Financial Literacy and the New Math Curriculum

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ON THE COVER  Nichole Van Sickle – Maple Creek Middle School
Port Coquitlam
Photograph by Hamid Attie
THE MANDATE OF THE TEACHER REGULATION BRANCH

The Teacher Regulation Branch is part of the Ministry of Education. Its mandate is to regulate educators and it is empowered through the Teachers Act to ensure that educators who work with students in BC classrooms are competent and suitable for the important role they play in society.

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DOLLARS AND SENSE: NEW MATH CURRICULUM EMPHASIZES FINANCIAL LITERACY

Whether they are saving their allowance for a special purchase, figuring out the most economical cell phone plan or developing a budget to see them through their post-secondary education, students need financial literacy skills so they can make smart money decisions.

BC’s redesigned math curriculum aims to provide students with a solid grounding in money management and help them develop their financial skills in a consistent and cohesive way as they progress through school.

“Financial literacy came up as an important topic when we began redesigning the math curriculum,” says Nancy Walt, Director of Curriculum and Assessment at the Ministry of Education. “Although the current curriculum introduces students to these topics, the development team wanted to ensure that the redesigned curriculum clearly emphasized financial literacy.”

With one of the goals of the renewed curriculum being to “ensure that students are financially literate and able to make sound financial decisions,” the curriculum development team created the following definition:

Financial literacy is the knowledge and understanding of financial concepts, and the skills, motivation, and confidence to apply this knowledge and understanding in making effective and accurate decisions across a range of financial contexts.

BC’s decision to make financial literacy a more explicit topic within the curriculum is part of a growing global trend. The Programme for International Student Assessment (PISA) began assessing financial literacy alongside its assessment of reading and mathematical and scientific literacy in 2012; 15-year-olds in BC will take part in PISA’s financial literacy assessment starting in 2015.
David Chiang, Senior Director of Member Services at the Institute of Chartered Accountants of British Columbia, applauds the increased interest in this area, saying that financial literacy is a life skill that students need to develop early on, before they mature into adults.

“It’s certainly not a new topic, but it is an important one. The cost of living is so much higher these days, making it that much more challenging – and vital – for young people to have the knowledge to make good financial decisions about earning, saving, spending, sharing and investing.”

Students in today’s classrooms will be graduating into an uncertain future. Median incomes in BC have grown modestly over the last 30 years, yet as Mr. Chiang notes, the cost of living has increased dramatically. Average university tuition costs across the country, for example, have tripled since 1990.

Mr. Chiang says that young people most often learn about money management from their parents. In 2011, the Canadian Institute of Chartered Accountants (CICA) surveyed more than 1200 Canadian youth aged 16 to 22 to assess their awareness and understanding of financial matters. Over 80 percent of respondents identified their parents as their primary source of financial information.

However, in a 2010 CICA study, two-thirds of Canadian parents surveyed said they didn’t believe they were very successful at teaching their children about money. Given that BC’s consumer debt per capita was the highest in the country in 2012, and that 43 percent of Canadians carry credit card balances from month to month, there is clearly a need for financial education from many sources.

In 2009, the federal government commissioned a task force to explore ways to strengthen Canadians’ financial literacy. The task force concluded that “financial literacy requires lifelong learning, which must start at school and accompany Canadians through their key life events.”

Introducing the fundamentals of money management within the school curriculum is also seen as a strategy for contributing more than 1200 Canadian youth aged 16 to 22 to assess their awareness and understanding of financial matters. Over 80 percent of respondents identified their parents as their primary source of financial information. However, in a 2010 CICA study, two-thirds of Canadian parents surveyed said they didn’t believe they were very successful at teaching their children about money. Given that BC’s consumer debt per capita was the highest in the country in 2012, and that 43 percent of Canadians carry credit card balances from month to month, there is clearly a need for financial education from many sources.

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Introducing the fundamentals of money management within the school curriculum is also seen as a strategy for contributing
to a more equitable society. Studies show strong links between financial literacy and a family’s economic standing. Levelling the playing field by introducing these concepts into the school curriculum may bring about more equal opportunities for all.

With BC in the midst of a major curriculum review process, now is an ideal time to rethink how financial literacy is taught across grades and subjects.

“The current math curriculum includes financial literacy; in the redesigned curriculum, we are just making it more explicit,” says Ms. Walt. “So where financial literacy topics might have been included in achievement indicators or assumed in teacher lesson plans, we are now bringing them into the learning standards from kindergarten through Grade 9. We’re also trying to make financial literacy topics more cohesive across the grades and across subjects.”

The redesigned curricula offer a balanced approach: one that focuses on developing students’ fundamental skills and that emphasizes the importance of abstract understanding. Numerate, knowledgeable and mathematically
flexible students should not only be able to calculate, but they should also be able to explain what that calculation represents.

Personal budgets, which were explored in Planning 10, will now be introduced as early as Grade 5, by having students create simple financial plans, and then later developed in Grade 9, when students will create simple personal budgets. The curriculum development team felt that it is developmentally appropriate to introduce budgeting at earlier grade levels, as many students will soon be working at part-time or summer jobs, they are interacting with money on a daily basis and they may even be selecting and paying for their own phone plans.

These students are also just a few years away from facing a complex set of decisions about their future. Getting a job, pursuing post-secondary education, applying for student loans, moving away from home – these are all significant events that require young people to understand a broad range of financial issues.

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ORGANIZATIONAL CHANGES TO THE MINISTRY OF EDUCATION

The Ministry of Education has been restructured to better serve the public and the education sector. As a result, the Teacher Regulation Branch has been moved from the Governance, Legislation and Regulation Division to the Partner Relations Division, led by Assistant Deputy Minister Paige MacFarlane. The TRB also welcomes Wilma Clarke as Executive Director, whose most recent position was as Executive Director of Advocacy Services with the Office of the Representative for Children and Youth. Joining Ms. Clarke is former Director of Finance and Operations at the TRB, Monica Winter, who begins her new role as Director of Certification – a position previously held by Shawn McMullin. Mr. McMullin and Laura Bickerton, former Director of Professional Education and Communications, have accepted other roles within the Ministry to continue to support teacher success.

ANNUAL FEE FOR 2014-2015

For certificate holders to retain valid BC Ministry of Education teacher certification, the annual fee of $80 must be paid by May 31, 2014. Under the Teachers Act, boards of education and independent school authorities must deduct this fee from the pay of the certificate holders they employ. If you are a certificate holder employed in these systems, you do not need to submit a fee. If you are a certificate holder not employed in one of these systems, please refer to bcteacherregulation.ca/CertificateServices/FeelInformation.aspx for more information on how to pay the fee.

