

# Board of Education Meeting (Public)

# Agenda



**Board of Education Public Meeting  
November 21, 2017 at 6:30 PM  
Hillside Traditional Academy, 33621 Best Avenue, Mission BC**

1. CALL TO ORDER
2. ADOPTION OF AGENDA
3. DELEGATIONS/ PRESENTATIONS
4. UNFINISHED BUSINESS
5. STAFF REPORTS
  - 5.1 International Travel Application: Cambodia, Ecole Mission Secondary, Kevin Matheny, Teacher Action Pg. 1
  - 5.2 Reporting out from Closed Board Meeting Information N/A
6. NEW BUSINESS
  - 6.1 Preliminary research for Daycare at Stave Falls School Action Pg. 5
  - 6.2 Feasibility of Operating a Bus to Stave Falls School and Silverdale Elementary Action Pg. 6
7. MINUTES OF PREVIOUS MEETINGS
  - 7.1 Board of Education Public Meeting Minutes, October 17, 2017 Action Pg. 7
8. INFORMATION ITEMS
  - 8.1 LTR - Minister of Education re: By Election and School Act Changes Information Pg. 13
  - 8.2 LTR re: Changes to the New Curriculum Implementation Schedule for Grades 10-12 Information Pg. 14
  - 8.3 LTR re: BCSTA presentation on Finance and Government Services Information Pg. 16
  - 8.4 Monthly Financial Summary from COTW Information Pg. 23
  - 8.5 International Travel Itinerary: France and Spain, Mission Secondary Information Pg. 26
  - 8.6 PSEC Consultation on BCPSEA Governance Information Pg. 31
  - 8.7 DoM Public Meeting re: Proposed Telecommunication Facility Information Pg. 34
9. CORRESPONDENCE
10. LIAISON REPORTS
  - 10.1 BCSTA Board Chairs Meeting Update Information Pg. 36
  - 10.2 Provincial Council Meeting Update Information Pg. 41
11. ANNOUNCEMENTS
12. QUESTION PERIOD

*Questions asked must be related to items discussed on the Agenda. Labour, Land, and Legal issues will not be discussed.*
13. ADJOURNMENT

**ITEM 5.1      Action**

TO:                Board of Education  
FROM:            Kevin Matheny, Teacher, École Mission Secondary School  
SUBJECT:        International Travel Application: Cambodia

---

**Recommendation:**

**THAT the International Travel Application for approximately fourteen (14) students from grades 10-12 to travel to Kanpor, Cambodia for fourteen (14) days from June 28, 2018 to July 12, 2018 be approved.**

**Background:**

Destination: Cambodia, more specifically the village of Kanpor.

Purpose of travel: Global Education Course to build a classroom in a primary school.

Approximately fourteen (14) students from Grades 10, 11, and 12 with 3 teachers supervising.

Departure and arrival dates: June 28<sup>th</sup>- July 12<sup>th</sup>, 2018 for a total of 14 days

Further details are outlined on the attached application.

**Attachments:**

A. Field Trip Application Form



# ÉCOLE MISSION SENIOR SECONDARY SCHOOL

SCHOOL DISTRICT NO. 75 (MISSION)  
32939 SEVENTH AVENUE, MISSION, B.C. V2V 2C5  
mss.mpsd.ca

TELEPHONE: 604-826-7191  
FACSIMILE: 604-826-8187

## EXTENDED OR INTERNATIONAL TRAVEL APPLICATION FORM

Date Submitted: October 16th, 2017

1. Sponsoring School(s): **Mission Secondary School**

2. Destination: **Cambodia**

3. Departure and arrival times:

**June 28<sup>th</sup> - July 12<sup>th</sup>, 2018**

4. Dates of Excursion and Number of Instructional Days (if any): Dates June 28<sup>th</sup>-July 12<sup>th</sup>, 2018  
No. of Days 14

5. Description of activity (name of event if known; program/team involved; etc)

**Global Education Course. - Building a classroom in a primary school. The village is called Kanpor (approximately 30 km's from Siem Reap.**

6. Number and Grade Level of Students:

**Currently there are 14 students. Grades 10, 11 and 12**

7. Plans for curricular/instruction/assignment make-up:

**As this is a locally developed course, there was no existing curriculum. It was created by Kevin Matheny. (see attached course outline that was distributed to the students).**

8. Names of Supervisors (names and indicate whether parent or teacher):

**Kevin Matheny - Teacher**

**Peter Anderson - Teacher**

**Lorraine Mar - Teacher**

9. Outline past experiences of supervisor(s) / coach(es):

**Kevin Matheny - projects completed in Dominican Republic, Guatemala, Nigeria-(2), Lao, Fiji-(3), Morocco, Malaysia, Paraguay, Mongolia, Botswana, Sri Lanka, Jamaica, Samoa, Bhutan, India, Tonga (as of March 2018).**

**Peter Anderson - Fiji**

**Lorraine Mar - Habitat for Humanity (Hatzic)**

10. Method of Travel and Name of Carrier(s):

**Airplane - Cathay Pacific**

**Local Hired Bus - Via a reputable tour company**

***They will not be able to move around or spend time by themselves. There will be regular attendance taken at multiple times of the day and the guidelines of all activities will be clearly stated. The traffic patterns will be stressed to the students on many occasions as roadways in Cambodia can be unpredictable at times.***

15. If traveling out of the country, what provisions have been made regarding proof of citizenship or immigration status?

***Each student and supervisor will have a valid passport, which will allow them to travel abroad. Preparations of permission to enter Cambodia will be done well in advance, but Cambodia does allow tourists to obtain a visa upon entry. Canadians do require a visa to enter Cambodia.***

#### 16. APPROPRIATE PARENT INPUT

- a) Have parents been surveyed regarding their support for this trip? ***Yes -Parent Meeting occurred on Wednesday Oct 4<sup>th</sup> 2017. There will be further meetings as we approach the departure date.***
- b) Will parents be asked to contribute either time or funds? (please explain) ***Yes - we are asking Parents to help their sons and daughters will raising funds through their network.***

#### 17. APPROPRAITE USE OF THE INSTRUCTIONAL/LEARING TIME

- a) What specific section of the curriculum is related to this excursion? ***The curriculum was developed by Kevin Matheny. It is included in the course outline (see attached). This course would be closely related to Social Justice as well as Sociology and Geography.***
- b) What are the learning outcomes planned for this excursion? ***The curriculum was developed by Kevin Matheny. The learning outcomes are included in the course outline.***
- c) How will the students' success in achieving the outcomes be measured? ***Through various means. This information is included in the course outline.***
- d) Describe the educational preparation students will receive prior to the excursion ***The contact minutes will be achieved through two classes per week. Usually classes will be on Monday and Tuesday's. This may change on occasion through the school year. The contact minutes are extensive while in Cambodia. Consider Cambodia a mobile classroom.***
- e) What follow-up educational activities are planned for the students? ***Presentations will be made by all students through various avenues both within the school and in the community and an exit interview will occur for each student to determine what they have learned. The students in this class will be required to show younger grades what they learned through their experiences.***
- f) What monitoring activities are planned during the excursion to assure that students are achieving the educational experience intended? ***Blogs will be completed by each student that show what they are learning throughout the school year. This will appear on a program website (currently being constructed). There will be interviews and small group work as well as other monitoring activities. All of these methods are available in the course outline, which is enclosed.***

18. APPROPRIATE USE OF STAFF TIME

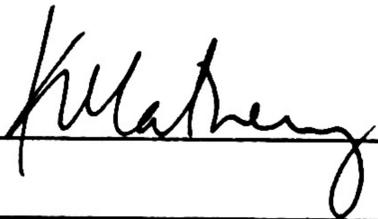
- a) What evidence is there that the supervising staff has the expertise to assist the students in the educational outcomes intended? ***Kevin Matheny has been teaching this course for many years and has taken students to on many humanitarian trips. He also has a Post Graduate Diploma from Simon Fraser University in Global Education.***
- b) If students regularly assigned to supervising staff will not be participating in the excursion, what measures have been taken to assure that the quality of instruction these children will receive during staff absence is suitable? ***Alternative assignments will be provided for students that are unable to participate in the excursion.***

19. APPROPRIATE STUDENT ACCESS

- a) What are the qualifying factors (if any) required of participating students?  
***Students must attend this curricular course regularly. The School Administration must also be comfortable with the students selected for this type of learning and travel. Students will need to participate in the fundraising efforts in order to raise enough money for the project (and some of their own expenses) we are building in Cambodia.***
- b) Have any students been excluded because of an inability to pay?  
***No***
- c) What arrangements have been made for students who require financial assistance?  
***Students are able to fundraise in various ways to help offset the overall cost.***
- d) If substitute time is required, how will the cost be borne?  
***School Fund and fundraising. There are no days that require coverage.***

(NOTE: Please attach a copy of the itinerary)

20. SIGNATURES FOR THE APPLICATION

Principal: \_\_\_\_\_  
Teacher Sponsor(s): \_\_\_\_\_ Kevin Matheny   
\_\_\_\_\_ Peter Anderson  
\_\_\_\_\_ Lorraine Mar

Board / Superintendent (or Designate) Approval: \_\_\_\_\_

Date: \_\_\_\_\_

**ITEM 6.1      Action**

TO:                Board of Education  
FROM:            Trustee Jim Taylor  
SUBJECT:        Preliminary research for Daycare at Stave Falls School

---

**Recommendation:**

That MPSD begin the preliminary stages of the search for a high quality daycare to operate from Stave Falls School should it reopen. That a lease clause be written to ensure that families with a child attending Stave Falls School be given priority for registering siblings at the day care.

