

# Board of Education Meeting (open to the public)

# Agenda



## Board of Education Meeting

January 24, 2017, 6:30 pm

École Heritage Park Middle School – Clarke Theatre, 33700 Prentis Avenue, Mission, BC

1. CALL TO ORDER

*The Board Chair will acknowledge that this meeting is being held on Traditional Territory.*

2. ADOPTION OF AGENDA

3. DELEGATIONS/PRESENTATIONS

Business Education / Yearbook Student Presentation: Greg McNeill, Educator and Students

4. UNFINISHED BUSINESS

5. STAFF REPORTS

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6. NEW BUSINESS

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*\*Due to volume, correspondence will only be available in the electronic Agenda on the School District's website.*

10. COMMITTEE MINUTES/LIAISON REPORTS

11. ANNOUNCEMENTS

12. QUESTION PERIOD

13. ADJOURNMENT

# Board of Education Meeting (Regular)

## January 24, 2017



### ITEM 5.1      **Action**

TO:                Board of Education  
FROM:            Committee of the Whole Meeting  
SUBJECT:        2017 Trustee Committee and Liaison Appointments

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#### Background Information

Each year the Board of Education reviews the committee and school liaison appointments.

Due to the newly created Committee of the Whole ("COTW") structure, many of the previous committees have now been absorbed by the COTW.

The Board Chairperson provided his recommended appointments at the January 10, 2017 Committee of the Whole meeting. After discussion, revisions were made and are being brought for final approval and implementation.

#### **Attachment:**

- A. 2017 Trustee Committee Appointments List;
- B. 2017 Trustee School Liaison Appointment List.

## 2017 TRUSTEE COMMITTEE AND LIAISON APPOINTMENTS

**\*The following Committees have been removed and will form the Committee of the Whole:**

*Audit, BPDC, Budget, Business, CUPE Jt Bargaining, Education, Exempt Staff, Finance, Governance, MTU Jt Bargaining, P/VP Assoc., Dist. of Mission Ad Hoc, International Education, Labour Relations and Trades and Training Advisory.*

COMMITTEE	TRUSTEE MEMBERS	ADMINISTRATIVE STAFF MEMBERS
Aboriginal Education Committee	<i>1st: Randy Cairns Alternate: Tracy Loffler</i>	<i>District Principal, Aboriginal Education</i>
BC School Trustees' Association	<i>1<sup>st</sup>: Shelley Carter Alternate: Jim Taylor</i>	<i>Superintendent / Secretary Treasurer</i>
BCPSEA Representative Council	<i>1<sup>st</sup>: Shelley Carter Alternate: Rick McKamey</i>	<i>Secretary Treasurer</i>
Committee of the Whole	<i>Chair: Rick McKamey VC: Tracy Loffler</i>	<i>All Senior Staff</i>
Mission Literacy in Motion	<i>Trustee: Jim Taylor Alternate: Randy Cairns</i>	<i>Assistant Superintendent / Principal (Melinda Dempster)</i>
University of the Fraser Valley Community Council	<i>Trustee: Jim Taylor Trustee: Tracy Loffler</i>	<i>Superintendent / Assistant Superintendent / Director of Instruction</i>

Liaison Appointments	Trustee Cairns	Trustee Carter	Trustee Loffler	Trustee McKamey	Trustee Taylor
District of Mission			✓	✓	
Albert McMahan			✓		
Cherry Hill		✓			
Christine Morrison			✓		
Deroche		✓			
Dewdney		✓			
Edwin S. Richards			✓		
Hatzic Elementary		✓			
Hatzic Middle					✓
Hillside Traditional	✓				
Heritage Park Middle	✓				
Mission Central	✓				
Mission Secondary				✓	
Silverdale					✓
West Heights					✓
Windebank		✓			
French Immersion	✓				
Fraserview Learning Centre					✓
Riverside College			✓		
Summit Learning Centre					✓
Facilities & Transportation	✓				
Board Office & Student Support Services				✓	

**ITEM 5.2      Action**

TO:                Committee of the Whole  
FROM:            Secretary Treasurer  
SUBJECT:        Catchment Areas, Cross Boundary, Schools of Choice, and Programs of Choice Policy

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**Recommendation:**

**THAT the *Catchment Areas, Cross Boundary, Schools of Choice, and Programs of Choice* policy be approved.**

**Executive Summary:**

The draft *Catchment Areas, Cross Boundary, Schools of Choice, and Programs of Choice* policy was presented to the Board for consideration in November 2016. The comments are summarized in the public consultation section. Additional amendments have been made to policy considering the development of procedures.

