



Federation of
Independent School
Associations in British
Columbia

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New Deputy Minister of Education Appointed



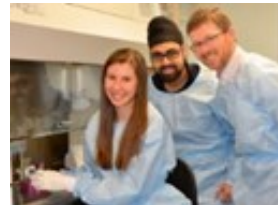
Dave Byng was appointed Deputy Minister of Education on July 28, 2014, a position previously held by Rob Wood.

Dave has held a number of senior executive roles in the BC Government, including positions with the Ministry of Jobs, Tourism and Skills Training, the Ministry of Transportation and Infrastructure, the BC Railway Company, the BC Public Service Agency, and the Ministry of Agriculture and Lands.

He has been in the BC public service for 34 years where he has led district and regional operations throughout most of the province. Dave resides in Victoria with his wife and two sons. He has a good connection to education through his wife, who has taught in many communities throughout BC and is currently teaching at an independent school in Victoria.

Rob Wood, former Deputy Minister of Education, has moved to Australia to work for the state of Victoria on a post-secondary transition plan. His wife is from Australia and he confirmed to FISA BC that this was an opportunity that would enable the family to return “home.”

York House Student Develops Rapid HIV Testing

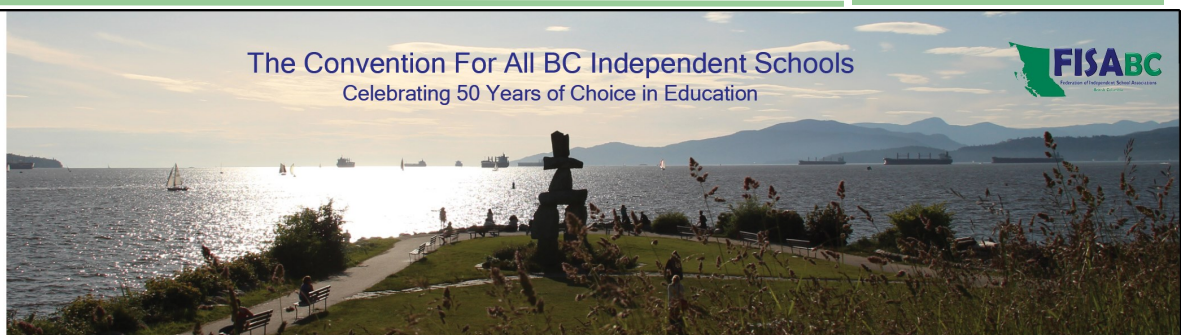


Nicole Ticea, a Grade 10 student from York House School in Vancouver, made a discovery that could save thousands of lives and potentially change the future of HIV testing across the globe.

Nicole has proven, in a lab setting, a new point-of-care HIV diagnosis test that can potentially be done outside of the lab with a pinprick of blood. Her SFU mentor and graduate student, Gursev Anmole, said, “I hope it gets completed so it can be used in places such as Africa, where the facilities aren’t available in remote regions where you take this test, and take it into the field essentially, and there you can do the testing. If you can analyze a pinprick of blood on the spot and determine whether a person has an infection or not in the early stages is important.”

Gursev has been working with Nicole since October, 2013 on developing this test. For her effort and skill, Nicole has won the LifeScience BC provincial award and the national competition in Ottawa for her discovery. The competition, called Sanofi BioGENEius Challenge Canada (SBCC), is open to students in Grades 9-12. More information is available at: <http://sanofibiogeniuschallenge.ca/>. The proposal deadline for this year is Friday, October 31, 2014.

If any independent schools have a student or students who are passionate about the biological sciences, they should talk to their biology teacher about SBCC. Schools may contact Jason Lesage, manager of communications and public relations at LifeSciences BC, 900-1188 West Georgia Street, Vancouver, BC V6E 4A2 or go to www.lifesciencesbc.ca.



Education At a Glance—2014

The Organization for Economic Co-operation and Development (OECD) has released its annual review of education systems around the world. The report offers a broad range of comparable education statistics, including indicators on student demographics, the human and financial resources invested in education, the operation of education systems and the social and economic outcomes of learning.

Canada continues to rank as one of the most educated countries in the world. Over 50% of adult Canadians hold a college diploma or university degree – the highest rate among all OECD countries. By comparison, the OECD average for 2012 was only 33%. Canada has also the highest proportion of college graduates. Twenty-eight per cent of Canadians have university qualifications, compared to an OECD average of only 24%.

