaimo Aboriginal Centre met in mid December to draft a single motion that will be adopted by all three organizations outlining their support to work collaboratively and co-locate at a single facility, with the hopes that would be one of the vacant elementary schools.

We established a Project Advisory Committee to support the project to network in the community and seek out opportunities to explore synergies with other community/public projects. The Committee's membership includes Steve Hancock, Kim Smythe, Don Bonner, Donna Hais and David Drakeford.

The Curriculum Working Group has been active since late November developing a curriculum framework for the Learning Centre. Educators are being invited to a planning day on Jan 25th to develop detailed lists of equipment, supplies, resources and furnishings required to open the Learning Centre in September 2014.

We have met with NLPS Learning Services Team to formally introduce the project. Again, VIU (Harry Janzen) has attended those meetings with NAC. We anticipate another meeting in the next few weeks.

The model still includes 8 divisions of classes over 4 grades (K-3) and a range of licensed childcare options, all wrapped with existing child, youth and family programs that are currently provided by the three community organizations.

We are also engaging directly with the local First Nations and the Mid Island Metis Nation. I have met with incoming Chief John Wesley (Snuneyumxw) and meet with Chief Elliott (Stuzminus) on Monday.

The key issue at the moment is our desire to have NLPS consider our request to lease a vacant elementary school (for a long period at a nominal annual rate) and how this model might be an option for public school students.

Attached is a Prospectus that provides additional project information.

I welcome your thoughts or advice for next steps.

In Friendship,

Chris Beaton

Executive Director

Nanaimo Aboriginal Centre

101 - 319 Selby Street

Nanaimo, BC V9R 2R4

Phone: 250-753-6911

www.nanaimoaboriginalcentre.ca



<https://twitter.com/NanAborgnalCntr>

From: [Chris Beaton](#)
To: [Cadwallader, Ted EDUC:EX](#)
Subject: Update
Date: Tuesday, October 29, 2013 9:02:45 AM
Attachments: [Small-images-Twitter-Logo.png](#)

Morning Ted,

Hope all is well.

We're making great progress on several fronts.

NAC has partnered with the Boys and Girls Club and Nanaimo Foodshare to explore partnership opportunities related to the leasing of and programming the old Dufferin Elementary facility. We toured the facility a week ago together. Both organizations have expressed an interest in moving their entire organization to the Dufferin site if we can finalize favourable agreement with NLPS. This arrangement would wrap our proposed Learning Centre (ece/k-e) model with a wealth of community programs and services that are currently funded.

NAC has also established a Working Group to develop curriculum and details for our Learning Centre model. The Group is made up of professional, passionate educators, including Linda McDonnell, Joan Gignac, Patricia Holborn, Danielle Alphonse, Dolores Guttenberg, Stella Bates and Brenda Whittam-Neary.

NAC is also exploring the development of a consultation process with Aboriginal families on the topic of education and support for Aboriginal families. We hope to host at least two public sessions before early December.

Finally, NAC is meeting with VIU and NLPS this week to continue exploring the opportunities to partner on this model. We are hopeful.

A question for you, would the Ministry support a one-time grant for some of our development work during the remainder of this fiscal year? It would be ideal to have a contracted writer support the curriculum development work and to further develop our business plan.

In Friendship,

Chris Beaton
Executive Director
Nanaimo Aboriginal Centre
101 - 319 Selby Street
Nanaimo, BC V9R 2R4
Phone: 250-753-6911
www.nanaimoaboriginalcentre.ca



<https://twitter.com/NanAborgnalCntr>

Page 445 to/à Page 452

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Page 169 redacted for the following reason:

s.14, s.22

From: [Ritchie, Norma J EDUC:EX](#)
To: [Bowers, Anne EDUC:EX](#)
Subject: FW: Follow-up [from Milt Wright, CAWS]
Date: Thursday, June 24, 2004 5:37:07 PM
Attachments: [Measures of Community Control PHO Report2002.doc](#)
[APPENDIX B Harvard Project Research Summary.doc](#)
[Aboriginal Relations Capacity 3.0.doc](#)
[Aboriginal Governance - March 04.doc](#)
[Cultural Continuity Chandler&Lalonde 1998.doc](#)
[Sovereignty and Nation-Building Cornell&Kalt.pdf](#)
[ChandlerLalondesupportAbSchool.doc.msg](#)

Norma

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

From: Wright, Milt CAWS:EX
Sent: Wednesday, June 23, 2004 2:45 PM
To: Williams, Lorna B EDUC:EX
Cc: Nye, Lisa CAWS:EX; Gottfred, Jan CAWS:EX; Gauld, Doug CAWS:EX
Subject: FW: Follow-up

Hi Lorna,

Further to your discussion with Lisa yesterday on finding some further supportive arguments and connections between education and well-being for Aboriginal people. I understand you have had your meeting with Emery D. this AM and can only assume you are still looking for further supportive points for inclusion in your submission to cabinet.

As you can see, there are several documents attached. I would draw your attention to the Measures of Community Control PHO report - this has some specifics for education, as does the Chandler and Lalonde study (see the email attachment for extracts from the Chandler and Lalonde study in respect to connecting well-being and education).

The Aboriginal Relations Capacity doc contains some of Bruce Leslie's thoughts in a broader perspective.

When speaking with Lisa, she also referenced your having touched upon the use of terms like self-government, self-governance and the issues those terms raise, relative to using a softer term like self-administration. I have attempted to use all of these terms, at one time or another, to maintain progress on discussions between Canada, the Province and the Métis and Non-status urban Aboriginal community reps about 'Inherent-Right to Self Government'. This relates to Canada's policy direction around the building of institutions of self-governance for Aboriginal people who are not aligned to a treaty process (Métis and Non-status). So by maintaining language relating to self-governance, it is possible to motivate a more formal connection for Canada (beyond casual political interest) in enabling focus schools. Just a thought, in the event that your hearing concerns about using the term governance.

In the near term, we are probably only ever going to achieve measured outcomes that are about self-administration, but I would not lose sight of the value in seeing the 'institutional' connection in achieving that outcome.

Call if you wish to discuss, or have questions about the attachments and my selected comments.

Milt Wright, Director
Negotiations and Corporate Mandates
Aboriginal Directorate
Ministry of Community, Aboriginal and Women's Services
800 Johnson Street

Page 455 to/à Page 463

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Victoria, BC V8W 9R1

Ph. 250-387-2162
Fax 250-356-9467

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

From: Gottfred, Jan CAWS:EX
Sent: June 23, 2004 11:03 AM
To: Wright, Milt CAWS:EX; Gauld, Doug CAWS:EX
Cc: Nye, Lisa CAWS:EX
Subject: RE: Follow-up

Attached are some of Bruce's reference papers as requested (and that I could find. Doug, if you know of other's please add.