**Background:**

Policies provide the direction and guidelines necessary to deliver governance and services, and information for all who may be interested in, or connected with, the operation of the School District.

A number of issues were identified with the catchment area policy. Staff have reviewed the existing policy, and are recommending the changes to the policy. The revised draft policy is presented for the Board's consideration.

**Analysis and Impact:**

The revised policy is expected to clarify a few issues identified with the policy during the past few years. The administrative features of the current policy will also be moved into administrative procedures. These procedures will be updated prior to final approval of the policy.

**Strategic Priority:**

The review aligns with the direction of the Strategic Plan to *Review, revise and create policy and committee structures that contribute to effective governance and operational direction. Policies will be reviewed and revised ensuring transparent participation.*

**Policy, Regulation, Legislation:**

See Current Board Policy #17

**Public Consultation:**

The following comments were received:

1. If a parent chooses to send their child to a school, be it a school or program of choice or another neighbourhood school and not their catchment school, and outside the reasonable walking distance, the parent should be responsible for the costs of getting the child to school. If the child is on SD75 buses that the parent should pay for busing the student.
2. Students should have the option to ride the bus if they are outside the walking distance, regardless of if they are in catchment or not.

3. Busing priority levels need to be looked into and that busing is not a service that should be taken for granted. There should be a priority level for students riding buses,
  - a. first priority going to students within catchment that are outside the walking distance, and
  - b. second priority to those outside the walking distance that are at a school or program of choice.Busing should NOT be free - ALL parents should pay a fee.
4. It is an ongoing concern I share with many parents that there be equity between schools in the District. Currently we see and experience an inequity between the FI schools and believe enrolment imbalance to be one of the driving factors.

I trust administration appreciates this concern and understand the dedication of the parents who have worked together to enhance the experience for students and families at Mission Central through their work on the community garden, neighbourhood cleanups, and volunteerism at the school more broadly. It is my hope administration and the board recognizes the commitment of parents to enhance the educational experience for their children and also commits to ensuring more balanced enrolment specific to FI programs in Mission.“

Staff will consider the comments for revising the Transportation policy in due course. Staff anticipates updating this policy in Spring 2017. The review will also consider the recent changes to provincial funding for busing students.

Staff reviews the French Immersion program (FI) regularly to ensure there is a balance in enrolment between the two elementary FI schools. Reports on the status of the enrolment balances will be provided to the Board at least once per year.

**Implementation:**

- Final Approval – Board meeting January 24, 2017
- Staff Orientation – February 2017
- MPSD Website – February 2017
- PAC Notification – February 2017

**Attachment:**

- A. Catchment Areas, Cross Boundary, Schools of Choice, and Programs of Choice Policy – clean copy
- B. Catchment Areas, Cross Boundary, Schools of Choice, and Programs of Choice Policy – red-lined
- C. Student Registration Procedure
- D. Cross Boundary School Application Procedure
- E. School of Choice Application Procedure

<b>Section:</b>	<b>School Administration</b>	
<b>Title:</b>	<b>Catchment Areas, Cross Boundary, Schools of Choice, and Programs of Choice Policy</b>	<b>300</b>

### Purpose

To establish guidelines for student access to public education at a neighbourhood school, a School of Choice, or a Program of Choice.

### Policy

Neighbourhood schools will generally be accessible to all school-age students in the neighbourhood, subject to enrolment capacity.

Neighbourhood schools may be accessible to school-age students outside of the neighbourhood, subject to a cross boundary school application and enrolment space availability.