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BRITISH COLUMBIA TEACHERS’ COUNCIL MEETING DATES

The British Columbia Teachers’ Council meetings are open to the public and are held at the Teacher Regulation Branch office at 400-2025 West Broadway in Vancouver. The next meeting of the Council is scheduled for April 16 and 17, 2014. The Council receives its mandate from the Teachers Act. It is responsible for setting standards for teachers in areas of teacher education, certification, conduct and competence. Visit bcteacherregulation.ca/AboutUs/Council.aspx to learn more about the mandate, composition and future meetings of the Council.

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Believing that students are most engaged when their classroom learning is deeply connected to the world beyond the school, Nichole Van Sickle has created a fully functioning economy within her Grade 6/7 French Immersion class.

Along the way, her students at Port Coquitlam’s Maple Creek Middle School have learned about everything from payroll deductions and budgeting to the basics of starting a business and the importance of avoiding credit card interest charges.

At the start of the school year, students apply for various classroom jobs (such as garbage cleaner, banker or homework monitor) by submitting their resumés and being interviewed by Ms. Van Sickle. Different jobs have different salaries, and students are paid twice a month in the classroom’s “currency,” with deductions taken for EI, CPP and tax.
Students also pay rent on their desks, with each area of the room (or “neighbourhood”) costing a different amount. If students are able to save five percent of the purchase price of their desk over the year, they can make a down payment and take out a mortgage, complete with interest charges. At the end of the year, the class will do an activity to see if each property has gone up or down in value.

“I also ask each student to prepare a monthly budget,” says Ms. Van Sickle. “On the expense side, they need to account for their rent or mortgage payments, utilities (a charge for the right to go to the washroom or get a drink from the water fountain during class time), food (the privilege of being able to eat in class) and entertainment (being allowed to listen to an iPod while working). Other expenses include fines, which are given out for not completing homework, arriving late for class, speaking in English and other classroom infractions.”

Students can also generate additional income by joining school clubs or by starting a business. “One girl built Christmas decorations that she sold for classroom money,” says Ms. Van Sickle. “Other students have started businesses to sell popcorn and other treats. Last year, one enterprising student purchased the right to sit on an exercise ball during class (which is a high-cost item) and then rented out his ball on a block-by-block basis to other students.”

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“Initially, some of them were nervous about the idea and reminded me that they are, after all, only 12. But this is a great age to learn about financial literacy in a very real way.”

– Nichole Van Sickle
And, just as in real life, some students have a harder time balancing their income and expenses. Last year, as a result of hefty fines, a student was unable to pay rent and became “homeless,” losing his privilege to sit at a desk. (Ms. Van Sickle notes that she does have a homeless shelter – a desk next to hers – that students can use while they save enough money to rent their desks again.)

The homeless student brought his guitar to school and busked for classroom money before class; students’ donations allowed him to pay his rent and get his desk back.

Ms. Van Sickle has done everything possible to give her students first-hand knowledge of the world of money and finance. Students write cheques to cover their rent. They have in-class credit cards for making purchases – with 21 percent interest charged for overdue balances. If they wish, they can “virtually invest” their earnings in the stock market. And come tax
time, she gives them individualized T4 slips so they can file their taxes and receive a tax return.

Twice a year, Ms. Van Sickle organizes an auction where students can bid on an array of highly coveted items – including iTunes gift cards and Playland passes. They use the classroom “money” they’ve managed to earn over the year to make their purchases.

Student response has been overwhelmingly positive. “Initially, some of them were nervous about the idea and reminded me that they are, after all, only 12,” says Ms. Van Sickle. “But this is a great age to learn about financial literacy in a very real way.

“I’ve been very impressed by my students: when I launched this concept in the fall of 2012, my students came up with all sorts of ideas and pushed the program in directions I hadn’t anticipated. They truly see the real-world connections to what they are learning in class.”

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Last summer, Charmian Bland and her colleague Mary-Anne Jean took a life-changing trip to Bungoma, Kenya with Habitat for Humanity. In the process, they also inspired their students at Captain James Cook Elementary School in Vancouver to learn about and help children living in very different circumstances.

It all started at We Day. For many years, Grade 5/6 teacher Ms. Bland and youth and family worker Ms. Jean took their students to the annual event, where they would leave with a renewed passion to take action and help others.

Last year, Ms. Bland and Ms. Jean took their volunteer efforts outside of their community and worked with Habitat for Humanity to build houses in an impoverished area of Kenya. Ms. Bland organized a school-wide campaign to inform Cook Elementary students about the needs of a community far away from southeast Vancouver.

She began with a slideshow on Bungoma. “Seeing photos of children from another part of the world had a big impact on our students, particularly seeing what their homes and school look like compared to what we have here. Students were also interested in getting involved..."
in the project because it was a teacher they knew that was going – there was a sense of excitement, and they trusted that I would take their donations directly to this community in need.

“The students spent just two weeks raising money for the project. Through a ‘buy a brick’ fundraiser, Cook Elementary students sold paper bricks for two dollars each. The student’s name was written on each brick they purchased or sold, and the paper bricks were then used to create houses on the school walls that represented the homes to be built in Kenya.

“Our goal was to raise $500,” says Ms. Bland. “But the kids raised over $1100, which was absolutely wonderful.”

At the end of the school year, Ms. Bland travelled to Bungoma, where she and Ms. Jean joined 25 other volunteers from around the world. Under the guidance of a foreman from the local community, the volunteers built two homes – one for a single mother and her son, and another for a young couple with four children.

“The foreman taught us to do everything, using just a string, a plumb line and locally made bricks and mortar. Together, we did all the

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mixing and digging and mortar work. I loved learning the skills and the hard labour involved in building the homes.”

Before leaving for the trip, Ms. Bland used some of the money raised by her students to purchase school supplies, which she took with her to Bungoma. “I pulled them out one day when there must have been 40 children of all ages there,” she says. “Without guidance, each child took exactly one piece of paper and one pencil crayon and found a place to sit down and draw and write. They were overjoyed and so eager to show me their work. I learned from my Habitat for Humanity team leader that the students had never used coloured pencils before, and would likely never have access to them throughout their schooling.”