For Lorna's research files/information I've also attached a March 2004 document on Aboriginal governance from the Institute on Governance; the Cultural Continuity piece from Chandler and Lalonde; and the Sovereignty and Nation-Building paper by Cornell and Kalt,

Jan

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

From: Wright, Milt CAWS:EX
Sent: June 23, 2004 10:30 AM
To: Gauld, Doug CAWS:EX; Gottfred, Jan CAWS:EX
Subject: FW: Follow-up
Importance: High

Further to Lisa's note below:

Doug - pls take a cut on extracting some points from Lalonde's research around well-being and cultural connection/community control - this may have been mentioned in PHO but some direct extracts may be more revealing.

Jan - Could you pls find Bruce's community control listing - this was conveyed to the PHO and may be filed as such. I would also appreciate your help in taking a quick scan of PHO report summary to see what additional extracted statements might help support the link between community control/cultural values and well-being.

It would be helpful to have this available for Lorna for her mtg with her DM later today, so your thoughts would be needed before noon today.

Thx,

Milt Wright, Director
Negotiations and Corporate Mandates
Aboriginal Directorate
Ministry of Community, Aboriginal and Women's Services
800 Johnson Street
Victoria, BC V8W 9R1

Ph. 250-387-2162
Fax 250-356-9467

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

From: Nye, Lisa CAWS:EX
Sent: June 23, 2004 7:54 AM

To: Wright, Milt CAWS:EX
Subject: Follow-up
Importance: High

Milt,

During my discussion with Lorna yesterday on the Aboriginal School issue - we talked about some background information that may be helpful.

Could you have someone review the PHO Report and extract excerpts that speak to improved well-being of Aboriginal people connected to culture - I know it was referenced in terms of improved health in more rural/northern areas.

Also, could someone pull information from the Lalonde study on suicide - I think also referenced in the PHO report and provide excerpts around linkages between improved well-being and community control.

Bruce did a couple of other papers on self-management/governance. Could someone pull these off - one was done as a submission to PHO on community control and other information was prepared as background for the strategy.

I would like to provide Lorna with some background information this morning that would help her to provide a rationale. I will send you and email separately on the issues she brought to my attention as barriers.

s.22

Thanks.

From: [Halbert, Judy L EDUC:EX](#)
To: [Sober, Brenda J EDUC:EX](#)
Cc: [Bowers, Anne EDUC:EX](#); [Rosborough, Trish EDUC:EX](#); [Ritchie, Norma J EDUC:EX](#); [Williams, Lorna B EDUC:EX](#)
Subject: latest version
Date: Monday, July 5, 2004 11:03:29 AM
Attachments: [CabSub Ab Ed School - July 5 2004.doc](#)

Hi Brenda

Attached is the latest (and hopefully last) version of the Cab Sub. Can you please forward to Brian. I explained to Emery that the figures forwarded by Dick Chambers are already reflected in the business plan and that the bottom line # cannot be adjusted further. Thanks a lot!

Judy

Pages 183 through 192 redacted for the following reasons:

s.12, s.13

From: [Ritchie, Norma J EDUC:EX](#)
To: [Bowers, Anne EDUC:EX](#)
Subject: FW: FW: Meeting with Deputy Minister re: Aboriginal "choice" scho ol
Date: Friday, July 16, 2004 4:23:37 PM
Attachments: [DM Dosdall Consultation Mtg May 12 2004.doc](#)
[DM Emery Dosdall Attendees List May 12 04.doc](#)

Norma Ritchie
Assistant to the Director, **Trish Rosborough**
Aboriginal Education Enhancements Branch
Ministry of Education

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<http://www.bced.gov.bc.ca/abed/>

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

From: Manon Desjarlais s.22
Sent: Friday, July 16, 2004 2:07 PM
To: Ritchie, Norma J EDUC:EX
Cc: Barb Ward-Burkitt
Subject: Re: FW: Meeting with Deputy Minister re: Aboriginal "choice" scho ol

Norma, I'm so sorry for the delay, but as stated we wanted to send you a good/clean copy. Have a wonderful weekend!

In friendship.

Ritchie, Norma J EDUC:EX wrote:

Good afternoon, Manon. Remember the May 12th community consultation meeting in Prince George that our Deputy Minister, Emery Dosdall, and Lorna Williams attended at the PG Native Friendship Centre? We're wondering if minutes are available from the notes that you took, and if it's possible to e-mail them today. Thanks very much.

Norma Ritchie
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-----Original Message-----

From: Ritchie, Norma J EDUC:EX
Sent: Thursday, May 06, 2004 10:00 AM
To: 'Barb Ward-Burkitt'
Subject: RE: Meeting with Deputy Minister re: Aboriginal "choice" school

Good morning, Barb. Thank you very much for arranging to have Manon take notes of the community consultation meeting. Lorna and Emery will be discussing their visit to Prince George on Tuesday. Would you be able to provide an idea of how many people you are expecting, before Tuesday?

--

s.22

Prince George Native Friendship Centre
Prince George Native Friendship Centre
Prince George Native Friendship Centre
School District #91
UNBC First Nations Centre
Prince George Native Friendship Centre
Takla Lake First Nation
Takla Lake First Nation
Takla Lake First Nation
School District #57
Takla Lake First Nation
Takla Lake First Nation
School District #57
Nak'azdli Band Member
Prince George Native Friendship Centre
School District #57
Carrier Sekani Family Services
Prince George Native Friendship Centre
Nak'azdli Band Member
Board of Directors – Kelowna Friendship Centre

Aboriginal "Choice" School Community Consultation
Deputy Minister Emery Dosdall & Lorna Williams, Director of Aboriginal Education
May 12, 2004
Prince George Native Friendship Centre



Meeting commenced at 12:00 pm with an opening prayer by Bertha Cardinal

Honour Song: The Grandmother's of the Four Winds

Barb acknowledged the Smokehouse Kitchen trainees, as it has only been 3 weeks since they began the program.

Emery Dosdall: Its getting better and better but the bad news is we still have a long ways to go. This past year our graduation rate was 46% and it's gone up steadily since 1997. The bad news is well is that unlike Amy and Darren who are here who are graduates, students in sciences and math but that most of the students graduating in high school are not going and taking the principles of math due to the difficult scores and so when they graduate they are not able to get into those faculty's in the university that's going to allow them to kind of have the careers that they think they deserve in terms of filling out their needs and desires in fulfilling the needs of society.

We are looking at different ways which we can enhance if you will the achievement of our Aboriginal students and what we are suggesting is that one possible way, and I want to emphasis that it is only one possible way, there's a number of different ways that we need to approach this but one possible way is something like the Aboriginal Education Centre or an Aboriginal School. Put other things in place that we think are working really well like an Aboriginal Enhancement Agreements, we'd set ourselves with ministry and try to negotiate these agreements with the school districts and individual Bands right across the province and anticipate all 60 of those signed in the next couple of years or so.