**ITEM 6.2      Action**

TO:                Board of Education  
FROM:            Trustee Jim Taylor  
SUBJECT:        Feasibility of Operating a Bus to Stave Falls School and Silverdale Elementary

---

**Recommendation:**

That staff examine the feasibility of operating a bus route as far west as 272nd St and as far south as 104th Ave to transport students to Stave Falls School. That staff also examine the feasibility of operating a bus route as far west as 272nd Ave to servicing students between 104th Ave and the Lougheed Highway to transport students to Silverdale Elementary

# Board of Education Meeting (Public)

# Minutes



## Board of Education Public Meeting

October 17, 2017 at 6:00 PM

Fraserview Learning Centre, 32444 7<sup>th</sup> Avenue, Mission, BC

### Members Present:

Vice Chair Tracy Loffler  
Trustee Randy Cairns  
Trustee Jim Taylor  
Trustee Shelley Carter

### Staff Present:

Superintendent Angus Wilson  
Secretary Treasurer Corien Becker  
Assistant Superintendent Larry Jepsen  
Executive Assistant Aleksandra Zwierzchowska (Recorder)

### Absent:

Trustee Rick McKamey

## 1. CALL TO ORDER

The meeting was called to order at 6:34 pm by the Chairperson. The Chair acknowledged the meeting was being held on Stó:lō Territory. There are four First Nation Bands within the boundaries of the Mission School District: Leq:a'mel, Sq'èwlets, Kwantlen, and Matsqui First Nations.

## 2. Adoption of Agenda

Additional Item(s):

6.4 Letter to MoE re: School Act to hold By Election on Board of Education vacancies

The motion was read in its entirety by the Chair.

**MOVED and Seconded that the Agenda be approved as amended.**

**CARRIED**

## 3. Delegations/Presentations

### 3.1 Presentation

Kevin Watrin, Principal of Fraserview Learning Centre presented information on Fraserview's curriculum:

1. Place based social and science activities with the Aboriginal Liaison Worker including;
  - o Dewdney Dyke;
  - o Cedar Art;
  - o Fist Hatchery;
  - o Stave Lake Ruskin and Cascade Falls;
  - o Bruce's Market in Albion for a salmon release;
  - o Trout farm with picnic and fishing;
2. Hired a music teacher;
  - o Developing a music program;
  - o Working on digital music with iPad;
  - o Digital photography with possibilities for students to work on school year book.

#### 4. Unfinished Business

##### 4.1 Possible Future Expansion of Riverside College

That the Board consider amending the motion approved at the September Board meeting as follows:

##### **ORIGINAL MOTION**

THAT a sub-committee of the Committee of the Whole be struck to make recommendations regarding the possible future expansion of Riverside College. The scope of the committee's work will include discussion and recommendations of potential new course offerings and discussion and recommendations regarding both short and long-term options for increasing shop space. The initial subcommittee meeting will be held prior to October 21, 2017.

##### **AMENDMENT**

At the October 3, 2017 Committee of the whole meeting, the committee discussed bringing the above motion back to the Board at the October 17<sup>th</sup> regular meeting, to amend the motion as follows:

- Change the motion to be a special meeting of the Committee of the Whole rather than a Sub-committee of the Whole; and
- Change the date to hold the meeting prior to November 30<sup>th</sup>, 2017 rather than October 21, 2017.

##### **REVISED MOTION**

**MOVED and Seconded that a special Committee of the Whole meeting be scheduled to make recommendations regarding the possible future expansion of Riverside College. The scope of the meeting will include discussion and recommendations of potential new course offerings and discussion and recommendations regarding both short and long-term options for increasing shop space. The initial meeting will be held prior to November 30, 2017.**

**CARRIED**

##### 4.2 Riverside College Changes

**MOVED and Seconded that pending the conclusion of the Special COTW Meeting discussing future expansion of Riverside College and a final report from the Committee of the Whole, all proposals for substantive and long term structural changes to Riverside College be brought to the Board for approval.**

**CARRIED**

Comments:

- This Board is supportive of having a technical school;
- The school has evolved;
- Staff and Board need to establish a clear vision;
- How will decisions impact the future of the School?

The Secretary Treasurer noted that there is a tentative plan to relocate facilities staff to Ferndale, freeing up space at Riverside for programing, such as the electrical program. Prior to changing the Riverside building, it would be a good to have Board input.

### 5. Staff Reports

#### 5.1 International Travel Application: France and Spain, École Mission Secondary School

Presented by Jim Pearce, Principal of École Mission Secondary School

**MOVED and Seconded THAT Mission Secondary School's international field trip for up to thirty-five (35) students in Grades 11 and 12 to travel to France and Spain March 16, 2018 until March 26, 2018 for a total of ten (10) days, be approved.**

**CARRIED**

The Superintendent informed the Board that there is a comprehensive emergency plan and that the trip supervisors have previous experience with travelling internationally with students.

Q: Do any of the teachers have first aide?

R: Two teachers have first aide.

Comment: More detail on daily activities would be nice; the Board would like to know what kind of experience is to be had during this trip.

The Principal of the Mission Secondary clarified that the purpose of this trip is for students to improve their French and Spanish language. A detailed itinerary will be provided to the Trustees.

#### 5.2 District Enrolment Summary - Form 1701

The Secretary Treasurer spoke to the information outlined on the agenda that summarizes the enrolment information as of September 30, 2017.

Comments:

- The Fraserview, Riverside, and Summit enrolments are based on 10% completion rates, not # of students;
- Added two additional classrooms that we didn't anticipate;
- Classrooms occupied by Strong Start are excluded from room count;
- Montessori is counted as an empty classroom; however, they occupy a space in the basement of a school and this area is not considered a classroom.

#### 5.3 Reporting out from Closed Board Meeting

Superintendent announced that property, personnel, and legal matters were discussed.

### 6. New Business

#### 6.1 Preliminary Student Registration – Stave Falls Elementary

**MOVED and Seconded that a preliminary registration for a potentially reopened Stave Falls School will take place between November 20, 2017 to December 15, 2017;**

**AND THAT the registration will be available for both on-line and paper submissions;**

**AND THAT registration will be open to all children eligible for public education in British Columbia who fall within the acceptable age ranks for kindergarten to grade 7 in the school years 2018-19, 2019-20, 2020-21;**

**AND THAT registration forms will be patterned from the registration form currently used by the District but, if necessary, modified to provide information on anticipated home address and current school attended.**

**CARRIED**

Comments noted by the Board:

- We like that this is an open and public process;
- We will all have the same insight;
- Ready to take course of action to gather registration data;
- Supportive of obtaining the data and hard numbers.

## 6.2 Request for Staff Report re: Potential Portable Construction at Riverside

**MOVED and Seconded that Staff provide the Board with a report at the November 7, 2017 Committee of the Whole meeting,**

- 1. Advising whether the Riverside Trades programs would have the capability of constructing a school portable, for use in the School District, that would meet Ministry requirements, School District requirements and the current BC Building Code.**
- 2. Advising whether this could be accomplished for less than the cost to the School District of the current market costs to purchase a portable.**

**CARRIED**

It was important to bring this motion forward to identify the potential for incorporating this project into the curriculum. We can look at hiring a contractor who would oversee the work that would be completed by the students.

It was noted that a previous carpentry program at Riverside allowed students to work with a contractor to build a few houses in Mission. This program has set precedent and it would be interesting to obtain the related criteria for this program.

Q: This is not an extremely time sensitive item for the District. Why didn't the Board have a conversation about this item at a Committee of the Whole meeting? It would be ideal to get input from all our partner groups.

R: If the item waited to be presented at the November meeting, by the time the Board receives the report, it would delay the possibility to construct the portable during the current school year.

## 6.3 Letter to DoM re: Deterioration of Road Markings

**MOVED and Seconded that School District Staff contact the District of Mission to discuss the deterioration of road markings in the Mission District and the reduced safety of routes for students to get to schools, parks and playgrounds.**

**CARRIED**

## 6.4 Letter to the Ministry of Education

### **MAIN MOTION**

**MOVED and Seconded that the Board send a letter to the Ministry of Education and our two MLAs informing them of Trustee Cairns motion and rationale on changing the School Act to hold a By Election on Board of Education vacancies passed at the September 19, 2017 meeting.**

## **AMENDMENT**

Remove the words “Trustee Cairns motion” and replace it with “the Missions Public Schools Board motion”.

## **AMENDED MOTION**

**THAT the Board send a letter to the Ministry of Education and our two MLAs informing them of the Mission Public Schools motion and rationale on changing the School Act to hold a By Election on Board of Education vacancies passed at the September 19, 2017 meeting.**

**CARRIED**

### Rationale

While we sent this concern to BCSTA, it has only gone to Provincial Council. It is Boards of Education and the Ministry of Education that has official designated governance relations, not the BCSTA organization. This letter would ensure government understands that this is a concern of this Board, as well as others.

Q: Is letter to be signed off as the Board?

R: All the Board members can sign the letter, it does not have to be one signature.

## **7. Minutes of Previous Meetings**

**MOVED and Seconded that the Committee of the Whole Meeting Minutes dated September 19, 2017 be approved as presented.**

**CARRIED**

## **8. Information Items**

The Board Chair referred to the information items that were attached to the agenda.

## **9. Correspondence**

## **10. Liaison Reports**

Trustees reported on:

- Primary student field trip at the wet lands;
- Hatzic students tree planting;
- Orange Shirt Day celebration held on September 29<sup>th</sup>, 2017. It was highlighted on CBC and the ceremony was a powerful presentation;
- Fraser Valley Branch meeting last night which highlighted discussion surrounding the legalization of Cannabis.
- Reminder to visit School website to learn about any upcoming Craft Fairs
- Lifetime Learners open house
- DPAC parent presentation with guest speaker Gabor Mate
- MTU Breakfast on World Teacher Day

## **11. Announcements**

## **12. Question Period**

## Board of Education Meeting (Public)

# Minutes



Q: This question is related to the preliminary Stave Falls student registration; is it true that Silverdale students will not be permitted to participate in the data gathering process?