Schools of Choice and Programs of Choice will be available to all students in the district, subject to an application and the enrolment space availability in the School or Program.

### General Guidelines

In accordance with the *School Act*, schools will enroll students in the following descending order or priority:

- A catchment area student who, in the previous school year, attended the school.
- A student assigned by the Board to the school.
- A catchment area student.
- A non-catchment area student who, in the previous school year, attended the school.
- Siblings of non-catchment area students who, in the previous school year, attended the school.
- A non-catchment area student.
- A non-school district student.

### Catchment Areas

An elementary school catchment area is a specified geographic area that surrounds a school. In determining a school catchment area, consideration will be given to the walk limits specified in Board Policy, and the number of students that would be attending the elementary school. The objective will be to consider the capacity of the schools and balance the enrolment amongst most elementary schools.

Information on the school catchment areas will be provided to parents and students, with additional information and details made available on the Mission Public School District website ([www.mpsd.ca](http://www.mpsd.ca)).

The School District may amend the catchment areas as needed.

Elementary Schools

The elementary school in each defined catchment area will be the neighbourhood school for that area. Residency in the elementary school catchment area qualifies an elementary school student to attend that school.

Middle Schools

The Middle School catchments are determined to equitably distribute the student population between the two middle schools. Elementary schools are assigned to a Middle School catchment based on the elementary school catchment, other than schools of choice which are as attended, as follows:

Hatzic Middle School Catchment Schools	Heritage Park Middle School Catchment Schools
Albert McMahon Elementary	École Christine Morrison Elementary
Cherry Hill Elementary	Hillside Traditional Academy
Deroche Elementary	École Mission Central Elementary
Dewdney Elementary	West Heights Community School
Edwin S. Richards Elementary	Windebank Elementary
Hatzic Elementary	
Silverdale Elementary	

Exceptions:

Students attending Edwin S. Richards in 2012-2013 who live in the Windebank catchment area will have the choice to attend HPMS (Note: this clause would be obsolete in 2018-2019).

**Cross Boundary**

The School District will consider cross boundary school applications for students to attend a school outside of their catchment area.

The School District will use a fair and equitable approach when considering cross boundary school applications.

Approval considerations

Applications to attend a cross boundary school will be considered when sufficient enrollment space is available at the cross boundary school.

Applications for students that have been displaced by the closure of a school will be given priority for a cross boundary school application for the school year immediately following the closure.

If approved, attending a cross boundary school will be for one school year only.



## School District Cross Boundary Placement

The School District may find it necessary to enroll a student in a school other than the neighbourhood school due to the availability of special programs or enrollment restrictions. While such placements shall be expected to remain for the duration of the current school year, whenever possible students will be returned to their neighbourhood school effective the start of the next school year.

## **Schools of Choice**

A School of Choice means an elementary school other than the neighbourhood school that parents choose to have their child(ren) attend. The School District has two Schools of Choice. These schools are not neighbourhood schools and do not have a defined catchment area. Any elementary student may apply to attend a School of Choice. The Schools of Choice are:

- Edwin S. Richards – Arts-Based Curriculum
- Hillside Traditional Academy – Curricular outcomes in an environment based on traditional values.

The School District will use a fair and equitable approach when considering applications to attend a School of Choice.

## **Programs of Choice**

The School District offers Programs of Choice at four schools. Programs of Choice are a School District initiated program approved by the Board and designated to run in one or more school sites.

Programs of Choice are offered as follows:

- |                    |  |
|--------------------|--|
| • French Immersion | École Christine Morrison Elementary School |
| • French Immersion | École Mission Central Elementary School    |
| • French Immersion | École Heritage Park Middle School          |
| • French Immersion | École Mission Senior Secondary             |

The elementary school Program of Choice catchment area is aligned with the neighbourhood catchment area for the elementary schools listed below. The catchment boundaries for the Programs of Choice will be reviewed annually to ensure that each school is being utilized to its potential for the regular programs and to ensure the dual-track schools meet the Board's expectations.