We think that's a positive way of getting our Aboriginal community to believe that they are important that they are welcomed into the schools and get them involved in things like our School Planning Councils, we'd get them involved in different kinds of activities within the schools. And often that is very difficult because in some cases, many cases their experiences haven't been that positive with schools. And so how do we find ways to reconnect them in the schools and they can feel welcomed and that they're part of it.

The Enhancement Agreement, I think is a positive thing. I think the second positive thing has been, that we've tried and we're the first province that has come out with native studies and native textbooks and curriculum and reflect what is happening within our province, reflect the culture of our First Nations people within the province. Those kinds of initiatives are out there.

One of the things that I have had the opportunity to work with is in another province was to create some schools that were focused on Aboriginal studies, Aboriginal culture, Aboriginal spirituality. The one that is best known is Maskwachees, a high school in Alberta. I know some of the people here from the Aboriginal Education Board and trustees have seen Maskwachees and they attest to what is happening, they talk about the environment, they about the successes that the schools has.

What were going to talk to you about this afternoon, what Lorna is going to talk to you about this afternoon is what a school like that might look like if we were to create it, there was a will from all of us around the table to create a school like this within the Prince George area. The Prince George area, as we all know is a very important area cause it is a place where the rivers meet, where a number of the Bands meet, have that kind of reputation. Its also a place where there has been a number of suicides, where there's been racism, we know we have to deal with those things. We think that by possibly by establishing a school like this that we be able to overcome some of those problems, as well as filling out our primarily objective and that's getting more and more of our Aboriginal be successful in school so that they can take full advantage of the opportunities that are out there in the schools.

With that, Lorna is the Director of Aboriginal Studies within the Ministry of Education. Lorna has a power point presentation that she'd like to go through with you this afternoon.

Lorna Williams: I will do this without the mic, unless you can't hear me. The idea for this and I can't even remember when we began to talk about this as a possibility at the ministry. We're calling it Aboriginal Education; we started out by calling it "Provincial School". Aboriginal Education Centre, I think is probably a better word or better title for what we think this might look like.

To begin, this is the Aboriginal Education Enhancement Branch's logo and in the logo it represents First Nations, the Métis, and the Inuit because they are the three people that we serve.

Emery already talked a little bit already about why we began to look at this as one of the key priorities. Because of the low graduating rate, although they are increasing, it's going to take some time before students start graduating in larger numbers. Some of the things that we have put into place it'll take time before they begin to really take affect. There's a slow graduating rate and this is a real concern to us and we don't think that our children are not able to learn, we know that our children are able to learn but there's something else that is taking place that is causing this. When we look at our assessment scores, we could see that our children generally score lower in the literacy. The Ministry of Education implemented a second count in February so that they can see that Aboriginal students are more prone to leave school, so we know that, it's documented. We know there's a lack of relevant curriculum in our schools and that there's a low participation rate of Aboriginal families engaged in our schools. We all know those are some of the real needs that we have to address. Emery already talked about some of the other strategies.

Our participation is in discussions with First Nations and the Federal Government in the transfer of jurisdiction. The central theme of those discussions is to increase to quality of education for First Nations and I think that's probably the part of all of the work we are doing is the increase the quality.

We have increased the collaboration and consultation; it means we're working with other branches in the ministry. For example, we work with very hard with Standards, the people who are involved with and working with the curriculum this past year. For example we have developed a Provincial Learning Outcome for K to 7 grades so that we're making sure our Aboriginal people's knowledge is invetted in the Provincial Learning Outcome. There is a commitment from the ministry that will do this with every subject that comes for re-development, so we have that strategy, to make sure that our children will be getting to see themselves reflected in what they study and how they study.

We have also been working very closing with other ministry's to try to affect change and also with the Federal Government. One of the strategies that I think is really exciting is the idea of opening an Aboriginal Education Centre. We know that Aboriginal students succeed; we've learned that over the years, we know that they succeed when the attitudes are positive, when the attitudes of people are positive. We know that they succeed when their own attitudes about learning and about themselves is positive. We know that they succeed then their community and families feel positive about education and what they're learning. We also know that what is needed for our people is for the attitudes to be optimistic, to be hopeful because for so long when you look at the low numbers, when you hear all the time the low graduation rate, the low literacy rate can make you feel very hopeless, and it feels like you can't get anywhere.

And with it is to acknowledge the long years that we haven't been able to participate in designing education that makes a difference for ourselves. We know that to succeed when expectations are really high when people believe that children can learn. When teachers believe that they're able to say that they are capable and are able to teach. Far too often in our past and I'm sure many of in this room have experienced it, its really hard to succeed when people don't have high expectations. We know that Aboriginal students succeed when they can help each other, it is one of our strengths as Aboriginal people is our relationships, our sense of community, our sense of helping one an other. We know that when they're given opportunities to have mutual peer support that it makes a difference. We know that a sense of belonging is really critical.

We know that Aboriginal students succeed when there's something relevant and that's its integrated into the curriculum in all ways and that means what children are learning and how their learning because

unless our children can see themselves reflected in the operation of an important institution like learning in school is really hard. We know that's important that intergenerational relationships are important and when smaller children and you and parents and grandparents, aunties and uncles are connected in helping each other, we know that children succeed.

When I spoke to a group of students from Smithers, from Moricetown, because this group was graduating from school and I asked them and at that point I wanted to know why, and I asked them to talk about times when they felt challenged and what helped them to overcome those challenges. One of the things that everyone mentioned was the relationship with an Elder, a grandparent, grandmother, grandfather. So we know that for us the intergenerational relationships are really, really important. We know that educational attainment concerns for that enables healing. In the four hundred year history education has been used as a tool to destroy our identity, our languages, our way of life, our thinking about ourselves. So unless we begin to build those facts into an educational system is really challenging to see education in a positive way.

It has always been positive in our communities, its always been looked upon that way. We also have to acknowledge that it's been in a very negative way. We must be able to provide opportunity for people to be able to understand to clarify ideas from our own way of thinking about it. Because we've always been told to think about ideas and concept from another culture's perspective. We need to be able to understand that perspective, we need to be able to appreciate that perspective. But we also need to be able to see it alien with our own so that our children can move forward with strength because they understand both worlds.

We know that's important for our children that they succeed when there's cultural and spiritual growth, their cultural and spiritual growth is nurtured and when it contributes to a sense of self. Because in the past education has been used in order to be able to succeed in education, that one had to give up their sense of self if it didn't align with another cultural perspective. So it's really important for our children to feel the strength of their identity.

We know that Aboriginal children succeed when participation and partnerships between schools and Aboriginal communities are strong. When I say Aboriginal communities that is a broad sense, there are many communities that are part of any one of you and besides that there are many others and there needs to be a presence of all people.

We know that they succeed when there is shared commitment among all people. We know that they succeed when school staff acknowledges understanding of Aboriginal people and Aboriginal culture. It's important that people have this understanding.