R: No, this is not true. As we move forward, we need a resolution to assist the School District with handling Public Relation matters. There are a lot of rumors out there.

R: The motion specifically states that the registration is open to all children eligible for public education in British Columbia.

### 13. Adjournment

**Moved and Seconded to adjourn the meeting.  
CARRIED**

The meeting adjourned at 7:31 pm.

\_\_\_\_\_  
Chairperson

\_\_\_\_\_  
Secretary Treasurer



BOARD OF EDUCATION OFFICE  
 33046 Fourth Avenue, Mission, BC V2V 1S5  
 Tel 604-826-6286 Fax 604-826-4517

October 23, 2017

Hon. Rob Fleming  
 Minister of Education  
 PO Box 9045, Stn Prov Govt  
 Victoria, BC V8W 9E2

Dear Minister Fleming:

We are bringing your attention to an important aspect of our provincial democratic process that you have an opportunity to support. Recently, the Mission Public Schools Board of Education sent the following motion to the BCSTA:

*THAT BCSTA demand the provincial government change the School Act to state in the event of the firing of a locally elected Board of Education or Trustee, and this firing creates a vacancy of more than a year in length, a By-Election must be held within six months of said firing.*

The people of a given community entrusted the education of students to these individuals, and they should have every expectation that their democratic franchise is honoured. While this motion was sent to the BCSTA, we recognize that Boards of Education and the Ministry of Education have official designated governance relations, and hope that this direct letter will make you aware of this concern.

We hope you will review this concern with your colleagues and consider alterations to the School Act to allow a speedier By-Election process in the future. Thank you for your commitment to quality education for all British Columbians, and your consideration of this issue.

Sincerely,

Three handwritten signatures in black ink are visible. The first signature is "Randy Cousins" written in a cursive style. The other two signatures are less legible but appear to be "Stella" and another name.

Board of Education (SD 75)

CC Angus Wilson, Superintendent of Schools  
 Corien Becker, Secretary Treasurer  
 Simon Gibson, MLA  
 Bob D'Eith, MLA



November 3, 2017

Ref: 196911

Dear Parents and Guardians:

**Re: Changes to the New Curriculum Implementation Schedule for Grades 10–12**

---

Our government would like to do everything we can to ensure children are ready for the challenges of tomorrow, and that students develop the collaboration, critical thinking and communication skills that post-secondary institutions and employers are looking for. To that end, the Ministry of Education is in the midst of rolling out a new curriculum that benefits students by preparing them with new knowledge, skills and abilities that will be needed in a rapidly changing world.

British Columbia is already a world leader in education—our students regularly rank among the best in international assessments. The new curriculum is ensuring they remain at the top of the class and are fully prepared for the challenges and opportunities of the future. Kindergarten to Grade 9 teachers are already using the new curriculum, and Grade 10-12 teachers are currently trialing it in their classrooms.

In my first three months as Minister, I engaged with many partners in the education sector, and continue to hear overwhelmingly positive feedback on the new curriculum and how it is working in classrooms for students of all ages. At the same time, teachers, parents and educational leaders have expressed the need for more time to ensure the transition to the new curriculum goes smoothly for the critically important graduation years.

As Minister of Education, it is one of my top priorities to ensure all students experience a seamless transition to the new curriculum. That is why we are adding an additional year of transition time to bring in the Grade 11-12 curriculum—now all students will be using it starting in September 2019. The Grade 10 curriculum will be implemented as planned in September 2018.

I am confident teachers, administrators, post-secondary institutions and education leaders all across the province will use this extra time to make sure everyone is ready, including students and parents. Teachers will now have more time to prepare and organize classroom supports and resources, and the new curriculum will be well-aligned with post-secondary admission requirements so students have the best possible chance for future success.

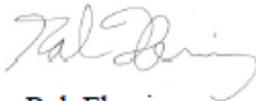
The curriculum and graduation requirements have been, and continue to be, thoughtfully designed and reviewed by hundreds of teachers and in collaboration with education partners across the province.

.../2

With this extra year, we will ensure teachers have what they need to support students as they develop the skills they need to transition smoothly to the post-secondary institutions and jobs of their choice.

Below you will find details on exactly how this change will affect students, including information on the provincial graduation assessments. If students or parents have specific concerns about the new curriculum, the graduation program or post-secondary requirements, I encourage them to get in touch with their teacher or school principal.

Sincerely,



Rob Fleming  
Minister

### **When is it changing?**

Grade 11–12 curriculum will be fully implemented in September 2019, one year later than previously planned.

The Grade 10 curriculum will be implemented as planned in September 2018.

The new Provincial Literacy Graduation Assessment will be moved to align with the new Grade 11 and 12 curriculum implementation, with the first assessment scheduled for January 2020.

As previously planned, the Provincial Numeracy Graduation Assessment will be taken for the first time in January 2018 as part of a staged roll-out, with another session in June 2018.

For more detailed information, please visit <https://curriculum.gov.bc.ca/graduation>.

### **How will this change affect me?**

**Students currently in Grade 9 and younger** will continue their learning with the new curriculum throughout their graduation years. Students in this group will participate in the 2018 Graduation Program, and take the new graduation assessments.

**Students currently in Grade 10** may take the Provincial Numeracy Assessment starting in January 2018, and they will take the Provincial Literacy Assessment in January, June or August 2020.

**Students currently in Grade 11** will continue on the current curriculum and will take the new Numeracy Assessment prior to graduation.

**Students currently in Grade 12** will not be affected by these changes, and will continue to work towards completion using the 2004 Graduation Program requirements.



British Columbia  
School Trustees  
Association

October 12, 2017

## **BC School Trustees Association presentation to the Select Standing Committee on Finance and Government Services**

Good afternoon,

My name is Gordon Swan, President of the BC School Trustees Association. I am here today representing all 60 Boards of Education and school districts across British Columbia. Thank you for this opportunity to provide you with our input and priorities for the upcoming 2018 provincial budget.

Our highest priority is, of course, BC's public education system. A corner stone of every community in our province as well as our economic and cultural future.

Although significant money was added to the overall K-12 education budget for this school year, all of that additional money was directed at fulfilling new obligations for schools arising out of the Supreme Court of Canada ordered reinstatement of collective agreement clauses and the resulting Memorandum of Agreement with the BCTF. In reality, school districts have no additional money this fall to address identified needs, inflation, or new initiatives.

---

*The confirmation of a \$681 million increase to the provincial K-12 education budget (over 3 years) in September was both significant and appreciated. It allowed school districts to meet the additional obligations imposed by the Supreme Court of Canada decision restoring collective agreement language.*

- \$521 million to fund the MOA with the BCTF
- \$51 million to fund enrollment growth
- \$44 million for the Economic Stability Mandate
- \$57 million to independent schools as required by law
- \$8 million to the BC Training and Education Savings Plan as required

*It did not, however, provide school districts with any additional funding to address other previously identified needs. Although the Ministry of Education was provided the funding to meet obligations, school districts did not receive any additional money to address rising costs or identified needs. 100% of the \$177 million added to the Ministry of Education budget for this school year went to fund the noted government obligations.*

---

We believe investing in public education is a smart investment that brings both positive short and long-term returns to students, communities, government and society as a whole. If we want **ALL** students to succeed – indigenous students, immigrants, students with special needs, children in care, disadvantaged individuals, and those who live in remote and rural communities - we need to provide them all with the required programs and resources needed to be successful on their own terms.

While BC can be proud of its public schools, we do not yet ensure equal access and success for those students facing unique challenges.

If we are to see equal outcomes for **ALL** students, equitable investments must be made. In particular, there is a need to invest in programs that provide equal opportunities for those students with special needs, our indigenous students, and students who live in remote locations. This will require additions to the public education funding, but also changes to way in which we allocate those resources.

There are many options to where you could effectively invest in K-12 education toward ensuring improved student outcomes. Some of the options are relatively inexpensive, and would bring significant improvements across the province.

We respectfully request that you:

- Increase school district general operating grants by the cost of inflation each and every year without assigning the use of those funds. Allow school districts to spend the money where it is needed in local schools.