She also says that being part of a close-knit community, even for just two weeks, was also a very special experience. “This trip was not about being a tourist,” says Ms. Bland. “The opportunity for me to spend time in this part of Kenya for a short period was so meaningful. Looking back, the children in the community really stand out for me – their incredible warmth, joy and sense of fun. So too does being treated like a community member, welcomed into a brick and dirt home and dancing in the kitchen with the women. It was humbling and memorable.”

For her students in Vancouver, the fund-raising campaign gave them the opportunity to learn more about children in another part of the world and to make a significant difference to two families in Kenya. For Ms. Bland, her students’ enthusiasm for the campaign made her very proud. “I was very moved by how excited they were and how hard they worked to support me,” she says. 

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One of the five key elements of the BC Education Plan is learning empowered by technology. The development and implementation of a new common student information service to replace BCeSIS is one initiative that will help us make better use of technology in schools to the benefit of both teachers and students.

BCeSIS has long been overdue for replacement. BC educators need an information and reporting system that is robust, web-accessible, flexible and that can be used to support personalized learning from kindergarten through to Grade 12.

In the spring of 2011, a consulting firm was hired to review BCeSIS and recommend a way forward. In December 2011, all education partner organizations and stakeholder groups were invited to provide feedback on the report’s recommendations and to define the high-level requirements and features of their ideal student information system.

This feedback was then used to create a requirements checklist that formed some of the criteria for a competitive bid process. Education partners from across the K-12 sector, including teachers, counsellors, district staff and administrators, vice-principals and principals, as well as technologists, were instrumental in developing the requirements, evaluating products and making the final selection.

On November 5, 2013, the Ministry of Education entered into a 12-year contract with Fujitsu Consulting (Canada) Inc. to deliver ConnectEdBC, a new hosted student information service. ConnectEdBC will be built around Follett Corporation’s Aspen Student Information System software, selected for its proven ability to support the BC Education Plan’s focus on personalized learning and other key BC requirements. Follett’s software is currently being used by more than one million students in the United States and United Kingdom.

ConnectEdBC is a province-wide solution that maintains a single record for each student throughout their entire education journey, from pre-kindergarten to high school graduation. Some of its features include:

- A secure web-based portal, accessible through all browsers (including mobile devices), to provide educators, parents and students with real-time access to student records, assignments and learning resources.
- The ability for educators to collaborate and share learning materials across schools or districts.
- Features and flexibility that support personalized learning, group collaboration, special needs and flexible scheduling options.
- The ability for parents and students to monitor progress on a continual basis and communicate securely with educators and school-based staff.
- Security and privacy management, backup, archiving and disaster recovery services, and ongoing user support and training.
Starting in the fall of 2013, a number of awareness sessions and demonstrations of the software have been held with stakeholder partners including the BC Teachers’ Federation, BC Principals’ and Vice-Principals’ Association, BC Confederation of Parent Advisory Councils, Federation of Independent School Associations and the BC enterprise Student Information System consortium. In addition, a series of online demonstrations have been held for audiences of teachers, parents and school district and ministry staff.

ConnectEdBC will be rolled out starting in April 2014, and will be implemented province-wide by early 2016.

Learn more

- To view a recorded demonstration of the system’s features and functions, please visit sisimplementation.ca.
- For background information about the collaborative process used to develop the system requirements for ConnectEdBC, please visit bcedplan.ca/actions/technology/request-for-proposals.php.
THE BC SCHOOL FRUIT AND VEGETABLE PROGRAM IS GROWING

Since 2005, the BC School Fruit and Vegetable Nutritional Program has delivered healthy fruit and vegetable snacks to schools across BC. With over 1400 public and First Nations schools currently participating, more than 523,000 students are receiving fresh fruit and vegetables every second week throughout the school year. Each delivery includes a handout called “The Scoop on this Week’s Snack,” which gives teachers and students information on where and how the produce is grown. In the fall of 2013, the program was expanded to include the delivery of milk to all Kindergarten to Grade 2 students in participating schools.

Run by the non-profit BC Agriculture in the Classroom Foundation and funded by the BC Ministry of Health under Healthy Families BC, the program encourages students to make healthier eating choices and become more aware of the variety of produce grown in BC.

To learn more, please visit sfvp.ca. You can also view a documentary video on the program at vimeo.com/58410360.
IN THE PUBLIC INTEREST: A FOCUS ON BOUNDARIES FOR EDUCATORS

By the Honourable Bruce Preston, Commissioner for Teacher Regulation

John is a popular secondary school teacher. He runs the school guitar club and organizes the annual talent show. Students like to hang out in John’s class during their breaks and sometimes after school. He plays music and talks with them casually, about school, friends and their lives. However, one student developed a particular fondness for John and would often seek him out for conversation during and after school hours. They became overly close, sharing intimate details of their lives with each other, and John’s colleagues were concerned that he was falling into an unhealthy relationship.

Megan is a highly respected Grade 5 teacher. She is admired by her colleagues and often provides leadership in developing curriculum and modeling teaching. Parents always want their children to be placed in her class. But Megan went through a difficult breakup of her marriage. On days when she was feeling especially down, she would share stories with her class about her marriage troubles and her feelings about her breakup and her husband.

Both of these educators are highly effective classroom teachers, popular and respected by parents, administrators and colleagues. However, they both found themselves in situations that resulted in regulatory action and discipline. Why?

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As professionals, educators need to be keenly aware of the boundaries of their relationships with students. Great teachers can develop great relationships with most, if not all, of their students. However, they also need to understand that these relationships have to stay within appropriate professional boundaries.

Teachers are role models, and they have an incredible impact on the young lives that they touch. In this position of trust, teachers are responsible for how they use their authority and influence, whether intentionally or unintentionally.

Boundary issues and how they can occur
Unlike pedophiles who deliberately victimize children, it is probably safe to assume that neither John nor Megan intended to engage in behaviour that could be harmful to students and to the profession. However, both of these teachers crossed boundaries as they stumbled into areas that blurred the lines between the personal and the professional.

As an educator, you ought to make a point of periodically asking yourself the following questions:

• Do I favour any particular students?
• Am I involved in the private affairs of my students or they in mine?
• Do I seek emotional comfort or validation from any students?
• Do I go too far trying to ensure that my students like me?
• Am I aware of those times when a student may be overly fond of me? What have I done to ensure that the relationship does not fall into an inappropriately close connection that could be interpreted negatively?
• Am I spending time with a student in areas, such as personal counselling or therapy, that go beyond my role as a teacher?

It is important to remember that your professional values and responsibilities as articulated in the Standards for Educators in BC are more important than any sense of needing to be liked by others, to please others or to be seen as “the cool teacher.” While you must establish a professional rapport with your students, you are not their friend and you are not their parent – you are their teacher or administrator.