I think that is has been changing but we still have a long way to go when the day a teacher becomes a teacher and they have a good knowledge and background and understanding of who we are. It has been so long that Aboriginal people have been kept invisible.

We know that Aboriginal students succeed when our culture is valued in school. And this is important to teach this because people need to know about us but there's been something else and that is who you are and our knowledge we have to offer has been devalued by society and that plays itself out everyday and so that needs to change. So we know, our way of life is valued that Aboriginal students succeed.

So what we're proposing, we were thinking that is to create two urban Aboriginal Education Centres and this would be open to both Aboriginal and non-Aboriginal students. They are urban because when you look at the population growth over the last 10 years the number of Aboriginal people who are locating or identifying themselves in the urban areas all over this province, has been increasing. British Columbia is also very unique; we have many people here who migrated here from other parts of North America, Central America and South America. Up until very recently, very few purposes on this diverse and unique population. It's important that we direct some initiative in this way. With the calling of an Aboriginal Education Centre because of the way that we are that learning for us from this age to this age, the learning for us is much more community wide and it expands a lifetime. The concept is still very loose

and there's an opportunity for us to design something so the name isn't creative because the place where the schools are going to be, people will get an opportunity to find their own name.

When we were looking at this idea and I was travelling around the province and talking with people, we felt that Prince George would be the best place to do a pilot. Why? Because here you have a very large Aboriginal population, not much different size than other large communities. There was great interest here by the Aboriginal Education Council of the district. I think there was a real sense that Prince George was a place that was really committed to finding innovative and creative ways of meeting the needs of the Aboriginal community. It's important that we operate or we design these in partnership with local school districts and Aboriginal communities.

Some of the benefits that we can see of an Aboriginal Education Centre would be that it would provide a place for students whose needs are not met and that it provides for us an opportunity for concentrated effort in identifying and directing the needs of students and their families. It provides an opportunity for Aboriginal families, Elders and community to participate in the design of the Centre and in making educational decisions. It provides opportunity to design and deliver culturally appropriate programs with the curriculum. It provides an opportunity for Aboriginal leaders to work together so that we can come up with something that makes sense to us and that is not something that is forced upon. Although there are other schools, Education Centres, like we're envisioning in other parts of the country and we talked about one in Alberta. We've looked at the concept in Hawaii, in Australia and New Zealand. We can learn from those places but there's a lot that we have to learn by actually building it and working together in making this happen.

We've done some consultation with, we've presented this proposal to the General Caucus Cabinet and we will go back in the next month or so. I came up and I have an opportunity to talk with people. I think this is so powerful for all of our youth that no matter where they are they know that they maintain that relationship and that connection and also that it honours the territory upon which the Education Centres and where our children and families find themselves. And that needs to be a very strong part of the Centres. That there is a recognition that the material and spiritual worlds are together. For us again, we feel that is important that the development of our spirit is as powerful. And that all of our nations a significant milestone in every person's life is the emergence of their personal song, their dance, their stories is the essence of who they are and often times for education this is not part of our development, and yet traditionally this is very important.

One of the things that I have noticed is that when they are in touch with this knowledge, it feels like they come home and so that they can go on in the world with strength and with that strength emerges from them. That our cultural stories are an integral part of the teaching process and our goals. That our goals for these centres are that, one is that there is a holistic approach to meeting the needs of youth, spiritual, mental, emotional and physical. That there is a strong cultural dimension, culturally appropriate education that is inclusive of all Aboriginal cultures, in all aspects of delivery of programs and services so that there's a strong sense of belonging and community and that there is active engagement by the whole community. It's a place where strong relationships and an environment that reflects the values of the community.

That we stand tall as leaders in the community, that every person who is part of and that they can see themselves to be learners and that students will have mastered the skills and have what is required to pursue employment and a higher education to contribute in the community.

I think for us as Aboriginal people, it's important to us to be able to give back to our community and often the time that's not recognized in schools so what we would hope that we would be able to design as diligently is to be able to give lots of opportunities for that exchange. Thank you very much.

We are going to open it up for consultation. What you think about this proposal and if you have questions, we'll try to answer them. I think it's important to realize that the people who are in this community are the ones too who'll have to come up with questions because questions are really important.

Harold Morin: My name is Harold Morin and I just want to make a point. My children are Wet'suwet'en from Moricetown. I myself I'm 100% true Métis from the Prairies and I have been here since 1961.

So when you talk about Aboriginal culture, my children spent their young years in the mainstream, they got their education from Moricetown. Then we moved so they could learn about my culture (the jigging and dancing).

I support this 100% but what is very important to me as a parent is integration not segregation. In this particular community, I know there are a lot of Aboriginal families and parents; their children went to residential schools. While they were a minority they were taught how to get along with other people. What's really important here to me is integration, we have to make sure that this model we're looking at, we have to be very, very careful not to create segregation. This could work. All Aboriginal groups have to sit at this table and this should reflect that.

Michelle, she's of my heritage and now she sits on the School Board, I don't think we've ever had an Aboriginal sit on the School Board. We'll have to make this work if we work hard, work it, twist it, bend it, and just make it work.

Lorna Williams: Just one thing that my presentation didn't highlight and that is the schools are going to be open to anyone, not just to Aboriginal students.

Andy Yellowback: My name is Andy Yellowback and I've been here for 70 years. I want to share with you a few things. I didn't know this was going on, I just walked in. You see, this is what the Creator does; he probably brought me here today. So what I'm going to say is this. As an Elder, like an eagle, you fly high and you can see along ways. And when you look back you see the opportunities that you missed and also the mistakes you made. So whenever you look back you see and those are the greatest lessons are, this is where the greatest teachers are so what you bring back is knowledge that you gave.

As we speak today I'm going to talk about the changes. Why we're bringing this knowledge back and I'm going to speak only for myself and not for any other group. I was raised in Manitoba, I was the first person to leave that community and I was going to be a priest but I won't go over that. When I know the system, the system was so racist and in a conference on Saturday where they were talking about the issues. But looking back there was a lot of it, the first thing that we learned about history was when Columbus discovered 1492 and people say, my people say, "He didn't discover, he got lost".

I agree with this policy, I agree wholeheartedly. The Children of the Earth in Winnipeg and I have some relations there and the thing is when I saw it on the board at CNC, the Board of Governance and I had six students come to me and they've complained that comments were made by the faculty about racial slurs. So what do you do when you sit on the Board, so I told them, "Look you have to learn to deal with it, there are other options, you can write letter, give it me and I will bring it to the Board and we'll deal with it." I said, "Look, when I was young I had nobody to guide me, I lived in a remote area, where there was a lot of racism, I wasn't prepared and I had to learn the hard way. So what I'm doing now is bringing what I learned with the young crowds.