---

*Although the provincial education budget has increased steadily year over year for a significant number of years, the increases have been focused on either added program obligations or meeting required employee compensation improvements. There has been little, if any, money to cover the cost of general inflation. Unfunded cost pressures include such items as:*

- \$11 million cost inflation on operations and supplies*
- \$5.5 million compensation improvements for school and district administrators*
- \$19 million to implement the Next Generation Network in schools*

*As a result, boards of education have had to cut programs or services to students each year in order to produce a legally required balanced budget. By funding the cost of general inflation (BC's CPI is currently at 2% per year) over and above additional required obligations, you would allow school districts to at least maintain existing programs and services.*

---

- Get rid of the requirement for forced administrative savings, and replace that money with an investment in school and district leadership – a key component of ensuring student success.
- 

*A policy carry-over to the 2017/2018 school year, is the Ministry of Education requirement for school districts to show a combined \$29 million in administrative savings. On the surface, this requirement may seem insignificant, but it is in fact an arbitrary limitation on school district leadership. At a time of rising student enrollment and greatly increased teacher staffing numbers, districts are hampered by this indirect restriction on principal, vice-principal and senior staff numbers. By cancelling the requirement and replacing the \$29 million boards were required to cut, the province would be investing in school and district leadership.*

---

- Pay the cost of implementing and maintaining the Next Generation Network project in all school districts in support of equity of access to technology in all schools across the province.
- 

*The Next Generation Network (NGN) has been a valuable tool for both students and staff in terms of opening access to programs and resources, especially in B.C.'s more remote and rural schools. The ongoing cost of the NGN was, however, assigned to school districts without any corresponding increase in funding. If the NGN were funded by the Ministry of Education directly, school districts would be able to redirect this spending to meet other identified local needs. This ongoing cost is estimated at approximately \$19 million per school year.*

---

- Add to the Annual Facilities Grant that all school districts receive to maintain school buildings. Safe and adequately maintained facilities should not be optional.
- 

*Each year, school districts receive funding for school maintenance and minor facility improvements through the Annual Facilities Grant (AFG). Unfortunately this fund has not kept pace with inflation and necessary work. The result has been school buildings and grounds not being maintained at reasonable levels, resulting in a deterioration of learning and working conditions. By adding to the current AFG budget of \$110 million, government would be ensuring our schools are well maintained both for now and the future. This will be even more important going forward due to the large number of classrooms reopened as a result of the Supreme Court of Canada decision regarding class size language in B.C.*

---

- Increase learning resource grants to school districts so that students have the books, equipment and resources necessary to provide a learning environment reflective of our 21<sup>st</sup> century economy.
- 

*In the spring of 2017, school districts shared a one-time provincial learning resource grant of \$30 million intended to provide much needed classroom resources. Although commitments were made that this would be an ongoing grant, no additional money has been allocated for the current school year or for the future. In order for our schools to provide the world class public education we all identify as important, they must have the books, equipment and technology needed to support those programs. This is particularly important for students facing economic challenges, where their family cannot supplement school budgets.*

---

The key, though, is allowing school districts the flexibility to meet student needs at the local level by ensuring operational funding is not tied to 'one size fits all' requirements. Beyond simply increasing the quantum of money that comes to school districts – which is truly needed - changes to government policy and regulation could improve both the efficiency and effectiveness of current spending. School districts have very little flexibility as to how dollars are spent, with over 90% of their budgets tied to meeting current government requirements or collective agreement obligations.

There has been an increasing trend toward 'targeted funding' and restrictive provincial requirements that are often unproductive and unwarranted. Last year, for example, school districts were tied to specific transportation grant requirements, targeted rural education grants, and the requirements of the Memorandum of Agreement. Virtually every new dollar received by school districts over the previous 18 months was tied to a specific external requirement or new obligation. There was no opportunity for decision making by boards of education to address local priorities.

---

*During the previous school year, a few targeted grants were announced to address rural education, student transportation and the purchase of high cost items such as busses. While school districts would never turn down these specified grants, local decision making to address local priorities would have been greatly preferred. A 'one size fits all' budgeting model that specifies spending targets is both inefficient and less effective than allowing boards of education to determine funding priorities to meet the needs of their students and communities.*

*While the quantum of money provided to school districts must be sufficient to cover the cost of providing quality programs and facilities, we must also ensure the money can be spent as effectively and efficiently as possible. At present, this is not happening.*

---

This does not allow for effective or efficient allocation of resources to meet the needs of students at the school district level. The time has come to remove at least some of these restrictive requirements, and allow boards of education to make financial decisions in the best interest of their students.

Beyond maintaining operating funding at a workable level for school districts, and ensuring board's the flexibility to meet student needs, it is important that funding for capital projects also be sufficient to address the significant backlog of need for new schools, seismic upgrading, and the replacement of aging facilities.

While we recognize the limitations of government spending, providing the dollars AND the expedited processes necessary to address these building projects within a reasonable length of time is of critical importance. This will take an ongoing commitment by government far beyond just the upcoming 2018 budget.

---

*The government spending on capital projects for K-12 education for the next three years is estimated at: 2017/18 = \$635m, 2018/19 = \$687m and 2019/20 = \$629 m. While this is a sizable investment, it is unclear if it is sufficient to meet the demand for needed new schools, seismic upgrades and aging facility replacement. We are also concerned that capital spending plan does not extend further than two years beyond the current school year.*

*We recommend government work with school districts to first determine the scope of capital construction needed to meet the projected requirements for new facilities and safety upgrades, and then budget accordingly over a longer time period. If we are to ever clear the backlog of capital projects needed in B.C.'s school districts, we must take a different approach to both funding and approving construction of schools.*

---

Needed changes to both the funding of school districts and related government policies must be initiated in the February 2018 budget. We do, however, recommend a long range - minimum five year - plan to address both the operational and capital funding of K-12 public education, as well as the needed improvements to the efficiency and effectiveness of current allocation and spending requirements.

Should government also announce broad program or policy changes in other sectors during the upcoming budget year, we would expect that all incurred costs of any impact or expanded mandate for K-12 education would be fully covered by new government funding. If school districts are to become directly or indirectly responsible for child care, early learning programs, expanded youth mental health programs, or other new initiatives by government, all of the operational and capital costs of these programs must be covered by additional funding from government.

---

*The September 8, 2017 throne by government indicated a number of new initiatives that might have a direct or indirect impact on K-12 education across the province. Included were:*

- a provincewide universal child care program*
- the training of more early childhood educators*
- the elimination of tuition fees for adult basic education and English language learners*
- restoration of funding for K-12 public education*
- a new capital investment plan focused on building new schools*
- greater assistance for students attending post-secondary programs*

*The following quote from the throne speech perhaps best summarizes the intent of government:*

*“Education is one of your government’s highest priorities. There is no greater or more important investment we can make in our economy and our future. Education is the key to opportunity for young people to realize their full potential.*

*Your government will fix the problems in our education system, and invest in student success. The September budget update will take our first steps toward restoring proper funding for B.C. classrooms, and give students the supports they need to succeed.*

*This government’s priority is making sure children are ready to learn, and have classrooms to learn in, as B.C. moves toward full implementation of class size and composition requirements.”*

*The BCSTA is encouraged by the promise of new programs as well as the overall commitment to public education. In order for all of these initiatives to come to fruition, government must provide the necessary additional funding and policy changes to support them. It will also be critical that boards of education are directly involved in both the planning and implementation of each initiative.*

---

Certainly, our hope would be that government would also commit to co-construction of new programs under consideration for placement within school districts. As co-governors of public education, boards of education should have the opportunity to participate in the design and initiation of any programs or responsibilities to be added to the school districts they oversee.

Thank you for the opportunity to present to you today. Please be assured that the BC School Trustees Association and our member boards are committed to working with government to find meaningful and effective answers to these concerns. We are committed to being part of the solution and not just a requester of additional dollars.

I would be happy to answer any questions you might have.

*Gordon Swan - BCSTA President*

## **Summary of Recommendations by the BC School Trustees Association**

1. Increase general operating grants to school districts by the rate of inflation each year, and allow boards of education to determine how this funding is spent.
2. Eliminate the current requirement for forced administrative savings by school districts, and return the \$29 million to local budgets.
3. Cover the full cost of implementing and maintaining the Next Generation Network so that school districts do not have to subsidize the project.
4. Substantially increase the \$110 million Annual Facilities Grant to school districts toward supporting increased school maintenance and facilities improvement.
5. Increase learning resource grants to school districts by at least the previous commitment of an additional \$30 million per year.
6. Provide boards of education with increased flexibility to spend their budgets as determined by local priorities. Eliminate requirements for 'one size fits all' spending as well as targeted grants.
7. Increase spending on school capital projects to address the backlog of needed new schools, seismic upgrades and replacement facilities in accordance with a multi-year 'needs' based budget.
8. Consult directly with boards of education regarding the planning and implementation of new programs or initiatives that might have a direct or indirect impact on the K-12 education system, including additional funding requirements. This should include initiatives to address the needs of Indigenous students, students with special needs, immigrants, children in care, individuals from disadvantaged backgrounds and those who live in remote locations.
9. Identify and address current barriers to the effective and efficient spending of existing budgets by school districts. Wherever possible, provide increased flexibility to ensure boards of education can direct spending to meet local priorities and the needs of students.
10. Emphasize and reinforce the co-governance relationship between boards of education and the Ministry of Education for the oversight of B.C.'s school districts, including identifying future budget priorities and related policy decisions.
11. Continue to invest in B.C.'s public education system as a means of achieving both current and future provincial goals for a society that is rich, both culturally and economically.

**ITEM 8.4 Information**

TO: Board of Education  
FROM: Secretary Treasurer  
SUBJECT: Monthly Financial Summary Report - September 30, 2017

---

**Background:**

The Monthly Financial Summary Report has been provided to the Board for information.

Good financial governance recommends that governance boards monitor budgets and financial reports regularly, and at a minimum, quarterly each year. Ideally, the Board should review quarterly financial statements that provide information on the expenses to-date, and the projected expenses to the end of the year. Preparing these financial reports will require the development of new reporting processes and formats.

In the interim, staff have extracted a report from the financial system that can be printed every month, providing details on all operating expenses to-date. The report is a consolidated report of all operating activities that are currently tracked in the operating fund, and the special purpose funds. The capital transactions will be included in future reports, due to the complexity with recording and accounting for capital transactions.

**Analysis and Impact:**

The report is provided as of September 30, 2017 to ensure all applicable expenses were processed.

Information for consideration with the review.