As a professional educator, you must appreciate your position of trust and authority with students and provide an ethos of care without moving beyond the boundaries defined by your role as a professional. This is an important and rewarding role that will benefit students and ensure that you remain within the bounds of the Standards.

If you have questions about this issue, please contact the Teacher Regulation Branch to speak to an Intake Officer. We would be happy to assist you.

Within professional boundaries, teachers can have inspiring and transformative relationships with their students.
FROM THE OFFICE OF THE COMMISSIONER FOR TEACHER REGULATION: DISCIPLINE CASE DECISIONS AND CASE SUMMARIES

The Commissioner for Teacher Regulation oversees the process by which reports or complaints about the conduct or competence of certificate holders in both the public and independent school systems are addressed. As the operational arm of the regulatory structure, the Teacher Regulation Branch (TRB) provides administrative support to the Commissioner.

Together, we are committed to ensuring a safe learning environment for students and that all educators are fit and competent for the important role that they play. By publishing the outcomes of discipline cases, we enhance the transparency of the processes and decisions made with respect to complaints and reports about educators. Publication is also a means of ensuring accountability for the educators involved, as well as articulating the standards expected of all certificate holders.

Discipline outcomes are summarized below and will appear on the TRB website at bcteacherregulation.ca/ProfessionalConduct/DisciplineDecisions.aspx

The Standards for educators in British Columbia can be found on the TRB website at bcteacherregulation.ca/Standards/StandardsOverview.aspx

Consent Resolution Agreements

CERTIFICATE HOLDER Kelly John Agar
AGREEMENT Professional Misconduct/Standard 1
DISPOSITION Reprimand

Kelly John Agar admitted to professional misconduct and agreed that his conduct was contrary to Standard 1. In February 2012, a district made a report to the BC College of Teachers describing an incident in Mr. Agar’s Grade 7 English class when he asked students to work on an assignment. When Mr. Agar found a female student working on social studies, he told her that she was driving him crazy by not working on the assignment, put his hands around her neck and pretended to choke her. She was scared, upset and shocked. Mr. Agar then gestured towards the student with a ruler in an intimidating fashion. When the student asked to see the principal, Mr. Agar...
initially resisted the request. When the student returned to the classroom, Mr. Agar took out a glue stick, removed the lid and held it close to the student’s face, asking if she was ready to work or whether he would have to stick her there to get her to work. This made the student uncomfortable and she returned to the principal in tears. The school principal issued a letter of discipline and a letter of direction to Mr. Agar. On August 8, 2013, the Commissioner executed the consent resolution agreement in which Mr. Agar agreed to a reprimand pursuant to sections 53(3)(c) and 64(a) of the Teachers Act.

CERTIFICATE HOLDER James Tom Barski
AGREEMENT Incapacity
DISPOSITION Certificate of Qualification relinquished

James Tom Barski admitted to not having the capacity to carry out the professional duties and responsibilities of a teacher because of mental illness and agreed to relinquish his certificate. In 2010 and 2011, the College received three separate district reports indicating that Mr. Barski had humiliated and distressed students, engaged in unwanted and unsolicited attention to a female staff member and acted unprofessionally in his class. The district terminated his employment following an investigation into further allegations, but a grievance was filed and the district agreed to withdraw the termination and allow Mr. Barski to resign. On August 27, 2013, the Commissioner executed the consent resolution agreement in which Mr. Barski agreed to relinquish his certificate and that, should he ever apply for a new teaching certificate, his application will be referred to the Director of Certification pursuant to section 30 of the Teachers Act.

CERTIFICATE HOLDER Paul Andrew Belanger
AGREEMENT Professional Misconduct/Standard 1
DISPOSITION Reprimand/Agreement that the certificate holder will complete the TRB’s workshop on boundaries

Paul Andrew Belanger admitted to professional misconduct and agreed that his conduct was contrary to Standard 1. In April 2013, the TRB received a district report indicating that, during a Grade 10 math class, Mr. Belanger used inappropriate language, including swearing and calling a student an obscene name, before dismissing the class before the end of the period. On other occasions, he used inappropriate language in class or played games addressing topics not related to school, making some students uncomfortable. Mr. Belanger also marked a student’s test in front of the class and commented on her performance, which caused distress and embarrassment to the student, who cried in class. The district suspended Mr. Belanger without pay for five days and required him to take the TRB’s workshop on boundaries. On September 5, 2013, the Commissioner executed the consent resolution agreement in which Mr. Belanger agreed to a reprimand pursuant to sections 53 and 64(a) of the Teachers Act. He also agreed to successfully complete the TRB’s workshop on boundaries.

CERTIFICATE HOLDER Gordon Ivor Bibby
AGREEMENT Professional Misconduct/Standards 1, 2 and 3
DISPOSITION Agreement that the certificate holder will complete the TRB’s workshop on professionalism and boundaries, provide reports from his medical practitioner and follow a treatment plan

Gordon Ivor Bibby admitted to professional misconduct and agreed that his conduct was contrary to Standards 1, 2 and 3. Between July 2010 and November 2011, the College received three district reports about Mr. Bibby. The reports described disrespectful comments to and inappropriate interactions with students, which included Mr. Bibby responding sarcastically to a student and mimicking the same vulgar language the student had used, telling two Grade 9 students that their school work was “Grade 3 work” and ripping it up, and making comments to a student that the student perceived as relating to the student’s family financial situation. The district issued letters of discipline and suspended Mr. Bibby without pay three times. During the course of the final district
investigation, Mr. Bibby took responsibility for his behaviour and explained the steps he had taken to become more self-aware and modify his behaviour. Mr. Bibby began receiving medical treatment in 2011 and reports indicated that his condition caused or contributed to his earlier behaviour. Mr. Bibby was on a medical leave and continued to receive treatment between October 4, 2012 and June 30, 2013. On August 27, 2013, the Commissioner executed the consent resolution agreement in which Mr. Bibby agreed to limitations and conditions on his certificate pursuant to section 64(h) of the Teachers Act, including completing the TRB’s workshop on professionalism and boundaries and providing a medical practitioner’s report confirming Mr. Bibby’s fitness to teach.