Of all people to be racist, its me because the system made that way so what we're trying to do, we have to acknowledge first that there is racism in our communities and that's the main thing. And this is the message that I have been bringing forward. A lot of non-Aboriginal people don't appreciate it when I bring that forward but since being an advocate you have to bring that up. You have to open the page they say and also our Elders say learn until the day you die. You learn by what you read, by what you see, what you hear and what you do and especially how you feel about doing it. Those are simple words but they have a lot of meaning. For me today, I look and I hear this and just like the changes I'm talking about, you see its daylight outside and in a few hours it's going to be nighttime. Its spring, its summer and changes, there's still changes.

I look at this as a change, the changes we see. I hear segregation and I've seen segregation, I've been segregated all my life because of my colour. But I have managed somehow and I remember a guy telling me years ago he says it not your fault you were born an Indian. It's not your fault you were born in an environment, but it's your duty and your responsibility to get up and go, and I was pretty mad but that kept me going.

In our communities we hear a lot about self-governance, but I think in our own heart self-governance is saying self-determination, it means giving us the opportunity and the capacity to design and to plan, and to implement our own solutions for our educational problems. It means giving us more to control over our own life so that future generations, our children can live in honour and dignity. This process here has to be community driven but we all know we have to work with external funding agencies so that we have to work in partnership to reach our aspirations more quickly and effectively.

In closing, I know you're taking the right road. Thank you very much.

Tribal Chief Harry Pierre: My name is Harry Pierre and I'm from Tl'azt'en Nation in Tachie. I'm really excited about this Education Centre. I want First Nations on the Board and First Nation teachers. There are a lot of people in the community that don't know how to write or read English.

I 1941, that was when the Residential School and the Elders said there was no use of education. (Tape not clear; Chief Harry Pierre was not using the mic).

With this concept, this must be funded well. We get programs going and then they dis-continue the programs but I do support that, if we get started with this school the government must keep it funded so our kids get the best education.

Mary Thomas: My name is Mary Thomas and I'm an urban Native from an urban community of Prince George. I think the idea for a school in Prince George is a good idea. I'm a grandmother and I also call myself a family of many nations.

Originally I'm from Saskatoon and I went to Residential School, which was bad, they took my language away and culture. I attended Residential School here in Prince George, which was good because I met a lot of people. They liked me because that was kind of unusual because at that time anyone east of BC, even if you were native, people kind of frowned upon you because coming from the east and because its Carrier Nation here, they weren't always respectful. But over time that has changed, the marriages with other cultures have come together and made relationships.

So if the school opens, I think it's going to be a tremendous gift to them. I learned from different nations and different communities, their dances, their songs. I taught my son and my grandchildren to appreciate all that they see. It's been difficult because my son doesn't have anyone to advocate for him but if this school comes about, that'll change in a positive way. And doing that we'll be able to make the families heal and be healthier.

It was through the education through the Friendship Centre and years that I was able to heal. That's when I found out that it wasn't my parent's fault for putting me in Residential School. I hope the government and ministry will fund this to the up-most level for an Aboriginal Education.

Thomas Toman: I work for the University of Victoria and am doing research on Aboriginal Fathers and I just want to say that I really support this, the integration of building the school. What's important is understanding the Aboriginal and non-Aboriginal. I have lots of non-Aboriginal understanding, but I don't have a lot of Aboriginal understanding and being Aboriginal that's quite a challenge.

I think in building a school you really have to look at not only the community, the statistics have shown for years that 73% of our Aboriginal are now urban and 23% are non-urban but both sides don't have a centre for learning. So now with this centre, non-Aboriginals can learn about Aboriginals and Aboriginals can learn about non-Aboriginals.

I've been here for 10 years now and worked for a long time with BC Rail – and I was the only Aboriginal which gave me a wonderful chance to explore non-urban business. And for most places I see, I see a real lack of success stories especially about Aboriginals verse non-Aboriginals. We hear a lot of success stories about non-Aboriginals but the lack of success stories about Aboriginals.

The sharing part is key in setting up an Aboriginal school. Starting with community people will give a good example that the children and their needs are promoted.

Tina Erickson: My name is Tina Erickson and in Fort St. James we've had a school for 8 years and we're proud of that – K to 7. Don't have statistics yet but it is a Band run school.

You have to learn who they are so the kids will get a good sense of who they are before they enter into high school.

Our teachers are not all Aboriginal; the potluck system involves everybody in the community like people who go to church etc. In Quebec, segregation of boys and girls is successful, because they concentrate more on their studies rather than on each other.

It's worth it, it's time for us to have an opportunity for our children.

Lawney Chabot: Today you're here to seek approval. In reviewing my notes, I can see that in December 2002 of my planner here, a meeting with AbEd Board to discuss the possibility of a school, we were given the opportunity to demonstrate a level of support.

In 2003, another meeting, possibly the school was to open in 2004, and I have to point out that schools were being closed down.

Now you say September 2005. What are the barriers and how can we make this happen faster?

Deputy Minister Emery Dosdall: First of all we wanted to introduce this concept. We met with the Aboriginal Education Board to see if we're to get support and see about a facility. We wanted to know where the support was. We followed that up and presenting it to my minister and the Caucus Committee.

Lawney Chabot: The other part that came through was the sense that you are trying to create a Residential School.

(Tape not clear).

Deputy Minister Emery Dosdall: One of the things that is happening right now is we need to come back and reaffirm that the Aboriginal education be supported in the community. In discussions with the Board, put things into place, also still in discussions with John Watson and facility costs. So those are the hurdles that we're trying to overcome. Clearly from my perspective today is to go back and say that the community supports this. First of all we need to a) hire a principal, b) start the negotiations. We see this as a governance of this school and will be one in Prince George the School Board District, the Aboriginal community, Aboriginal Board, as well as the ministry.

(Tape not clear)

The second thing is we have to negotiate with BCTF, the Teachers Union will be saying you have to hire through the Prince George contract and you can't just go out and hire Aboriginal teachers you have to hire recalled teachers.

Lorna will set this up as a Provincial School and we're trying to speed things up. This morning we met with Paul Maddok and people from UNBC and clearly what we have is the teacher program so that the Aboriginal students up there have one good Aboriginal role model.

(Tape not clear)

Also we're not interested in just jumping in and if it fails, we don't want this to fail because we won't be able to try this again for a long, long time. We want to do this properly and be as successful as possible.

Dick Chambers: The School District Board is in support of this, we still need a facility. At this time we don't have a secondary school and the empty elementary schools are not going to cut it.

David Nuualiitia: You said two centres?

Deputy Minister Emery Dosdall: Yes, 2 schools; one in Prince George and the other one in another urban area.

Pete Erickson: Most of my class was Aboriginal students but I'm the only one who graduated. I'm tired of hearing 75%, 23%. I've seen the failures in the street, I'm an RCMP Officer and being a Hereditary Chief, education is a big part of my life.

My friend with the notebook – the school was supposed to open last year. If you go on the streets tonight and I see this all the time, and with the 85% failure, what will the percentage be next year of youth who drop out of school and end up on the streets? You have to go to a funeral of a young person to see how I feel!