- The expenses appear to be tracking at or above the budget, and as such, expenses will be tightly controlled and monitored for the rest of the year.
- The budget is the preliminary budget approved in June. This budget does not include the revenue for the increased enrolment, while the expenses include the increased costs for the additional classrooms that were not expected (2 classrooms).
- Budgets are calculated and processed on an annual basis. The actual to budget % comparisons are based on the amount spent as at September 30<sup>th</sup> as compared to the total budget.
  - For the most part, the instruction costs are expensed at approximately 10% a month.
  - Most administrative costs are expensed over 12 months with approximately 25% expensed at September 30<sup>th</sup>, although some secretarial support is expensed over 10.5 months.
- The budget and expenses do not include any of the costs for remedies, for classrooms that exceed the collective agreement class size and composition limits.
- Staff are beginning to put the amended budget together, which will provide a more accurate comparison. The first meeting to discuss the amended budget is being planned for a Special Committee of the Whole Meeting on December 12, 2017.

**Strategic Priority:**

The strategic plan addresses the Board's goal to be fiscally responsible. Reviewing the financial activity of the organization on a regular basis will ensure the board has oversight.

**Policy, Regulation, Legislation:**

The Province has provided support resources for School District's on Financial Governance and Accountability. Regular oversight and review of financial information is an integral part of the Board's responsibility. Putting policy in place to support this oversight will be an integral part of meeting this responsibility.

**Public Participation:**

The presentation of this financial information is within the inform category of the IAP2 framework of public participation.

**Implementation:**

No action is required. However, a section will be added to the website for monthly financial reports.

**Attachments:**

Monthly Operations Summary Report – September 30, 2017

SEPTEMBER 30, 2017

	BUDGET	ACTUAL	DIFFERENCE	ACTUAL TO BUDGET
=====				
REVENUE				
REVENUE	67,248,895.99-	12,302,232.70-	54,946,663.29-	18.29%
	-----	-----	-----	-----
	67,248,895.99-	12,302,232.70-	54,946,663.29-	18.29%
	=====	=====	=====	=====
INSTRUCTION				
REGULAR INSTRUCTION	36,009,286.39	3,433,228.15	32,576,058.24	9.53%
CAREER PREPARATION	1,336,737.41	209,739.00	1,126,998.41	15.69%
LIBRARY SERVICES	1,196,841.43	116,145.19	1,080,696.24	9.70%
COUNSELLING	1,108,400.00	128,412.37	979,987.63	11.59%
SPECIAL EDUCATION	9,290,860.00	981,010.13	8,309,849.87	10.56%
ENGLISH AS A 2ND LANGUAGE	615,890.00	61,667.16	554,222.84	10.01%
ABORIGINAL EDUCATION	1,438,367.99	125,504.88	1,312,863.11	8.73%
BUSINESS ADMINISTRATION	4,914,840.80	934,845.52	3,979,995.28	19.02%
OFF SHORE STUDENTS	747,915.00	195,277.08	552,637.92	26.11%
OTHER	199,230.00	66,989.13	132,240.87	33.62%
	-----	-----	-----	-----
	56,858,369.02	6,252,818.61	50,605,550.41	11.00%
	=====	=====	=====	=====
ADMINISTRATION				
EDUCATIONAL ADMINISTRATION	854,437.41	188,002.13	666,435.28	22.00%
SCHOOL DISTRICT GOVERNANCE	174,313.00	63,005.66	111,307.34	36.15%
BUSINESS ADMINISTRATION	1,594,098.00	432,620.74	1,161,477.26	27.14%
	-----	-----	-----	-----
	2,622,848.41	683,628.53	1,939,219.88	26.06%
	=====	=====	=====	=====
OPERATIONS & MAINTENANCE				
BUSINESS ADMINISTRATION	428,076.00	90,245.21	337,830.79	21.08%
MAINTENANCE OPERATIONS	4,694,790.00	1,040,867.43	3,653,922.57	22.17%
MAINTENANCE OF GROUNDS	403,100.00	134,758.68	268,341.32	33.43%
UTILITIES	1,179,590.00	135,541.10	1,044,048.90	11.49%
	-----	-----	-----	-----
	6,705,556.00	1,401,412.42	5,304,143.58	20.90%
	=====	=====	=====	=====
TRANSPORTATION & HOUSING				
BUSINESS ADMINISTRATION	134,400.00	29,410.03	104,989.97	21.88%
STUDENT TRANSPORTATION	900,694.00	125,322.46	775,371.54	13.91%
	-----	-----	-----	-----
	1,035,094.00	154,732.49	880,361.51	14.95%
	=====	=====	=====	=====
	-----	-----	-----	-----
	27,028.56-	3,809,640.65-	3,782,612.09	
	=====	=====	=====	=====

## International Travel Itinerary for Ecole Mission Secondary, Paris & Madrid 2018

STS Tours Inc.

#17 – 15168 22nd Street

Surrey, BC V4A 9T4

Phone: 604.538.2853 Fax: 604.538.2863

Toll Free: 1.866.538.2853

Email: [ststours@telus.net](mailto:ststours@telus.net) Web: [www.ststours.ca](http://www.ststours.ca)

### Day 1: March 2018: Vancouver - Paris

Depart for Paris on your overnight flight.

### Day 2: March 2018: Paris

Today you will arrive in Paris and be met at the airport and transferred to your hotel. En route, marvel at the sites in the City of Lights as you enjoy your panoramic sightseeing tour. After checking into your hotel, and storing your bags, your guide will escort you on a walking orientation tour of this romantic and beautiful city. Your guide will orient you to the metro system and some of the most well-known city sites. Your guide will leave you in the Latin Quarter. The Latin Quarter got its name because at one-time Latin was spoken here. In fact, it was the official language until 1793! This intellectual and university tradition lives on in this quaint historical area. Today it is a lovely place to stroll as it is brimming with cafes, restaurants, little bookstores, tourist shops all of which add to the lively and attractive ambiance of the neighborhood. Enjoy dinner on your own here tonight before returning to your hotel for the night.

### Day 3: March 2018: Paris (B, D)

Begin with breakfast today prior to your visit the Louvre Museum. This former Royal Palace, transformed by the Revolution into a museum, lays claim to the title of “most beautiful museum in the world.” You will enter through the I.M. Pei’s pyramids, highlights of the major modernization program. In the course of their construction the medieval foundations were unearthed and are displayed as an integral part of the museum’s collection. Containing over 200,000 works of art in 225 galleries, it is impossible for you to view them all so you must be very selective. Some of the most famous exhibits are: Leonardo da Vinci’s Mona Lisa, the soaring 3rd century BC statue Victory of Samothrace, the celebrated Vénus de Milo (2nd century BC) and the realistic Egyptian Seated Scribe.

This afternoon enjoy a self guided walking tour of this romantic city. Visit the Place de la Concorde, formerly called the Place de la Revolution (Revolution Square) and the site of the guillotine during the French Revolution. Also see Place Vendome (Vendome Square), famous all around the world as the central site for jewelry in Paris. The Palais

Royale (Royal Palace) and its garden, was originally owned by the Cardinal of Richelieu and then by the Kings of France. It was here that the French Revolution began but today it houses the Council of State. Continue along the Champs Elysee to the Arc de Triomphe. The Arc de Triomphe can be seen the length of the Champs Elysee and was built by Napoleon to be dedicated to his triumphant armies. While you are there, spend a few minutes watching the cars as they twist their way through the star shaped 12 streets that converge at the Arc. Time permitting you may walk the Avenue de Montaigne and Rue du Faubourg Saint Honore, widely cited as the most fashionable street in the world thanks to the presence of virtually every major fashion house. Saint Honore is also home to the Embassy of the United Kingdom, the residence for the Ambassador of the United States and even Elysee Palace, the official residence of the President of France. The residents and tenants of this street are indeed noteworthy! Dinner is included this evening before ascending the Eiffel Tower for a spectacular night

#### Day 4: March 2018: Paris (B)

This morning after breakfast, board your coach for Versailles, the creation of the French monarchy at the time of its greatest splendor. Consisting of the great palace, the gardens and the Trianons, it is a wonderful harmonious composition of building and landscape, a unique expression of the vitality of French art during the 17th-18th century. Between 1682 and 1789, Versailles was the seat of government and France's political capital. Today the chateau of Versailles seems outrageously large, but in 1682 when Louis XIV took up residence it housed about 15,000 noblemen, servants, and hangers-on who moved in with Louis. Built between 1662 and 1690 it took 26,000 laborers and soldiers to construct. You will pick up your audio guides and visit on your own time schedule through the Grand Apartments, Hall of Mirrors, King's and Queen's suites, as well as many other sights. During her time at Versailles, Marie Antoinette was overwhelmed by palace life and sought refuge at her Petit Trianon, a small chateau on the castle grounds. Marie Antoinette constructed follies at her Trianon Gardens including gardens and a peasant village. Today during your visit to the Palace, spend some time exploring her farming retreat which at the time of the Revolution, was at the heart of the criticism of the queen's lifestyle and spending habits. After your visit to the palace, you will enjoy bike riding through the palace grounds. After returning to Paris and after nightfall, relax on your glass covered boat ride along the Seine River. The Bateaux Mouches glide along the Seine allowing for all to enjoy the scenic city sites and beautiful bridges Paris is so famous for.

#### Day 5: March 2018: Paris (B)

Today after breakfast board your coach for a full day in the Loire Valley, known as the Garden of France due to the abundance of vineyards and orchards. The architectural heritage of the region is also notable for the over 300 chateaux in this lush fertile valley.

Some of the most famous Chateaux include Chateau d'Amboise, Chateau de Chambord, Chateau de Chinon and Chenonceau. Today visit 2 of these gorgeous Chateaux. In 2000, UNESCO added the central part of the Loire River valley to its list of World Heritage Sites.