École Christine Morrison (West)	École Mission Central (East)
Cherry Hill Elementary	Albert McMahon Elementary
West Heights Community School	Deroche Elementary
Silverdale Elementary	Dewdney Elementary
	Windebank Elementary
	Hatzic Elementary

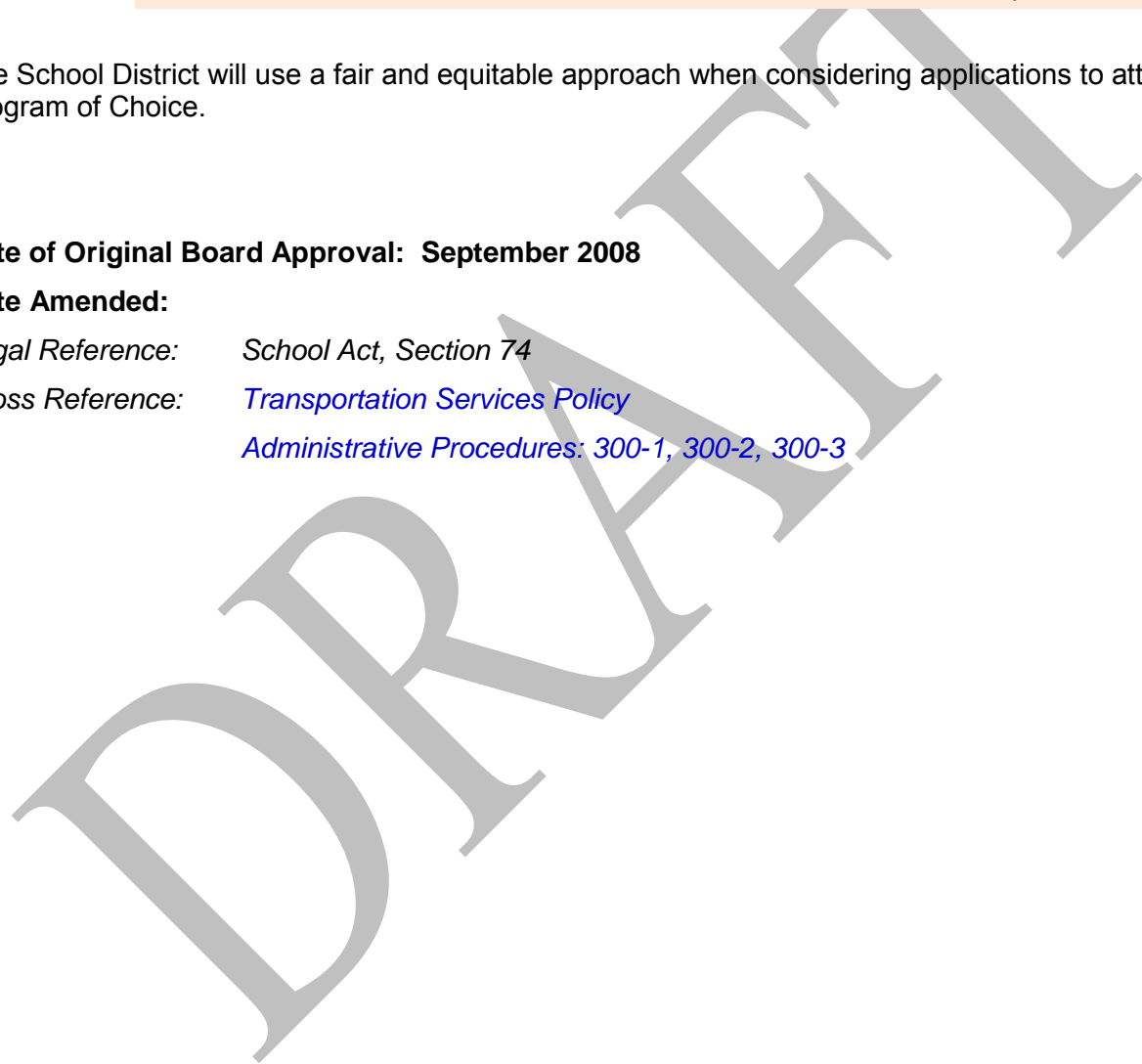
The School District will use a fair and equitable approach when considering applications to attend a Program of Choice.