CERTIFICATE HOLDER Joseph Burke
AGREEMENT Professional Misconduct/Standard 1
DISPOSITION Reprimand

Joseph Burke admitted to professional misconduct and agreed that his conduct was contrary to Standard 1. In February 2013, the TRB received a report from an independent school indicating that on January 29, 2013, Mr. Burke had disciplined students in a Grade 8 class with a detention. During the detention he had the students kneel on the floor holding their hands over their heads for three to four minutes and then stand in the same posture for two to three minutes. On February 1, 2013, the school suspended Mr. Burke with pay, and on February 13, 2013, Mr. Burke retired from teaching. Mr. Burke’s certificate was suspended on July 1, 2013 for non-payment of the annual practice fee. On September 17, 2013, the Commissioner executed the consent resolution agreement in which Mr. Burke agreed to a reprimand pursuant to sections 53 and 64(b) of the Teachers Act.

CERTIFICATE HOLDER Sandra Marie Careen
AGREEMENT Professional Misconduct/Standard 1
DISPOSITION Certificate of Qualification suspended for five months

Sandra Marie Careen admitted to professional misconduct and agreed that her conduct was contrary to Standard 1. In 2009, a College investigator advised the Registrar that, during the course of investigating another College member, it was discovered that Ms. Careen was aware of sexually explicit text messages between the teacher and a student. The student involved came directly to Ms. Careen with the information. Ms. Careen failed to report the matter to administration or to other authorities, including the Ministry of Children and Family Development, and further counselled the teacher not to report the matter to administration. Following a criminal trial, the teacher was convicted of sexually exploiting the student. The school authority suspended Ms. Careen for one month without pay and required her to apologize to the student. On August 27, 2013, the Commissioner executed the consent resolution agreement in which Ms. Careen agreed to a five-month suspension of her certificate effective September 1, 2013, pursuant to sections 53(3)(c) and 64(b) of the Teachers Act.

CERTIFICATE HOLDER Brenda Irene Eaves
AGREEMENT Professional Misconduct/Standard 2
DISPOSITION Reprimand

Brenda Irene Eaves admitted to professional misconduct and agreed that her conduct was contrary to Standard 2. In February 2013, the TRB received a district report indicating that, on a number of occasions, Ms. Eaves used her district-issued credit card to purchase fuel, despite the guidelines that prohibit the use of the card to buy gasoline and personal items. Ms. Eaves failed to provide a plausible explanation for the unauthorized purchase of gasoline, and the district concluded that Ms. Eaves knowingly misused the card. The district suspended Ms. Eaves for six days without pay and required her to reimburse the district for $432.99. On October 3, 2013, the Commissioner executed the consent resolution agreement in which Ms. Eaves agreed to a reprimand pursuant to sections 53 and 64(a) of the Teachers Act.
CERTIFICATE HOLDER Jason Matthew Epp
AGREEMENT Professional Misconduct/Standards 1 and 2
DISPOSITION Certificate of Qualification cancelled/Agreement that the former certificate holder will not apply for, nor will he be issued, a teaching certificate or letter of permission for six years

Jason Matthew Epp admitted to professional misconduct and agreed that his conduct was contrary to Standards 1 and 2. In May 2010, the College received a district report indicating that, on May 3, 2010, Mr. Epp had been suspended. During the 2002-2003 school year, while he was teaching a Grade 2 class, Mr. Epp was observed with a student on his lap, holding students’ hands and rubbing a student’s shoulders and arms. District staff met with Mr. Epp to discuss personal boundaries. In 2003, Mr. Epp was observed seated with his arm around a student’s waist, and in 2004 he was observed holding a student’s hand. After each incident, the district directed Mr. Epp to avoid inappropriate physical contact with students. In 2009, a district employee observed another incident. From May 4, 2010 to the date of execution of the consent resolution agreement, Mr. Epp was not permitted to teach students under the age of 18. In October 2010, the College received a notice from the Ministry of Public Safety and the Solicitor General advising that a determination of risk had been made regarding Mr. Epp under the Criminal Records Review Act. In January 2012, the district provided further information to the TRB. On August 27, 2013, the Commissioner executed the consent resolution agreement in which Mr. Epp agreed to the cancellation of his certificate pursuant to sections 53 and 64(e) of the Teachers Act and that he will not apply for, nor will the Director of Certification be required to issue to him, a teaching certificate or letter of permission for six years ending July 31, 2019.

CERTIFICATE HOLDER Murray Alan Garland
AGREEMENT Professional Misconduct/Standards 1, 2, 3 and 4
DISPOSITION Certificate of Qualification suspended for six months

Murray Alan Garland admitted to professional misconduct and agreed that his conduct was contrary to Standards 1, 2, 3 and 4. From November 2010 to February 2013, the College and subsequently the TRB received five district reports indicating that Mr. Garland had engaged in disrespectful, derogatory and demeaning verbal interactions that were harmful to students’ emotional safety and inappropriate physical contact with students. This included Mr. Garland grabbing a male student’s arm and then touching a female student’s stomach during gym class. As a result of these and other incidents, the district issued warnings and a letter of direction and suspended Mr. Garland twice before imposing a forced transfer to another school. Mr. Garland continued to interact inappropriately with students and refused to meet with school and district administration. The district suspended Mr. Garland for two days without pay. Mr. Garland resigned effective January 31, 2013. On August 27, 2013, the Commissioner executed the consent resolution agreement in which Mr. Garland agreed to a six-month suspension of his certificate beginning September 3, 2013, pursuant to sections 53 and 64(b) of the Teachers Act.

CERTIFICATE HOLDER Robert Sidney Hammond
AGREEMENT Professional Misconduct/Standards 1 and 2
DISPOSITION Reprimand

Robert Sidney Hammond admitted to professional misconduct and agreed that his conduct was contrary to Standards 1 and 2. In April 2013, the TRB received a district report indicating that, in March 2013, Mr. Hammond made sexist and derogatory comments to female students. The district issued a letter of discipline. On August 20, 2013, the Commissioner executed the consent resolution agreement in which Mr. Hammond agreed to a reprimand pursuant to sections 53 and 64(a) of the Teachers Act.
Christopher Charles Ingvaldson admitted to professional misconduct and conduct unbecoming a certificate holder, and he agreed that his conduct was contrary to Standards 1 and 2. On June 4, 2010, Mr. Ingvaldson was charged with four counts of accessing, possessing and distributing child pornography contrary to section 163.1 of the Criminal Code. In October 2012, he pleaded guilty to one count of accessing child pornography and one count of possessing child pornography, and he was sentenced to three months incarceration followed by two years of probation for the charge of possession of child pornography. A stay of proceedings was entered regarding the charge of accessing child pornography. On July 11, 2013, the Commissioner executed the consent resolution agreement in which Mr. Ingvaldson agreed that he will not apply for, nor will the Director of Certification be required to issue to him, a teaching certificate or a letter of permission to teach. His certificate was cancelled in November 2011 for non-payment of the annual practice fee.