#### Day 6: March 2018: Paris (B, D)

This morning after breakfast use your metro pass to take you to the spectacular Notre Dame Cathedral which you will visit on your own. You may also wish to see Ste Chappelle and possibly the Conciergerie, all of which are located on the Ile de La Cite. Ste Chappelle was founded by King Louis IX who constructed it as a royal chapel and to house precious relics. The Conciergerie was built in the early 14th century and became the first prison of Paris. During the French Revolution, nearly 3000 of the condemned, including Marie Antoinette, spent their last days here. They were then transported to Place de la Concorde to be guillotined. Today you can visit the Prisoners Gallery where cells have been reconstructed according to the time as well as a few mementos of the French Revolution.

Later use your metro pass to visit Montmartre, which means Mount of Martyrs, one of the most picturesque quarters of the city. It is a working class, colorful, crowded and lively area dominated by souvenir shops, cafes, and inexpensive clothing shops. You can lose yourself here for a few hours. Don't miss the opportunity to climb or take the funicular up to Sacre Coeur a beautiful white basilica, magnetically towering from the highest point in Montmartre.

Or you may wish to visit the Musee Dorsay, or the Catacombs, or the magnificent gilded dome church Les Invalids where you can visit the imposing Tomb of the Emperor Napoleon. Paris's grands magasins (department stores) are famous for being worlds unto themselves. Galeries Lafayette and Printemps department stores dominate Boulevard Haussmann with real Belle Epoque grandeur, concentrating top designer collections for men and women, gourmet food shopping, home design, jewelry, and even hardware into a labyrinth of consumer delights. Enjoy some shopping in these gorgeous stores. Tonight enjoy dinner before returning to your hotel to pack for your flight tomorrow to Madrid.

#### Day 7: March 2018: Paris – Madrid (B, D)

After an early breakfast at your hotel, you will board your coach for your transfer to the airport for your flight to Madrid. Arrive in the Spanish capital – Madrid. Madrid is sophisticated, proud, stylish and an outgoing city that was at one time cloaked in authoritarian repression and insularity. Since the civil war, expansion has been vast and rapid but most of the great monuments of the 17th and 18th century survive. There are sweeping plazas and grand boulevards, fountains and palaces, elegant buildings and more than 40 museums.

Today upon arrival you will be met at the airport and escorted on a guided panoramic city tour. Your guide and driver will take you past all the best and most important sites of this sophisticated city. The Plaza Mayor is a large 17th century square built by Phillip III for celebrations and competitions. Today it houses shops, markets and restaurants. El Retiro Park is a gorgeous island of green and provides a wonderful quiet pleasant place to escape the crowds. You will tour along the noble avenues to see the Plaza de Espana and the statue of Cervantes fictional hero Don Quixote. Then continue past the elegant Alcala shopping street, the Cibeles Fountain and cross the Puerta del Sol. One important structure that is an integral part of Spanish heritage and culture is the famous Las Ventas Bullring. Your coach driver and guide will deliver you to the ring where you enjoy a tour of the building. This impressive bullring was built in mudejan (Moorish) style and is formed of red brick and ceramic tiles. Today the ring is also used for rock concerts and political meetings. Afterwards you will be dropped off at your hotel to check in and relax. Dinner will be tonight at your hotel or a local restaurant.

#### Day 8: March 2018: Madrid (B)

This morning after breakfast at your hotel, meet your guide for your visit the Royal Palace; an extravagant and flamboyant Renaissance Neoclassical structure consisting of 2000 rooms which was completed in 1764 for Carlos III. Afterwards, enjoy one of Madrid's several museums. Three of the most important ones are located close to each other along or near the Paseo del Prado and El Retiro Park. You may choose to visit the Prado Museum or the Museo Thyssen Bornemisza, formerly a private collection owned by the German Hungarian Thyssen Bornemisza family and has a bit of everything beginning from medieval times (13th century) up to the present. The museum trio is rounded out by the Rein Sofia, the National museum of the 20th century art named after Queen Sofia of Spain. Or this afternoon you could possibly do some shopping on the elegant Alcala shopping street. It is indeed a shopper's paradise with a wide diversity of stores and shops and department stores Tonight you will attend a traditional flamenco show. Afterwards, discover the hidden secrets of Madrid as you join the local Spaniards on their evening paseo as you meander your way back to the hotel.

#### Day 9: March 2018: Madrid – Segovia (B)

Begin today with breakfast before your coach picks you up for your transfer to Segovia. Segovia is a short ride from Madrid and is a UNESCO heritage site. The town was a Roman military base therefore the Romans had to build an aqueduct to supply the town with water. The 2000 year old well preserved aqueduct is an imposing site. The prominent cathedral built in Renaissance times (1525 – 1768) is an excellent example of Gothic over the top. The exterior is frilly while the interior is quite simple by comparison. Perched high on the hill is the Alcazar, a fortified palace that was once the residence of the monarchs of Castille, was at one time a prison, and then a Royal

Artillery School. Today it is a museum which you will be touring. Later return to Madrid. Tonight you may wish to experience authentic Spanish tapas on your own.

#### Day 10: March 2018: Madrid (B, D)

Breakfast begins your day today. Travel to El Retiro Park for a relaxing walk around the park. Join the local families paddling a rowboat in the pond. Depending on the day of the week you may wish to head off this afternoon for the El Rastro flea market. Every Sunday morning until 3pm, throngs of shoppers crowd El Rastro purported the world's largest flea market in the oldest part of Madrid with narrow streets and buildings tightly packed. From its earliest history in the 16th century the Rastro was supplied by gypsies from the Southern provinces. Now the gypsy contributions are said to be negligible. Some 40% of today's Rastro offers quality and is an enjoyable and interesting way to pass a Sunday afternoon on a day when many shops are closed. Enjoy dinner at a local restaurant before return to the hotel to pack for your voyage home.

#### Day 11: March 2018: Madrid - Vancouver (B)

Today unfortunately your tour must come to an end. After breakfast, you will be transferred to the airport for your flight home. Au revoir la belle France.

## **EXECUTIVE SUMMARY – BCSTA MEMBER INPUT TO PSEC CONSULTATION ON BCPSEA GOVERNANCE**

The Public Sector Employers' Council (PSEC) requested BC School Trustees Association (BCSTA) co-ordinate the process of providing input from individual Boards of Education to the question of appropriate governance for the BC Public School Employers' Association (BCPSEA), including the planned return of a governing board (with elected trustee participation) in proximity to the January 2018 BCPSEA Annual General Meeting.

While individual boards were able to provide any and all input they saw fit, BCSTA provided ten general questions to help guide local discussions and potential recommendations. The submitted feedback from individual boards of education is summarized below under each of the original questions, but an overview of the additional input received is also included.

A full, inclusive listing of all individual submissions follows the executive summary. The key message that is consistent throughout the submissions, though, is support of the return of elected trustees to the governance of BCPSEA. Without exception, submissions for boards of education supported the concept of school trustees as part of the governing board of their employers' association.

### **1. Should the trustee representatives to the new BCPSEA board be elected or appointed to the board? If elected, through what process?**

Although not unanimously, a significant majority of boards of education favoured the election of trustee representatives to a new BCPSEA board (as opposed to the appointment of trustees to the board). A variety of approaches to the election process were suggested, including election by BCPSEA trustee representatives, regional elections based on BCSTA branch structures, an election process similar to that for the BCSTA board of directors, election by all trustees, and weighted voting by district student population. No single process was favoured by a majority of boards, but the most common answer was the election of trustees to the board by BCPSEA trustee representatives.

### **2. What is the appropriate number of trustees on the board (knowing there will likely also be some appointed government representatives)?**

While a variety of answers were provided to this question, the most common suggestion was for seven trustee members of the new board. The second most common recommendation was for nine trustees. A number of other suggestions were also included in answers to this question, including the number of appointed government representatives to the board, the balance of elected trustees to government appointees, the overall size of the board, the inclusion of management partner group representatives, and who should be the chair of the new board. A significant majority of these additional submissions favoured an elected trustee majority on the board as well as the inclusion of government-appointed members to the board (but as a minority of the total).

### **3. Should there be required regional representation by trustees on the new BCPSEA board? If yes, based on what?**

There was no clear majority direction regarding this question. While a number of boards favour election of trustees on an 'at-large' basis, many others favour the election of trustees on a regional basis. Likewise, there were a number of varied suggestions as to how the regional representation might be broken down, including by BCSTA branch structure, similar to health regions, by student population, and by the current zone structure of the BCPSEA Advisory Committee.

A general theme that did emerge, however, was the need for trustee representation from throughout the province reflecting school districts of differing sizes and context, regardless of how the trustees were elected to the new BCPSEA board.

**4. Should there be longer terms for directors (e.g. three years), or one-year terms only?**

A significant majority of boards favoured multi-year terms for members of the BCPSEA board, with the most common suggestions being either two or three-year terms. A significant number of boards also noted a preference for staggered terms (i.e. trustee elections to the board being staggered so that there was always a blend of current and newly elected trustees on the board at any time).

It is important to note, however, that some boards did favour one-year terms (as per current BCSTA practice for our board of directors).

**5. Should the start date of all trustee terms to the BCPSEA board be the same, or should they be staggered in some way?**

While not all boards addressed this specific question, a significant number noted a preference for staggered terms / staggered election of trustee representatives to the BCPSEA board. There was no common direction, however, as to how the staggering might work or be achieved. Although some suggestions as to how the staggering of terms might initially be introduced, the final answer to this question appears to be directly connected to an individual board's preference as to the length of term. For this reason, any consideration of staggering of terms would need to be made in conjunction with consideration of the length of terms and the number of trustees elected to the board.

**6. What commonalities or considerations for structure and governance should be shared by all four employer association boards under PSEC?**

Feedback on this question was somewhat limited. A number of boards did note their belief that BCPSEA is somewhat different from the other public employers' associations in that its board should include elected trustees (and not just government appointees) and therefore should not be bound by common expectations or standards. In short, BCPSEA represents a different type of employer and therefore should not be bound to follow governance structures applicable to appointed boards controlled directly by government.