**Date of Original Board Approval: September 2008**

**Date Amended:**

*Legal Reference:* School Act, Section 74

*Cross Reference:* [Transportation Services Policy](#)  
[Administrative Procedures: 300-1, 300-2, 300-3](#)



<b>Section:</b>	<b>School Administration</b>	
<b>Title:</b>	<b>Catchment Areas, Cross Boundary, Schools of Choice, and Programs of Choice Policy</b>	<b>300</b>

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The School District will use a fair and equitable approach when considering applications to attend a School of Choice.

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- French Immersion                      École Christine Morrison Elementary School
- French Immersion                      École Mission Central Elementary School
- French Immersion                      École Heritage Park Middle School
- French Immersion                      École Mission Senior Secondary

The elementary school Program of Choice catchment area is aligned with the neighbourhood catchment area for the elementary schools listed below. The catchment boundaries for the Programs of Choice will be reviewed annually to ensure that each school is being utilized to its potential for the regular programs and to ensure the dual-track schools meet the Board's expectations.

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West Heights Community School	Deroche Elementary
Silverdale Elementary	Dewdney Elementary
	Windebank Elementary
	Hatzic Elementary

The School District will use a fair and equitable approach when considering applications to attend a Program of Choice.

**Date of Original Board Approval: September 2008**

**Date Amended:**

*Legal Reference: School Act, Section 74*

*Cross Reference: [Transportation Services Policy](#)  
[Administrative Procedures: 300-1, 300-2, 300-3](#)*



# Administrative Procedures



<b>Section:</b>	<b>School Administration</b>	
<b>Title:</b>	<b>Student Registration</b>	<b>300-1</b>

## Purpose

To establish the application procedure for registering students in a regular catchment school.

## Application Dates

1. Kindergarten registrations open the first week in February for the kindergarten classes starting in September.
2. Registrations for grades one to twelve are accepted throughout the year.

## Procedures

1. Parents are to determine which catchment elementary, middle, secondary, or program of choice school their child should attend. The link to this information is available on the District's website [www.mpsd.ca](http://www.mpsd.ca) or through the following school locator website. Enter the home address.  
<https://www.mybaragar.com/index.cfm?event=page.SchoolLocatorPublic&DistrictCode=BC75>
2. Complete a **K-12 Student Registration Form**.
3. Take the completed registration form to the catchment area school, along with the following documentation:
  - a. **Student's Proof of Age**
    - o Examples: Birth Certificate, Passport, BC Services Card, Permanent Residence Card, Aboriginal Status Card, Baptismal Certificate, Certificate of Citizenship, or Immigration Canada Document.
  - b. **Parent/Guardian's Proof of Residency in BC**
    - o Examples: Driver's License, BC Services Card, Municipal Tax Bill, Rental Agreement, Utility Bill.
      - Note: This is required for Ministry of Education funding purposes
  - c. **Proof of Physical Home Address**
    - o Examples: Parent's Driver's License, Mortgage Statement, Municipal Tax Bill, proof of purchase of residence, Rental Agreement accompanied with utility bill, credit card invoice, letter stating current address notarized by a lawyer or notary public.
      - Note: this is required to confirm the catchment school
4. Non-catchment school registrations:
  - a. Students wanting to register for a School of Choice must apply to the School of Choice. Students approved to register in a School of Choice will be notified by the School of Choice to register at that school. All other registrations must be submitted to the regular catchment school.
  - b. Students wanting to register for a school that is not their catchment school must submit to their catchment school a **Cross Boundary Application Form**, in addition to the registration form.
5. Students transferring to a Mission Public School
  - a. The catchment school will contact the transferring student's school in the other school district to obtain the students records.