Margaret Kay Lajoie admitted to professional misconduct and agreed that her conduct was contrary to Standard 2. In February 2013, the TRB received a district report indicating that on 15 occasions between November 2010 and September 30, 2012, Ms. Lajoie falsely claimed sick leave for days when she was not sick but rather attending medical appointments. Ms. Lajoie also submitted a professional development plan for a rainforest flora and fauna tour of Stanley Park and a visit to the Vancouver Aquarium for October 19, 2012. However, without advising her principal of a change, she performed personal errands, completed Internet research of invasive species and walked in a local park. The district suspended Ms. Lajoie for ten days without pay. On September 26, 2013, the Commissioner executed the consent resolution agreement in which Ms. Lajoie agreed to a reprimand pursuant to sections 53 and 64(a) of the Teachers Act.

Thomas Christian Larisch admitted to professional misconduct and agreed that his conduct was contrary to Standard 2. In July 2012, the TRB received a district report indicating that, on two separate occasions, Mr. Larisch went on vacation but inappropriately used sick leave days for the time off. On one of the occasions, he emailed a school administrator from his district email account stating that he planned to use a sick day because he would not return to work on time from his vacation. He later admitted to and apologized for his actions. The district suspended him for one day without pay. On July 23, 2013, the Commissioner executed the consent resolution agreement in which Mr. Larisch agreed to a reprimand pursuant to sections 53 and 64(a) of the Teachers Act.

Matthew Norman Lettington admitted to professional misconduct and agreed that his conduct was contrary to Standards 1, 2 and 4. In September 2008, the College received a district report indicating that, in the 2006-2007 school year, Mr. Lettington began a
Mr. Lettington also had inappropriate dealings with students, including engaging in inappropriate conversations of a personal nature, having students to his house, going to restaurants and a movie with students, and writing inappropriate comments in a student’s yearbook. Mr. Lettington also went camping with five female students before their Grade 12 year without obtaining parental consent or informing school administration, and he failed to inform administration that he had been directed by a parent to not have contact with a student. In addition, he made inappropriate postings on his and student Facebook pages. The district suspended Mr. Lettington for 20 days, and Mr. Lettington completed a workshop on boundaries. On August 13, 2013, the Commissioner executed the consent resolution agreement in which Mr. Lettington agreed to a 30-day suspension of his certificate effective September 3, 2013, pursuant to sections 53 and 64(b) of the Teachers Act.

CERTIFICATE HOLDER James David Long  
DISPOSITION Certificate of Qualification cancelled for Non-Payment of the Annual Fee/Agreement that the former certificate holder will not apply for, nor will he be issued, a teaching certificate or letter of permission, and that he will never apply for or accept any teaching position.

In March 2011, the Registrar of the College made a Registrar’s report after receiving information about James David Long from a College investigator who was inquiring into a complaint of misconduct by Mr. Long. The information that formed the basis of the Registrar’s report included someone accessing and downloading inappropriate material on a district server in 2005 using Mr. Long’s username and password. The material included images and video footage of child pornography. Mr. Long denied accessing or downloading child pornography on the district server and sharing his password with anyone. Mr. Long retired from teaching in 2007, and his certificate was cancelled for non-payment of fees. On July 23, 2013, the Commissioner executed the consent resolution agreement in which Mr. Long agreed that he will not apply for, nor will the Director of Certification issue to him, a teaching certificate or a letter of permission to teach, and that he will never apply for or accept any teaching position inside or outside of BC.

CERTIFICATE HOLDER Richard Alexander Marks  
AGREEMENT Professional Misconduct/Standard 2  
DISPOSITION Reprimand

Richard Alexander Marks admitted to professional misconduct and agreed that his conduct was contrary to Standard 2. In May 2011, the College received a district report indicating that Mr. Marks retired during a district investigation and, consequently, the district took no disciplinary action. The investigation found that in 2008 and 2011, Mr. Marks provided documents completed by a licensed physician indicating that partial medical leave for Mr. Marks was necessary. In 2009, 2010 and 2011, Mr. Marks requested partial medical leave and submitted documents that were to be completed by a licensed physician but which Mr. Marks completed or altered. On September 17, 2013, the Commissioner executed the consent resolution agreement in which Mr. Marks agreed to a reprimand pursuant to sections 53 and 64(a) of the Teachers Act. Mr. Marks relinquished his certificate on November 10, 2011.

CERTIFICATE HOLDER Sheila Mary Miller-Bower  
AGREEMENT Professional Misconduct/Standards 2 and 8  
DISPOSITION Reprimand

Sheila Mary Miller-Bower admitted to professional misconduct and agreed that her conduct was contrary to Standards 2 and 8. In June 1999, the College received a report from five College members pursuant to section 28(44) of the Teaching Profession Act. A College investigation found that Ms. Miller-Bower made inappropriate and derogatory telephone calls to an administrative officer
and to a teacher during the 1994-1996 school year, and also in 1999. On September 26, 2013, the Commissioner executed the consent resolution agreement in which Ms. Miller-Bower agreed to a reprimand pursuant to sections 53 and 64(a) of the Teachers Act. Ms. Miller-Bower’s certificate was cancelled in October 2006 for non-payment of the annual practice fee.

CERTIFICATE HOLDER Jason Bruce Misewich
AGREEMENT Conduct Unbecoming a Certificate Holder/Standards 1, 2 and 3
DISPOSITION Certificate of Qualification Relinquished/Agreement that the former certificate holder will not apply for, nor will he be issued, a teaching certificate or letter of permission

Jason Bruce Misewich admitted to conduct unbecoming a certificate holder and agreed that his conduct was contrary to Standards 1, 2 and 3. In November 2008, the Delta Police Department advised the College that Mr. Misewich had been charged with the luring and sexual assault of a 13-year-old female. In March 2011, Mr. Misewich pleaded guilty in the Provincial Court of BC to one count of luring a child under the age of 14 contrary to section 172.1(1)(c) of the Criminal Code, and he received a conditional sentence of two years less one day followed by 18 months’ probation. A stay of proceedings was entered on the remaining charges. In June 2010, the College received a notice from the Ministry of Public Safety and the Solicitor General advising that a determination of risk had been made regarding Mr. Misewich under the Criminal Records Review Act. Mr. Misewich relinquished his teaching certificate on April 27, 2011. On August 27, 2013, the Commissioner executed the consent resolution agreement in which Mr. Misewich agreed that he will not apply for, nor will the Director of Certification issue to him, a teaching certificate or a letter of permission pursuant to section 64(g) of the Teachers Act.