While the board of BCPSEA will share some common responsibilities, policies and processes with other public employer associations under PSEC, there must be some latitude to recognize the unique nature of the public education system and its elected trustee structure.

**7. Consistent with the Public Sector Employers Act, what should the roles, responsibilities and accountabilities for the new BCPSEA Board be? (i.e. what do you see as their role and core responsibilities?)**

The most common answer to this question was that the roles, responsibilities and accountabilities of the new BCPSEA board should be the same as the previous board. A variety of answers to this question, however, were submitted including reference to advocacy, who should chair the board, existing BCPSEA bylaws, governance, and key roles such as bargaining. A common theme, however, is that the board should reflect the general wishes and direction of boards of education as the employer.

It is unclear as to the extent that boards considered the Public Sector Employers' Act in determining their suggested roles, responsibilities and accountabilities for the new BCPSEA board. This is noted as some of the suggestions may not be consistent with the current requirements under the Act.

**8. Should a desired skill set for director candidates be developed (by PSEC)? If yes, what could the list include?**

Although a majority of boards recognize the advantage of trustee members of the BCPSEA board having specific competencies, there should be no limitation on who runs for and is ultimately elected to the board. In short, there should be no competency requirement or experience standard that limits which trustees may run for election to the BCPSEA board.

The development of a suggested skill set for all members of the BCPSEA board was seen as advantageous by a number of boards. The intent would be to indicate the scope of knowledge and experience that might be helpful to a trustee (or appointed board member) in fulfilling their role on the board.

Likewise, the provision of specific professional learning opportunities for all members of the new board would be appropriate. There is a general recognition that all members of the board should have a wide scope of knowledge of labour relations and human resource issues in order to effectively fulfil their mandate. Although not specifically noted, it would seem appropriate that BCPSEA, PSEC and BCSTA would work cooperatively to provide such professional learning opportunities to the new board.

**9. Should BCPSEA also maintain a technical advisory committee (reporting to the CEO) comprised of senior district staff representatives and sector experts?**

The majority of responding boards favoured the creation of a technical advisory committee to BCPSEA. A variety of suggestions were made as to the composition of the committee, and how it might operate. A common theme that can be drawn from the suggestions was the need for clear definitions of roles and responsibilities between the BCPSEA board and the technical advisory committee.

It is suggested that the formation of any technical advisory committee consider most of the same questions being asked regarding the formation of the new BCPSEA board. It may, in fact, be an appropriate early agenda item for the new board in the spring of 2018.

**10. That other questions or considerations does your board feel are important?**

A number of individual questions and suggestions were put forward by individual boards, but there was no significant commonality to the input. It is suggested that PSEC, BCPEA and the newly formed board review the questions and suggestions as part of the process of establishing the new board and its responsibilities.



## DEVELOPMENT SERVICES DEPARTMENT

FILE: 5500-04-02  
P2017-049 TEL17-002

November 7, 2017

Dear Owner/Occupant:

**Re: Public Information Meeting – Proposed Telecommunication Facility – Municipal Right-of-Way Adjacent to 7494 Mary Street, Mission, BC**

A public information meeting will be held by Cypress Land Services to receive input regarding a proposed Freedom Mobile telecommunication facility (wireless communications installation) on a Municipal Right-of-Way adjacent to 7494 Mary Street (no civic address). The area and location of the proposed 14.90 metre (48.88 ft.) high streetlight & wireless communications facility is shown on the attached maps.

You are invited to attend an "open house" public information meeting to provide comment on the proposal. Pertinent information/feedback gathered at the meeting will be subsequently presented to District of Mission Council and forwarded to Innovation, Science and Economic Development Canada for final consideration of the proposal.

The meeting will be held:

**Wednesday, November 29, 2017**  
**5:30 pm to 7:00 pm**  
**Fellowship Hall at the Mission Seventh-day Adventist Church\***  
**33522 - 7<sup>th</sup> Avenue, Mission**

Representatives from Cypress Land Services (the proponents) will be in attendance to answer any questions that you may have regarding the proposed wireless communications facility. The Public is welcome to comment on the proposal by the end of the business day on December 1, 2017 with respect to this matter.

If you require additional information regarding this meeting, contact Hardeep Sidhu, Planning Technician, District of Mission at (604) 820-3753 or [hsidhu@mission.ca](mailto:hsidhu@mission.ca).

If you require further information on the proposal, please contact Tawny Verigin, Municipal Affairs Specialist, Cypress Land Services Inc at (604) 620-0877 or [publicconsultation@cypresslandservices.com](mailto:publicconsultation@cypresslandservices.com).

Sincerely,

For, Rob Publow

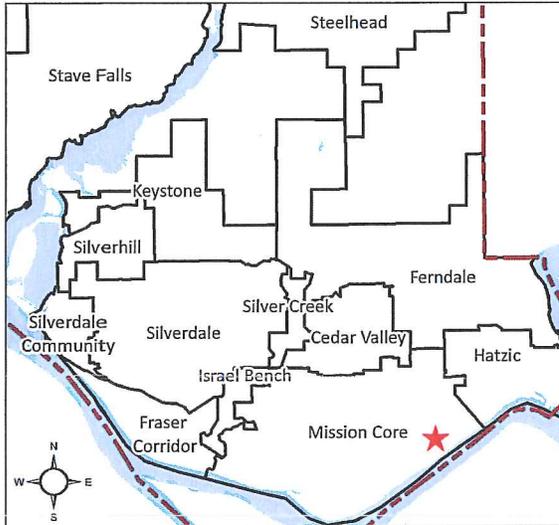
MANAGER OF PLANNING

Encl.

\* Please note the Mission Seventh-day Adventist Church is neither in support of, nor endorsing, this proposal.



File Number: P2017-049 TEL17-002  
Location: Municipal Right of Way on Mary Street  
Applicant: Cypress Land Services Inc.  
(Freedom Mobile)  
Tawny Verigin



**ITEM 10.1 Information**

TO: Board of Education  
FROM: Trustee McKamey, Board Chair  
SUBJECT: BCSTA Board Chairs Meeting Update

---

**October 25/26 : 3<sup>rd</sup> annual BCSTA/Ministry of Education Partner Liaison and Board Chairs Meetings**

It is important to note that the new government is only 3 months in and at this point I believe their primary focus was to receive feedback from member Boards of the BCSTA. In the first two days of meetings MoE was fact finding and information gathering. My expectations were not to hear the MoE make promises and/or offer up a bottomless pit of costly actions. With this in mind I was cautiously optimistic. The format and execution of the meeting was warming as I believe they offered a venue and opportunity for school districts to be heard and understood. The sli-do method of collecting information was an effective tool for the MoE to achieve their goal. Important issues were raised, difficult questions were asked, and all School Districts had an opportunity to sli-do in with their perspective and answer questions and be recorded. A very effective technological tool and kudos to the MoE for initiating this effective tool for Boards to respond and be recorded.

Dean Goodman,s (Director of Accountability MoE) presentation focused on 4 specific areas of concern in public education today.

1. Personalized learning and is it making a difference;

Through the dialogue and interactive sessions Boards were unanimous in positive response with regard to the current direction of personalized learning. The MoE is committed to ensuring that the Personalized learning model be continued and through the session received valuable feedback from Boards and staff regarding district needs to ensure future success.

2. Developing cohesive data and reporting systems for students today;

The MoE presented their model of personalized data collection of students today. They presented a model that would see PIN for all students from K-12 and tracking. They also stated that they would seek methods to begin tracking prior to kindergarten and further would like to see it continue through post graduation. The information collected would be invaluable in monitoring and understanding outcomes and life success thus offering long term data to perfect education in the future. There was an understanding that there is a concern with infringement of privacy in this methodology. Districts were divided in this topic given the challenge to the privacy infringements.

3. Strategic planning and district support systems;

The MoE is committed to assisting Districts in developing comprehensive Strategic Plans. It appeared that Boards were unanimous in understanding the needs and were open to the support in achieving the goal. Later in the day we heard presentations from two Boards that saw notable improvement in student successes after implementation. In particular it was reassuring hearing from the Coast Mountain District as their Aboriginal Education Achievements 2011/12 success of 43%, 2013/14 success of 65.1%, 2015/16 success of 67.8% to 2016/17 results of in excess of 84%. They effectively took their Aboriginal achievements from being one of the worst in the Province to being in the top percentile in these past 4 years. The results were not just felt in

Aboriginal Education as higher results were noted across the entire spectrum. Their primary focus was on improving Aboriginal Results however their strategic plan was also focused on understanding the roles and responsibilities of the District. A strong focus was put to governance and operations.

Coast Mountain emphasized the need for a strong and accountable Enhancement Agreement with the many bands in their district, developing and implementing a solid framework for enhancing student learning and growth plans that were developed to be guides to future success within. The growth plans were living documents that assisted the individual schools to their identity and a roadmap to follow to that end. The Strategic plan was based on “two” key guiding principles; “what do we want” and “What can we do to get there”. Presently the Coast Mountain Board is exploring the possibility of having the Chief and Councils within their district having a representative at the Board table. This would see them involved in decisions rather than being simply an advisory to the Board of Education.

#### 4. Indigenous student success rates:

The MoE is working toward a model that will better identify needs and develop action plans to improve Aboriginal Dogwood success rates throughout the Province. The discussions were invaluable and the result of this left the Ministry with a multitude of data from districts. It was clear that the task will be challenging however it was also apparent that their commitment to this effort is genuine.

The Ministry of Education is putting together a coordination team to assist districts in these areas. Districts will hear from them to this regard in the near future.