The Education at a Glance – 2014 report also shows that tertiary-level qualifications are an advantage in difficult economic times. Not only does a college diploma or university degree offer greater lifetime earnings, it provides insurance against unemployment. In Canada, the unemployment rate for people with a college or university degree dropped between 2010 and 2012, from 5.4% to 5%. For those without an upper-secondary or a postsecondary non-tertiary degree, unemployment went from 12.4% to 10.8%.

Canada continues to be one of the small group of countries that are able to combine high student performance with high equity. Equity in this context means that socioeconomic factors like income and family background have little or no influence on student performance.

Additional interesting findings by the OECD:

The combined public and private expenditure on education in Canada in 2010 as percentage of the GDP was 6.8%, while the OECD average was 6.1%. The European average was 5.7% and the USA spent 6.9% of their GDP on education.

In Canada, adults with education above upper secondary (tertiary-educated) earn on average 52% more than those who have below upper-secondary credentials.

Canada's share of international students increased from 4.5% in 2000 to 4.9% in 2012. In the same period, the USA saw its share drop from 23% to 16%.

Canada is one of a group of six countries that educate more than 50% of all foreign students worldwide.

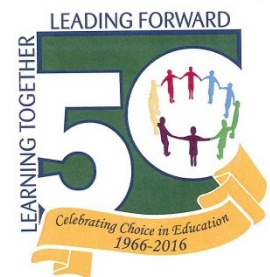
Canada has about the same percentage of 15-19 year olds who are not in school or at work (7.3%) as the OECD average (7.2%).

Primary students in Canada benefited from an average of 919 hours per year of total instruction in 2012, significantly higher than the OECD average of 789 hours per year.

For more detailed information on the OECD Review, click on the following link: <http://www.cmec.ca/9/Publications/index.html>.

Greetings from the Board of Directors

The FISA BC Board of Directors would like to wish all independent schools a very successful year in 2014-2015. We welcome new teachers, administrators and board members, and wish them success and fulfillment as they work together in creating the best learning environment where students can acquire the skills and concepts needed to succeed in life. It is a privilege to support the diversity of schools that operate in British Columbia where parents can choose the education that they feel meets the needs of their children. Best wishes for a very successful year!



K-12 Funding Allocation Review

The Ministry of Education has initiated a review of the K-12 funding allocation system during the 2014-2015 school year. The review will look at public and independent school funding allocations with the focus on determining if the current funding allocation system can be improved in any way.

An initial meeting between representatives of FISA BC and the Ministry of Education was held on August 21st, 2014 in Victoria. Follow-up meetings are planned over the coming weeks that will include representatives of independent schools. In a July 21st, 2014 letter, Minister Fassbender stated that "The Ministry of Education is committed to ensuring FISA BC is involved in this review and will provide FISA BC many more opportunities to participate in the review process moving forward."

School authorities that are interested in contributing to this review are asked to provide a written statement to FISA BC by October 31, 2014 indicating the changes they would recommend in the way that public and/or independent school funding is currently allocated.

Distributed Learning Policy Changes

Funding

FISA BC had requested an increase to the funding formula for Grade 8 and 9 cross-enrolled students to an amount similar to Grade 10 -12 cross-enrolled funding. Due to the current fiscal climate, the Ministry is unable to support an increase at this time.

However, cross-enrolled students in Distributed Learning Schools will see an increase in the funding rate from 50% to 63%, up from the previously announced 50% of the summer school flat rate.

Policy for Independent Distributed Learning Schools and the Yukon

The Ministry of Education has incorporated permission for each independent DL school to provide educational programs to Yukon students in the 2014-2015 DL agreement. The Yukon Department of Education will maintain discretion on which schools they will work with. The arrangement will be reviewed annually.

Canadian Centre for Child Protection

In the past few weeks, Cybertip.ca has seen a rise in reports from youth involving sextortion. These cases have involved offenders (posing as teenagers) secretly recording teenagers exposing themselves online and then threatening to share the sexual content if they don't pay money (often hundreds of dollars) to the individual.

In response to this emerging issue, the Canadian Centre for Child Protection has issued a Cybertip.ca Alert for parents as well as a tip sheet on how parents can talk to youth about online extortion:

Alert: https://protectchildren.ca/app/en/media_release_201409_sextorionists_teens



October 1st is Senior's Day



The Minister of State for Seniors, the Hon. Alice Wong, has announced that October 1st is Seniors Day in Canada. She is inviting individuals and organizations to use this day to honour and celebrate seniors for the valuable contributions they have made, and continue to make, to our families, workplaces and communities.