CERTIFICATE HOLDER Robert Enzo Morson
AGREEMENT Professional Misconduct/Conduct Unbecoming a Teacher/Standards 1 and 2
DISPOSITION Reprimand

Robert Enzo Morson admitted to professional misconduct and conduct unbecoming a teacher, and he agreed that his conduct was contrary to Standards 1 and 2. In March 2013, the TRB received a report from an independent school indicating that Mr. Morson interacted inappropriately with a female teacher, including greeting her by saying “hey, sexy pants” and commenting on her body. The school issued a letter of discipline to Mr. Morson. On September 10, 2013, the Commissioner executed the consent resolution agreement in which Mr. Morson agreed to a reprimand pursuant to sections 53 and 64(a) of the Teachers Act.

CERTIFICATE HOLDER Kelly Joseph Nyhan
AGREEMENT Professional Misconduct/Standard 1
DISPOSITION Reprimand

Kelly Joseph Nyhan admitted to professional misconduct and agreed that his conduct was contrary to Standard 1. In December 2012, the TRB received a district report indicating that, in November 2012, Mr. Nyhan entered the stage area of the school with a class to teach a lesson and found it occupied by six Grade 8 students lying on mats. The students were not supposed to be there and had been asked to leave by an education assistant. Mr. Nyhan also asked the students to leave. He repeated his instruction twice, raising his voice, and after the third time, five students complied. Mr. Nyhan lifted the mat, expecting the sixth student to get up, but she rolled off onto a mat underneath and hit her head, causing her pain. Mr. Nyhan checked for injury and apologized. He acknowledged to the district that he lost his patience with the students and expressed regret for his conduct. The district issued a letter of expectation. On July 30, 2013, the Commissioner executed the consent resolution agreement in which Mr. Nyhan agreed to a reprimand pursuant to sections 53(3)(c) and 64(a) of the Teachers Act.
CERTIFICATE HOLDER  Richard James Olfert
AGREEMENT  Professional Misconduct/Standard 1
DISPOSITION  Reprimand

Richard James Olfert admitted to professional misconduct and agreed that his conduct was contrary to Standard 1. In November 2012, a parent made a complaint about Mr. Olfert. In October 2012, during a Grade 7 music class held in a computer lab, Mr. Olfert told students to each pick up a cable to connect keyboards to their computers. Two students picked up and began pulling on the same keyboard cable. Mr. Olfert intervened, using unnecessary physical force to hold one student by the sweatshirt to re-direct him, which frightened and upset the student. On July 25, 2013, the Commissioner executed the consent resolution agreement in which Mr. Olfert agreed to a reprimand pursuant to sections 53(3)(c) and 64(a) of the Teachers Act.

CERTIFICATE HOLDER  Frank William Ponto
AGREEMENT  Professional Misconduct/Standard 1
DISPOSITION  Reprimand

Frank William Ponto admitted to professional misconduct and agreed that his conduct was contrary to Standard 1. In November 2012, the TRB received a district report regarding Mr. Ponto’s interaction with students during a Grade 10 drama class on May 18, 2012 while he was employed as a teacher-on-call. A male student was being disruptive and Mr. Ponto told him and another student that they could “keep acting like idiots” or join their group. The male student continued his actions telling Mr. Ponto “I’m just an idiot.” Mr. Ponto took the student to the school office and asked the clerical staff “What do you do with idiots?” Mr. Ponto declined help from an administrator and left the student in the office for the remainder of the class, checking on him immediately after the class. The district removed Mr. Ponto from the district TOC list. On September 19, 2013, the Commissioner executed the consent resolution agreement in which Mr. Ponto agreed to a reprimand pursuant to sections 53 and 64(a) of the Teachers Act.

CERTIFICATE HOLDER  Michael Frederick Rybachuk
AGREEMENT  Professional Misconduct/Standards 1, 3 and 5
DISPOSITION  Certificate suspended for 15 days/Agreement that the certificate holder will complete the TRB’s workshop on boundaries

Michael Frederick Rybachuk admitted to professional misconduct and agreed that his conduct was contrary to Standards 1, 3 and 5. In December 2011, the College received a district report indicating that Mr. Rybachuk made inappropriate comments to students in his Grade 9 and 10 classes about partying and the consumption of alcohol, and he used volumes of alcohol as measurement examples for math problems. Mr. Rybachuk also humiliated and embarrassed a male student by refusing three times to allow him to be excused to use the washroom, had the student sit near the door and wrote the student’s phone number on the whiteboard. Mr. Rybachuk later apologized to the student for writing the number. The district suspended Mr. Rybachuk for 15 days without pay and directed Mr. Rybachuk to participate in training on communications skills and building positive relationships with students. He also completed a course entitled “The Power to Teach.” On September 5, 2013, the Commissioner executed the consent resolution agreement in which Mr. Rybachuk agreed to a 15-day suspension of his certificate pursuant to sections 53 and 64(b) of the Teachers Act to commence on September 30, 2013.

CERTIFICATE HOLDER  Gregory Walker Sakowicz
AGREEMENT  Professional Misconduct/Standards 1, 3 and 5
DISPOSITION  Certificate of Qualification suspended for 3 days

Gregory Walker Sakowicz admitted to professional misconduct and agreed that his conduct was contrary to Standards 1, 3 and 5. In November 2012, the TRB received a district report indicating that Mr. Sakowicz, after having already been warned, made an insensitive comment to two students who were attempting to leave his classroom without permission. A number of students heard
him ask “Where are you going? Are you autistic?” One student confronted him about the inappropriate nature of the comment and reported it to the school administration. Mr. Sakowicz admitted to making the comment but said he “didn’t know where it came from” and that he “was not meaning to be insensitive.” The district suspended Mr. Sakowicz for ten days. On August 27, 2013, the Commissioner executed the consent resolution agreement in which Mr. Sakowicz agreed to a three-day suspension of his certificate effective September 3, 2013, pursuant to sections 53 and 64(b) of the Teachers Act.