Ben Berland: For years, I dreamed about this school. The reason why I came down here is because it's been years with the AEB Board that we've participated with the District and the province and everything else. I want to know who the principal is going to be, when is the hiring going to happen.

I realize this has to be planned out so it doesn't fail but I think this process has already been looked at quite extensively to approve our end of the curriculum to instructors and the research after that.

What I want to hear is when do we open the door? Thank you.

Tribal Chief Harry Pierre: We want to hire our own teachers, but it looks like the Board will be doing the hiring. It sounds like we won't be able to be on the Board and hire the teachers. I want to see something really good. May be its because its election time.

Deputy Minister Emery Dosdall: Thank you, but I don't get elected. Your comments are really well taken. (Tape not clear)

Bertha Cardinal: My name is Bertha Cardinal and I work at the Native Healing Centre. I look at the four directions of looking at the families, of looking at holistic healing, and the education and society of today. Mr. Erickson hit it right on because we work with families and the families I see work together in the community as holistic, we're looking at the circle of all nations. And we talk about integration and working in partnerships, this is where it is today because we're all fighting for our children and our youth. I hear what he's saying all walks of directions for teenagers, their looking for something, their falling through the cracks and they want that education because their looking for historical, history stuff that in Residential Schools, the foster parenting, the identity, its been lost and now we have this education. We have Elders; we have people out there that are frontline workers that can do this. A long time ago in our traditional way of culture, we never had unions, we had recognition of respect for who they are and what they do culturally and traditional and using our tools as we go. Education comes as bridging together as partnerships as First Nations, we do that but we still have to look at, you see the circle today, we've got the Carrier, we've got the Cree, we've got the Métis, we've got the non-natives, we've got UNN, we've got every nation in this direction that we're representing.

Now we say, "Okay now what do we need for our families", it takes a whole community to raise a child and its our community that's raising that child.

I'm hearing a lot of our youth and like Mr. Erickson said when you go down the street and you look at the children and see what's happening and their falling through the cracks because their asking for education. What happens when they get into high school, they can only go to grade 9 or grade 8 and all of the sudden they seem to fall through the cracks and they say, "I cannot go to school, I have no support, or there's racism, or else I don't know the language their teaching me."

If we had a First Nation school we'd have family support set up and we'd have families that could work with this and look at physical, mental, spiritual, and emotional needs with education that comes all about. Thank you.

Bruce Allan: I just want to make a brief comment. I am also from the Carrier Nation and I know that the Carrier Sekani territory is not part of School District #57. A lot of our families are from Prince George and they come to schools here but I think there needs to be a lot of support the for this school.

Chief Janet West: Hi, my name is Janet West and I'm from Takla Landing, which is the furthest community north of Prince George. I was in Residential School and I know a lot of people here who went to Residential School.

You see the hand and feather; I drew that when I was 16 years old. The vision we had back then was to buy this building and start a cooking program and do all kinds of programs because my brothers and sisters back then were all drinking and doing drugs but we did have a vision and look, it came true. I was part of that vision so by building this school it can happen. Thank you.

Thomas Toman: Right now I'm researching Aboriginal Fathers in Early Childhood Development at UVIC in the generation gap as they learned their parental skills from the Residential School generation. I see a lot of non-Aboriginal early childhood educators teaching the Aboriginal fathers, so in fact that may be an issue.

I see a lot of parents today, a lot of First Nations who have children now today learned their parenting skills from their parents but because of the generating gap of Residential School, we have Residential Schools parenting issues, will this be addressed in the schools, it will be important for the children's parents? We're going to need programs because a lot of the parents are still feeling the affects of Residential School.

Deputy Minister Emery Dosdall: What we've done is reflect the culture and spirituality. The will be Aboriginal teachers and role models, that's very important.

Second part is as the Elders play their role on a day-to-day basis and they will work with the students.

The third part is that we've been having those discussions and presentations with other Ministries. What happens with the ministry, you've got the education, you've got the MHR and other ministries. You're trying to cross ministries so that we have the facility. That's part of what we're going to do right now. The parenting skills have been lost in the last generation and that is right.

Jean Walker: I'm all for having Aboriginal teachers like we have in our Aboriginal Head Start programs and its been successful. I hope to see that school before I die. I know a lot of people here and when we all work together really well lots of good things can, and do happen. (tape not clear).

Bonnie Chappell: When I walked in here I heard that the teachers must be Aboriginal. I've asked teachers how important is it for the teachers to be Aboriginal and she said, "Quite honestly, the most important part is the leader, the principal to be Aboriginal and to have cultural role models. (Tape not clear). In a ceremony that I attended, it was the students teaching other students.

Lorna Williams: At least 50% of the teachers will be Aboriginal. And you'll have to be very, very careful when hiring any person, the teachers will have to be very rich in culture and be open to culture (Tape not clear) regardless if they are Aboriginal and/or non-Aboriginal.

Harold Morin: Its fine to say that you have to hire from the Aboriginal community and when are we going to open the school? And that we have to have Aboriginal teachers. We have a responsibility to develop our own strategic plan and to raise to the challenge.

As everyone said today trying to hire all Aboriginal teachers, we all know we're not going to find them, there's not that many out there. Just addressing the whole issue of Aboriginal teachers, let's be realistic it's not going to happen. (tape not clear).

Mary Thomas: I agree we need qualified teachers; we need for the teachers and faculty to be there for the kids.

I don't agree it has to be 100% native teachers. Most First Nations are hands-on learning people and that's how I learned, hands-on. And it's still very scary to me because the process is taking too long. Like Janet West said, our Chief of Takla, it's a vision. The purpose of this Aboriginal school is to move forward, not backwards. The purpose is not to segregate

And to have such strong words to say that we don't have teachers, well I don't agree with that because we do have Aboriginal teachers. There are some here, in this room this very minute. I've learned there are over 30 native teachers that could work in an Aboriginal school system. So to make a statement that there are no teachers out there, that's false. We have a lot of educators, experienced native people, they are out there.

And again I am very grateful that I have this opportunity to share my words at this meeting. This is something I look forward to them attending because I have grandchildren and possibly more coming. I want them to be able to experience the diversity of First Nations of all aspects. Thank you very much.

Karen Ogen: Good afternoon everyone, my name is Karen Ogen and I'm Wet'suwet'en from the Burns Lake area. I work for Carrier Sekani Family Services for the last 13 years here in Prince George. I was born and raised in Burns Lake and went to a Catholic school where there was no culture and the majority were Aboriginal. From there I went to the Prince George College from grade 7, again the school was only Aboriginal people and like I said earlier, at the time when I went to Residential School, there was some language classes, and I did learn my English and now I work with them. Even with this concept for an Aboriginal School here in Prince George itsound good, but it sounds scary because it's coming from the government.