Many independent schools celebrate grandparents' day in honour of the support that grandparents give to their grandchildren as well as to the school. It seems logical that these celebrations can be combined to honour both grandparents and seniors.

FISA BC encourages independent schools to use this day to thank and celebrate the work that grandparents and seniors have done in your families, schools, communities and country. For more information contact: www.seniors.gc.ca.

Dry Grad Celebrations in 2014

1,886 graduates from thirty-three independent schools participated in Dry Grad activities funded by a \$14,162.96 grant from the BC Liquor Distribution Branch (BC LDB) last June. FISA BC sent a letter of thanks to the BC LDB for these funds that assisted independent schools in celebrating graduation in a safe and responsible manner.



Independent Schools Serve the Public Good

In a recently published article entitled "Toward a Warmer Climate for Ontario's Private Schools," Dr. Derek Allison draws on a brief to the Shapiro Commission in 1985, written by Dalton McGuinty Sr., in which the senior McGuinty outlines some of his reasons for the support of independent schools in Ontario. This information may not be new to readers, but it bears repeating at a time when detractors of independent schools call for the elimination of partial public funding for such schools in some provinces. Allison's article can be found at: go.cardus.ca/warmerclimate.

McGuinty Sr. points out that non-public schools have the right to exist because they "effectively serve the needs of their pupils and parents, and society, by fulfilling the basic function of school" (Allison, Cardus Education: 2014, p 10). He asks the rhetorical question whether it can be shown that non-public schools are "inadequate as schools," or "academically inadequate" or whether they "fail to serve the common good of society, or exert an influence contrary to that good." Criticism along these lines directed at non-public schools is hardly ever substantiated except in extreme cases that are then held up as examples of all non-public schools.

Recent Canadian research shows private school graduates not only tend to similar or higher levels of post secondary education and employment than do their public school counterparts, but also indicate higher scores on a wide range of social, civic and political participation measures (Penning, Sikkink, Van Pelt, Van Brummelen and Von Heyking, 2012).

McGuinty Sr. suggests that the test for non-public schools should concern how "they efficiently serve the needs of their pupils and parents, and society, by fulfilling the basic function of the school." This is determined by asking whether they are "adequate as schools" or whether they are "academically inadequate," or whether they "fail to serve the common good of society, or exert an influence contrary to that good."

There are two outcomes of both public and non-public education, which are the private good conferred on, and the public good conferred by, their graduates. As a private good, education provides individuals and families with access to improved employment, enhanced income, and elevated social status. As a public good, education benefits all by fostering a stable, orderly, enlightened society; and promoting a productive economy and

consequently an enriched tax base. These two outcomes are true in both public and non-public schools. Students educated in non-public schools inevitably contribute to the communities and the broader society in which they participate, just as those educated in the public schools stand to reap the private benefits of their education, even though it is fully paid by public funds.

There are two ways in which reciprocity can be impeded: by somehow excluding graduates from the society that nurtured them, or by exposing students to an education which harms society. Some opponents of 'private' schools suggest that they have the potential to teach and inculcate knowledge and values that threaten to harm society. However, that potential resides in all schools, non-public and public alike. Some have suggested that the educative-bureaucratic complexity of public education poses a greater and more immediate threat to social harmony and continued economic development than independently established and operated schools could ever do. [Note the recent labour unrest in the public sector in BC and the impact it has had on students, families and the economy of the province.]

Independent schools are inherently diverse and competitive, allowing parents to choose an education for their children that will promote, protect, and preserve their values. Public schools typically allow parents to have less meaningful choice and ultimately operate as agents of the state, making them vulnerable to capture by political ideology and special interests.

In either system, schools, their teachers, leaders, trustees or other governors, parents, and supporters have an obligation to ensure that the education dispensed operates within properly established social standards which will be promulgated by the politically accountable legislature, administered by qualified officials, interpreted and upheld by the courts, and rooted in shared values.

As Shapiro states, "There should be no legal public monopoly in education, and private (independent) schools that meet the minimum standards specified by the government in terms of its obligation to both society and individual children should have a clear status in recognition both for the rights of citizens to make alternative choices and of the general value of diversity" (Shapiro, 1985, p. 40).

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in British Columbia

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