CERTIFICATE HOLDER Andrea Joan Skinner
AGREEMENT Professional Misconduct/Standard 1
DISPOSITION Reprimand
Andrea Joan Skinner admitted to professional misconduct and agreed that her conduct was contrary to Standard 1. In March 2012, the TRB received a district report indicating that while Ms. Skinner was teaching a Grade 1 class, she simulated an overcrowded classroom, stated that changes brought in through Bill 22 might be overcrowding, and wrote a template of a letter for her students to copy. Twelve of the 14 students completed and signed their letters. Ms. Skinner, without consulting the children’s parents, sent the letters to the Minister of Education and the Times Colonist newspaper. The letters to the Minister were accompanied by a cover letter from Ms. Skinner responding to the “bullying against teachers that is apparent” in the legislation. Ms. Skinner acknowledged her error in judgment; wrote apology letters to the parents, the Minister and the district superintendent; and was suspended without pay for five days. On July 23, 2013, the Commissioner executed the consent resolution agreement in which Ms. Skinner agreed to a reprimand pursuant to sections 53(3)(c) and 64(a) of the Teachers Act.

CERTIFICATE HOLDER Shelley Patricia Stafford
AGREEMENT Professional Misconduct/Standard 2
DISPOSITION Reprimand
Shelley Patricia Stafford admitted to professional misconduct and agreed that her conduct was contrary to Standard 2. In May 2010, the College received a district report describing Ms. Stafford’s absence without a bona fide leave and that her conduct brought the district administration into disrepute. On January 21 and 22, 2010, Ms. Stafford called in sick, yet she had travelled out of the area on the evening of January 21, 2010. On January 7, 2010, Ms. Stafford advised the district that she had been chosen to volunteer at the winter Olympics in Vancouver and requested a leave of absence, which was denied. She subsequently engaged in communications both within the district and publicly in an effort to have the district reconsider. The district warned Ms. Stafford in writing that any claim for sick leave during the Olympic period would be questioned. In February 2010, Ms. Stafford submitted a medical leave of absence form for February 10, 2010 to March 5, 2010, and she travelled to the Lower Mainland and carried out her Olympic volunteer duties. The district suspended her for two months without pay. On September 9, 2013, the Commissioner executed the consent resolution agreement in which Ms. Stafford agreed to a reprimand pursuant to sections 53 and 64(a) of the Teachers Act.

CERTIFICATE HOLDER Frederick George Wilson
AGREEMENT Professional Misconduct/Conduct Unbecoming/Standard 2
DISPOSITION Certificate of Qualification suspended for one month
Fredrick George Wilson admitted to professional misconduct and conduct unbecoming, and he agreed that his conduct was contrary to Standard 2. In late 2009, the College received a report from the independent school system about Mr. Wilson’s conduct while he was working as an administrator/principal. Mr. Wilson was absent for a week without prior authorization. He also signed his own leave form stating overtime contrary to the pre-approval policy; received travel funds from his employer in addition to charging expenses on the education credit card; failed to complete proposals for funding, to report funds received and to complete travel reimbursements for programs within 30 days of travel; and made misrepresentations on his teaching certification that resulted
in his receiving a higher rate of pay than he was entitled to. Mr. Wilson’s employment was terminated in May 2009. On July 30, 2013, the Commissioner executed the consent resolution agreement in which Mr. Wilson agreed to a one-month suspension of his certificate pursuant to sections 53(3)(c) and 64(b) of the Teachers Act.

CERTIFICATE HOLDER Joe Edward Winkler
AGREEMENT Professional Misconduct/Standards 1, 3 and 4
DISPOSITION Reprimand

Joe Edward Winkler admitted to professional misconduct and agreed that his conduct was contrary to Standards 1, 3 and 4. In January 2013, the TRB received a district report indicating that Mr. Winkler had shown to his grade four class an inappropriate YouTube video. In the video, three men were dressed as women in bikinis and one man was wearing a speedo-style bathing suit. They were lip-synching to a song and engaging in sexualized behaviour. Mr. Winkler did not preview the video in its entirety nor did he seek parental consent before showing it. A number of students told their parents, who then contacted the school and district administration. Mr. Winkler admitted that showing the video was a mistake. The district suspended Mr. Winkler for five days. On October 2, 2013, the Commissioner executed the consent resolution agreement in which Mr. Winkler agreed to a reprimand pursuant to sections 53 and 64(a) of the Teachers Act.

CERTIFICATE HOLDER David Alexander Xavier
AGREEMENT Professional Misconduct/Standard 1
DISPOSITION Reprimand

David Alexander Xavier admitted to professional misconduct and agreed that his conduct was contrary to Standard 1. In April 2013, the TRB received a district report indicating that, during the 2012-2013 school year, Mr. Xavier used inappropriate methods of discipline with his students. On one occasion, he instructed a student, who had been shooting a rubber bracelet in class, to stand in a garbage can for five minutes, during which time students took photos of her. On another occasion, after students taped another student’s leg to a desk, Mr. Xavier required a student who had been involved to chew the tape during class. The district issued a letter of discipline. On July 30, 2013, the Commissioner executed the consent resolution agreement in which Mr. Xavier agreed to a reprimand pursuant to sections 53 and 64(a) of the Teachers Act.

CERTIFICATE HOLDER David Leon Young
AGREEMENT Professional Misconduct/Standard 2
DISPOSITION Reprimand

David Leon Young admitted to professional misconduct and agreed that his conduct was contrary to Standard 2. In June 2012, the TRB received a district report indicating that Mr. Young had falsely claimed sick leave for days when he did not attend work. On March 8, 2012, Mr. Young did not attend work to attend to a family illness as he claimed, but he instead flew to Frankfurt, Germany on the morning of March 8, 2012. Mr. Young also did not attend work on March 26 and 27, 2012, and was travelling back from a pre-approved continuing education conference in Indiana on those days. The district suspended Mr. Young for one month less a day without pay for falsely claiming compensation while off work. On September 19, 2013, the Commissioner executed the consent resolution agreement in which Mr. Young agreed to a reprimand pursuant to sections 53 and 64(a) of the Teachers Act.
FREE FINANCIAL LITERACY WORKSHOPS

Register your class with the Chartered Professional Accountants of Canada's Community Connect Financial Literacy Volunteer Program to host a free financial literacy workshop with one of our expert CPA volunteers.

Each workshop lasts either 45 or 60 minutes and is interactive. Get your students excited about financial education with games such as party planning, stories with Suzie Spender and topics of how to become a millionaire.

Specific workshops are available for*:
• Grade 4 and 5
• Grade 7 and 8
• Grade 10 and 11

*Suggested grades only - materials can be adopted for other grade levels

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