The biggest thing in my mind is the governance issue, there's already an issue of teachers, and I think it's really important that we have an Aboriginal Board. In terms of teachers, I really recommend highly that we have and Elders' council. When it comes to hiring, I would say look at culture and language, if they were rich in that area then that's who you should hire.

I think everyone in this room knows about the racism and I also believe there should be a Reconciliation Ceremony where we'll have different levels of government to reconcile the past and let's work together for the future of all of our children.

One of the things that I paid for it in public and Catholic school, especially high school, It took me years to overcome my high school years because when you're being stamped down, stamped down, it's that much harder to get back up. It was hard for me and I barely passed grade 12, because self-esteem issues, self-confidence issues.

We have to make sure we have Elders Advisory Council, I think that's really important. Thank you.

Lillian George: I've listened and I agree with most of all the comments. When I came here today, I thought this was a done deal, I was quite shocked. The community is on side and now we have to wait another year. From Lawney's notes all the way back to 1999, 2001, 2002 and now 2005.

As Aboriginal people we talk everything to death, that's what we're doing right here, right now. The urgency is now, to get the centre built. Whether you build it, renovate an existing building or build a whole new building. We're all talking about the hiring and the Board. We need to worry about the cart and then we'll worry about the rest later. We need to stop talking and the School Board needs to come together now and make the plans because the vision is there already. Thank you.

Frank Siegrist: I work with the other departments in the Friendship Centre that work very closely with youth with many alternate programs within a 10-block radius from this building. They're in these programs, not because they're stupid, but because socially they're not accepted in a regular high school. Last year my daughter got ill and she missed from November to January. This year she's supposed to be in grade 9, I've got her in the Intersect School and she is currently in Grade 10 & 11 and she's doing very well. And most of these kids that are in the class with her are equally as bright. What we need is an opportunity for a school for cultural acceptance and teachers who care. If you want to see how an organization works in this building-these ladies were a part of this 30 years ago, long before I came even to Prince George, they built an organization where we have Elders, we have our Board of Directors, and then our Senior Managers, the culture of First Nations.

I don't know what percent of these employees are not Aboriginal, we work together as a team, we learn from each other. It can happen. And with the leadership we have here, and some of the teachers are non-Aboriginal. I know the provincial government is not elected or the School Board Trustees who are sitting here, but we are counting on you guys to make sure that the school opens. I know I don't want to be a part of another broken promise for Aboriginal people in this community, do you?

Bill Christy: For those of you who don't know who I am, my name is Bill Christy and I'm the Chairperson for the School District. And just to let you know we are on side, last year we sent two Trustees to Edmonton and the beginning of the year I have to admit in July, August and September, we were not on side. We are putting out questions that we need answered that will come from the ministry but as far as a partnership goes with the Aboriginal Education Board in this School District, we're working together and we would like to see an Aboriginal school started, the sooner the better. We were hoping for September of this year, but hopefully it will be open September 2005. We have questions as a Board that need answers, location, costs, and I just want to let you know we are on side. Thank you.

Lorna Williams: I want to thank you for sharing your comments and your wisdom and I'd also like to thank Barb for setting up the facility, the good lunch and coordinating everyone that is here. Also thank you for opening this meeting with a song. I know there's a lot of work that needs to be done and I want to doors to open too. You have my commitment to keep working on this.

Deputy Minister Emery Dosdall: I thank you for your hospitality and your opinions. I didn't realize that it's been this long, as I've only been on-board since 2003.

We've been pleased with the support of the Board. These things don't move as fast as we'd like to see. I'll go back and talk to my Minister and then the Caucus. We'll try to make this happen as fast as we can. Again, thank you for your support.

Meeting adjourned at 3:15 pm with a closing prayer by Bertha Cardinal.

Manon Desjarlais, Executive Assistant
Prince George Native Friendship Centre
1600 Third Avenue
Prince George, BC V2L 3G6
Ph. (250) 564-3568 Fx. (250) 563-0924

From: [Ritchie, Norma J EDUC:EX](#)
To: [Bowers, Anne EDUC:EX](#)
Subject: FW Barb Ward-Burkitt: Yet another presentation to trustees
Date: Wednesday, November 24, 2004 11:02:31 AM
Attachments: [Trustee meeting November 23.doc](#)

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

From: Barb Ward-Burkitt s.22
Sent: Wednesday, November 24, 2004 9:54 AM
To: Rosborough, Trish EDUC:EX
Subject: Fwd: Yet another presentation to trustees

Good morning Trish, information to keep you in the loop. Barb

Begin forwarded message:

From: "Ben Berland" <bberland@sd57.bc.ca>

Date: November 23, 2004 3:47:41 PM PST

s.22

Subject: Yet another presentation to trustees

Good afternoon,

I will be preseting this at the Boardof Trustees meeting tonight.

The meeting will be held at 7PM at PG City Hall, and will be broadcast on Shaw Cable 10.

Benjamin Berland

Aboriginal Education Liaison Officer

School District 57 (Prince George)

Dear Trustees,

Since our last presentation to this board and to the public, there has been much discussion surrounding the proposed Aboriginal choices school. Some of it has been positive, some destructive, and in some cases, outwardly racist. However, being the eternal optimists that we are, we are glad to see that discussion is happening at all. Discussion in our eyes, was always at the centre of our traditional governance. A place where ideas were brought forward for the entire community to discuss, reflect, and then decide. Although it is not easy to hear some of the comments that we have had to hear, we would rather people seek out the truth in a noisy fashion, rather than remain silent and not learn.

Once again, we would like to point out a couple key factors that have once again gone unnoticed or ignored by many.

Firstly, the issue of school closure and the creation of an Aboriginal choices school has sadly been linked together in the minds of many. In truth, the AEB has never suggested that one school be closed down in order to open another. The issue of school closure is one that is not within the realm or mandate of the AEB, nor do we believe it should be. We are here to advocate for Aboriginal students with the hope that many more of them will be successful in school and in life. We feel that we have been dragged into the Lakewood closure issue against our will, and we would the general public to know that school closure is not our goal. Our goal has always been to help Aboriginal students succeed in school and in life.

Secondly, once again, this is a choice school, open to any student who so chooses to attend. We will not turn away students who wish to attend, much in the same manner that French Immersion schools do not turn away those who are not French. How this matter has turned from an educational matter to a racial matter is beyond the scope of our understanding. We are simply exercising our rights under the Canadian Charter of Rights and Freedoms, to help more students succeed.

In addition, we have been accused of establishing this school even though aboriginal parents are against it. The Aboriginal Education Board is comprised of eight aboriginal and Metis organizations and bands in this district & they began implementation based on the concerns brought to them by community members, parents and students from their respective groups. The AEB would never have proceeded down this path if the need had not been identified by Aboriginal community members themselves.

Finally, there has been much direction given to the AEB in terms of this school, by people who are telling us that our vision is a faulty one and that we are doomed to fail. Although we welcome input, we must remind people once again, that Aboriginal education needs to be lead by Aboriginal people.