#### Budget and Funding 2017/18 and beyond;

The MoE presented an update of budget 2017, had open dialogue of budget 2018 and then had extensive discussion of the Funding Formula Review which will take place over the coming year.

A budget update of 2017 is required within 90 days of a new cabinet being sworn in. The budget summary is ready for presentation and it reflects a 50 million dollar re-allocation of the capital budget to cover the Classroom Enhancement Fund (CEF) capital requirements. This will allow the Ministry to meet previously made commitments to fund the CEF, student enrollment, Economic Stability Mandate and the Independent School’s needs. Important to note that this update is mandated in the first 90 days of a new cabinet and also important to note that the “full Budget” will be put forward in February of 2018 as always.

The education budget includes a \$681 million increase to the provincial K-12 over the next 3 years. \$521 million will reflect full cost of implementing the CEF, \$51 million is earmarked for enrollment growth, \$44 million is for the economic stability mandate, \$57 million is for Independent Schools and finally \$8 million for the BC Training and Education Savings Plan. important to note that Government was quick to note that the \$50 million CEF capital allocation came directly out of the existing capital slippage. it is also important to note that there is no additional funds for any rising costs or other identified needs.

Also included in the education budget was MSP premium decrease of 50% without an income test effective January 2018, 50% reduction in PST for Hydro costs effective this fall and an Offset by additional Carbon Tax of \$5 per ton or about 17% increase effective April 1, 2018.

BCSTA will focus on the Select Standing Committee on Finance and Government services meetings and offer formal submissions to support the budgetary needs of School Districts. they will write a formal letter to the Minister of Education outlining the associations expectations and requesting to be fully consulted on what is brought forward to the Ministry of Finance with respect to impact on Public Education and will request formal updates with the Ministry of Education.

The ministry of Education put forward their mandate letter which listed;

- 1) Fast tracking enhancement to K-12 education funding
- 2) Review the funding formula to develop a stable and sustainable model for the K-12 education system
- 3) Provide additional annual funding to ensure students have the school supplies they need to succeed
- 4) Create an ongoing capital fund for school playgrounds
- 5) Make schools safer by accelerating the seismic upgrade program
- 6) Work in partnership to build and upgrade schools in every region of the province
- 7) Implement the new First Nations history curriculum, develop full-course offerings in Aboriginal languages and implement the educational Calls to Action from the Truth and Reconciliation Commission
- 8) Implement BC's new school curriculum and provide new technology, lab equipment, learning material and professional development support for teachers.

Other platform commitments not in the mandate letter were:

- 1) Investment in energy efficiency and lighting upgrades for schools, reducing power consumption, improving the quality of light and learning, where possible, build new schools with made-in-BC Manufactured wood products
- 2) Make mental health counselors available where schools identify a need, so children can get the help they need when they need it
- 3) Supports to learn coding in the classroom and partner with innovative not-for-profits and technology companies in BC that teach coding in schools and afterschool programs.
- 4) Support the expansion of digital arts
- 5) Specific references to eliminating portables in Surrey

The Ministry of Education is committed to increasing the annual operating grants by at least the rate of inflation each year and also is supportive of allowing boards to determine how that increase will be spent in their local districts. They will eliminate the current forced administrative savings by school districts and will return the \$29 million clawed back to the local budgets and they will commit to funding the executive compensation increases. They also plan to cover the full cost of implementing the Next Generation Network, fully fund enrollment growth in the base budget. There was a recognition of the need for recruitment and retention and will commit to supports in that respect. They also presented a consideration to increase learning resource grants to school districts by at least the previous commitment of an additional \$30 million per year.

With regard to Capital Funding projects the MoE is committed to increase spending on school capital projects to address the backlog of needed new schools, seismic upgrades and replacement facilities in accordance with a multiyear needs based budget. They also recognize the need to substantially increase the Annual Facilities Grant to School Districts toward supporting increased school maintenance and facilities improvement.

The Ministry of Education is undertaking a complete Funding Formula Review over the next 12 months. the present Formula was introduced in 1992 and has not had a comprehensive review since that time. The focus will be on providing a stable, predictable and sustainable funding formula for all school districts. Capital funding will not be within the scope of this review. The timelines will see this review begin immediately and will run through until November 2018 with final implementation reflected in the March 2019 disbursements to the School Districts.

This Review will deliver through 5 phases

- 1) Phase 1: establish the principles; fall 2017 this will see the launch of the review and will scope the principles for the new model with the BCSTA

- 2) Phase 2: gathering foundation information, fall/winter 2017  
fact finding and information gathering and research. engage sector stake-holders through technical survey, regional meetings and written submissions
- 3) Phase 3: review team analysis, winter 2017, spring 2018  
establish an expert team, review and validation of the initial findings, consultation with sector stakeholders leading to recommendations and a written submission by April 30, 2018.
- 4) Phase 4: complete a new model, summer/fall 2018  
model and cost recommended options, obtain government approvals and develop implementation plan and transition options.
- 5) Phase 5; implementation and evaluation, fall 2018 to fall 2019 confirm key features of the new model, announce preliminary operating grants for 2019/20 school year (March 2019) and then implementation and evaluation. it is expected that the outcome will provide districts with the autonomy to direct funding to meet the local needs and the school district budgets will increase to cover the pressures including inflation, enrollment growth and other pressures like hydro and carbon tax costs. it should result in equitable allocations to school districts and respect to their diverse needs across the province. Funding for students with special needs and aboriginal students will fully reflect the specific needs and conditions identified. Funding will be provided for fair and reasonable salary increases for all staff and new programs or initiatives that might have a direct or indirect impact on the K-12 education system will be funded adequately.

October 26<sup>th</sup>: BCSTA Board Chairs Meeting;

The morning session of the Board Chairs meeting was dedicated to review and further discuss the previous days Liaison meeting with the Ministry of Education. the message stayed consistent with the previous day and the result of discussion was similar. It was clear that some came with expectation of this new government bringing in massive immediate change that would fix all, but it was abundantly clear that the majority were of the opinion that the fact finding and information gathering was the expected. The session served a purpose in getting all members to a same page and understanding that working forward will best benefit the students in the public education system.

The MoE offered a presentation of Education Sector Readiness for a catastrophic earth quake. MoE indicated that legislation is now in place to develop an Immediate Response Plan (IRP). Emergency Management BC (EMBC) has a BC wide plan in place at this time with the Ministry of Education first to move forward to develop their plan, Other ministries are now stepping up to do the same. The scope of the MoE plan is focused on a catastrophic earth quake however the plan is relevant to many other disaster scenarios. the focus of the plan is immediate data collection that will assist in response and a communication plan that will offer ease of information flow. It was presented that a earth quake of a magnitude of 7.3 in Vancouver or 7.0 in Victoria would see major destruction. The plan in place would see an immediate response plan initiated for 0-7 days, a sustained response plan initiated from 7 days to 12 months and a recovery plan initiated for 12 months and on.

This year's wild fires in Central BC saw local Boards with many challenges to open schools on time. Needless to say, the discussions were surreal as the wild fire disaster put an air of reality to the discussion. Funding was revisited in afternoon session where the quantum of overall funding was discussed. The MoE were clear that at this time there is no ability to revisit quantum. the \$681 million increase over 3 years in

funding support is all that can be made available. After that brief discussion the Board Chairs settled in to recap the previous days discussion and have further dialogue.

October 27<sup>th</sup>: BCSTA Aboriginal Education Committee;

The Aboriginal Education committee work focused on a few key areas with discussions in many. Key issues of concern were the lack of teachers and professionals of Aboriginal descent in our BC system. discussions flowed around how that could be encouraged to improve with focus on engaging leaders in the aboriginal communities to assist in bringing awareness to this fact.

Brad Baker, District Principle for Aboriginal Education/ North Vancouver and Representative of Aboriginal Education for the PVP Association for this region, discussed the Aboriginal sense of belonging and the Dogwood academic achievement results for Aboriginal Students. His presentation was well received and re-affirmed the Ab Ed Committee members ongoing discussions of improvement. Building a sense of belonging for aboriginal students is paramount if better results are to be expected. the new curriculum and the truth and reconciliation is expected to lead us to this end however there are still immediate needs of aboriginal students to achieve higher success rates.

The question was asked “What can we all do?” This led to an affirmation of 3 key areas that strength can be garnered;

- 1) Trustee Cultural Sensitivity Training
- 2) Understanding the multiplicity of Aboriginal Communities in a region
- 3) Aboriginal Student Voice

The Aboriginal Education Committee will be posting 3 questions at the November Trustee Academy for trustees to offer response. They will be posted on a wall at the forum with sticky notes for trustees to place their individual or district responses. They will replace the previous method of sending to Boards to answer and forward in to the committee. The questions posting will be;

- 1) Where do you feel you are at with reconciliation?
- 2) How does reconciliation impact your school district?
- 3) what would you like to see provided/presented at future academies and AGM events on reconciliation?

Please take time to visit the poster wall and offer your responses to these keys issues in school districts across BC with regard to Aboriginal Education. The Aboriginal Education is once again hosting a Movie Night at the Trustee Academy on Friday November 24 from 8-10 PM. Door prizes, snacks and beverages will be provided and an incredible movie that will open up a whole new series of thought with regard to Aboriginal People. There is a contest to see if anyone can guess the movie title.

Rick McKamey  
Board Chairperson, SD#75 Mission

# Board of Education Meeting (Public)

## November 21, 2017



### ITEM 10.2      **Action**

TO:                Board of Education  
FROM:            Trustee Shelley Carter  
SUBJECT:        BCSTA Provincial Council Meeting – Verbal Report

---

Trustee Carter attended the BCSTA Provincial Council Meeting held on October 27, 2017; a verbal report will be provided.