The paternalistic thinking that exists out there is shocking, and in one instance a concerned citizen says that one way to stem the tide of Aboriginal failure, is to build a school where all the low-income children can learn together. Is this not segregation by income?

The person went on to say that some children need to be separated from others, so they can become, “interested in school and appreciate the value of education”? Interviews and surveys done on aboriginal students show they are very aware of the value of education; however, the barriers that exist in present day high schools are just too overwhelming for most of them.

Sadly enough, it is that type of paternalistic thinking that lead this country into the tragic chapter of Canadian history known as Residential Schools. Why did residential schools exist? Because they were put in place without any input from the people who they designed to serve. That is something the AEB is not willing to repeat at any cost. Our vision all along, even years before school closure became a reality for this district, was to help Aboriginal children succeed in school.

The school district administration, the trustees and the Aboriginal Education Board have been working together to achieve this goal. We have had tremendous support and encouragement from Deputy Minister Emery Dosdall, who sent a team to tour Amiskwichey Academy. Certainly the idea of aboriginal schools is not a new one and there is now plenty of evidence that shows they help students to achieve academically by providing a safe environment where they are respected, where they are valued, and where their culture and identity is valued. These students emerge from graduation with self-esteem, self-confidence AND the skills to achieve their education and career goals -

That vision is as bright as before and it will not die.

We stand here before all of our partners in education, and we ask your support and your help in creating a school where Aboriginal children will succeed.

"I've never understood player coach conflicts. When I played, you worked your butt off and listened to your coach, and that was all there was to it!"

-Daryl Sutter

From: [Morin, Heather EDUC:EX](#)
To: [Ritchie, Norma J EDUC:EX](#)
Subject: RE: Sep 15 FW: Athletic Charter School Proposal w Caroline Krause et al
Date: Tuesday, September 13, 2005 10:57:17 AM

With Anne and Trish, Heather not attending.

"Perceive every child as having the potential for greatness; provide all students with the opportunity to blossom and succeed" !!!! Dr. Ernestine Riggs

Heather Morin, Education Officer
Aboriginal Education Enhancements Branch
Ministry of Education
Telephone: (250) 952 - 6688
Fax: (250) 356 - 1742
Cell: s.17
Website: www.bced.gov.bc.ca/abed

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

From: [Ritchie, Norma J EDUC:EX](#)
Sent: September 13, 2005 10:56 AM
To: [Roch, Claudia J EDUC:EX](#); [Rosborough, Trish EDUC:EX](#); [Bowers, Anne EDUC:EX](#)
Cc: [Morin, Heather EDUC:EX](#)
Subject: Sep 15 FW: Athletic Charter School Proposal et al s.22

May I confirm this meeting with Norma s.22

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

From s.22
Sent: Sunday, September 11, 2005 5:10 PM
To: [Ritchie, Norma J EDUC:EX](#)
Subject: Athletic Charter School Proposal

Hi, Norma.

As discussed during our recent phone conversation, I am sending a draft of our Charter School Proposal so that everyone can look at it ahead of time. If Heather Morin can provide some statistics on high school drop out rates of Aboriginal students in Vancouver, that would be helpful as well.

The following educators from Vancouver are planning to attend as well:

s.22

that there will not be any change in plans! We look forward to meeting the Director, Trish Rosborough, this Thursday September 15 at 10:00 am.

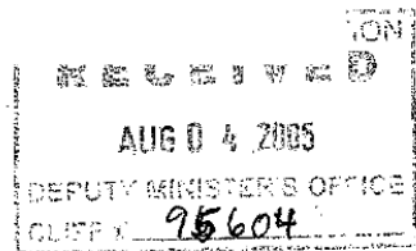
s.22

Harvey, Elda M EDUC:EX

From: s.22
Sent: Thursday, August 04, 2005 12:27 PM
To: EDUCATION, DM EDUC:EX
Subject: Request for Meeting

Dear Deputy Minister Dosdall:

s.22



To Claudia for
Follow-up

Seward, Myrna EDUC:EX

From: Irvine, Michele EDUC:EX on behalf of Roch, Claudia J EDUC:EX
Sent: Wednesday, August 17, 2005 3:29 PM
To: Ritchie, Norma J EDUC:EX
Subject: Accepted: Updated s.22 re pilot Aboriginal charter school

From: Ritchie, Norma J EDUC:EX on behalf of Rosborough, Trish EDUC:EX
To: Bowers, Anne EDUC:EX; Morin, Heather EDUC:EX; Roch, Claudia J EDUC:EX
Subject: Updated: Caroline Krause et al re pilot Aboriginal charter school

When: Thursday, September 15, 2005 10:00 AM-12:00 PM (GMT-08:00) Pacific Time (US & Canada); Tijuana.
Where: Rm: TBA

~~*~*~*~*~*~*~*~*

s.22

Caroline will also e-mail her proposal prior to Sept. 15 once she's fine-tuned it.

To accommodate up to 7 or 8 people, Rm 536 is available at 10:00 (following a regular Corporate Planning Issues meeting until 10:00). Otherwise, 413A or B is available.

Norma

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

From: s.22
Sent: Tuesday, August 16, 2005 1:52 PM
To: EDUC Aboriginal Education EDUC:EX
Subject: Re: Email to Emery Dosdall (Cliff #95604)



Thank you, Anne, for your response. I will be happy to contact Norma Ritchie to set up a meeting.

Caroline

>

s.22

> Thank you for your email sent August 4, 2005, to Emery Dosdall, Deputy
> Minister of Education, regarding your request for a meeting to discuss a
> pilot charter school for Aboriginal students in the Lower Mainland. Your
> request has been sent to this office for reply.
>
> I regret that the Deputy Minister is unable to meet with you at this time;
> however, he requested that our office follow up with you to learn more about
> your proposal. While BC has no charter school legislation, the Ministry is
> interested in initiatives that are intended to improve Aboriginal student
> achievement. Aboriginal Education Enhancements Branch staff would like to
> meet with you to discuss your ideas. If you could contact Norma Ritchie at
> (250) 356-1891, she would be pleased to arrange a meeting with you and Trish
> Rosborough, our Director. We look forward to your response.
>
> Anne Bowers, Manager
> Aboriginal Education Enhancements Branch
> Ministry of Education, Accountability Department
> Phone: (250) 356-8672
> <http://www.bced.gov.bc.ca/abed/>
>
>

From: Morin, Heather EDUC:EX
To: Ritchie, Norma J EDUC:EX
Subject: phone call
Date: Wednesday, August 17, 2005 1:55:32 PM

s.22 would like to set up an appointment with Trish. Her contact number is s.22
She would like to discuss starting a charter school called a transitional school for Aboriginal students in Vancouver.

"Perceive every child as having the potential for greatness; provide all students with the opportunity to blossom and succeed" !!!! Dr. Ernestine Riggs

Heather Morin, Education Officer
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