**Date of Original Superintendent Approval:**

**Date Amended:**

*Cross Reference: Catchment Areas, Cross Boundary, Schools of Choice, and Programs of Choice Policy*  
*K – 12 Student Registration Form*  
*Cross Boundary School Application Procedure*  
*Cross Boundary Application Form*  
*School of Choice Application Procedure*

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# Administrative Procedures



<b>Section:</b>	<b>School Administration</b>	
<b>Title:</b>	<b>Cross Boundary School Application</b>	<b>300-2</b>

**Purpose**

To establish the application procedure and approval process for students to attend an elementary school, a program of choice school, or a middle school that is outside of the student’s residential catchment area.

**Procedures**

1. Application Process

- a. For students that are not attending a cross boundary school in the current year, parents must submit an application for a student to attend an elementary school, a program of choice school, or a middle school outside of their catchment area on the **Cross Boundary Application Form**. The forms must be submitted to their catchment school. The application will be considered for the current and the following school year.
- b. Students attending a cross boundary school in the current year will receive a cross boundary renewal form in February. The form must be completed and returned to their current school **by March 31**. The application will be considered for the following year.
- c. Mission elementary grade six students will receive a notice of their middle school catchment in December. For the student to attend the other middle school, parents must submit a **Cross Boundary Application Form** to their current elementary school **by March 31**. The application will be considered for the following year.

2. Approval Process

- a. The cross boundary enrolment approvals will be based on the available space and the prioritization outlined in the general guidelines of the *Catchment Area, Cross Boundary, Schools of Choice, and Programs of Choice Policy*, and further prioritized by the date the application or renewal notice was received.
- b. If at June 15, the cross boundary school enrolment projection for September is 90% or more of the schools’ maximum enrolment, the cross boundary application decisions will be made by the Friday of the first week in September.
- c. If at June 15, the cross boundary school enrolment projection for September is less than 90% of the schools’ maximum enrolment, the cross boundary application decisions may be confirmed in June.

**Date of Original Superintendent Approval:**

**Date Amended:**

*Cross Reference: Catchment Areas, Cross Boundary, Schools of Choice, and Programs of Choice Policy  
 Cross Boundary Application Form  
 Student Registration Procedure  
 K – 12 Student Registration Form*

# Administrative Procedures



<b>Section:</b>	<b>School Administration</b>	
<b>Title:</b>	<b>School of Choice Application</b>	<b>300-3</b>

## Purpose

To establish the application procedure and approval process for students to attend a School of Choice.

## Procedures

1. Application Process
  - a. Kindergarten
    - i. After receiving the child's birth certificate, parents may submit the appropriate **School of Choice Kindergarten Wait List Application Form** to Edwin S. Richards Elementary or Hillside Traditional Academy.
    - ii. Applications will be placed on one of the following wait lists considering the child's date of birth, the kindergarten intake year, and the date/time of the school's receipt of the application.
      1. Wait list for applicants with siblings in the school, and
      2. Wait list for applicants with no siblings in the school.
  - b. Grades one to six
    - i. Parents are to contact Edwin S. Richards Elementary or Hillside Traditional Academy directly to determine the space availability for new students.
    - ii. If no space is available, upon request, applicants will be placed on one of the following wait lists for the grade requested, considering the date/time of the school's receipt of the application.
      1. Wait list for applicants with siblings in the school, and
      2. Wait list for applicants with no siblings in the school.
2. Approval Process
  - a. Kindergarten
    - i. In December each year, subject to space availability, students on the wait list for the following kindergarten year will be invited to submit a **K-12 Student Registration Form**.
    - ii. If space is available for students on the wait lists, applicants will be invited to submit a **K-12 Student Registration Form** in the following order of priority:
      1. Applicants on the wait list with siblings in the school, in order of receipt of the application,
      2. Applicants on the wait list without siblings in the school, in order of receipt of the application.
    - iii. The **K-12 Student Registration Form** must be received by the school by **January 15th**. If the form is not received by **January 15**, the space will be offered to the next applicant on the wait list.
    - iv. Applicants that are **not accepted** into the School of Choice will be advised prior to **January 20**, to submit a **K-12 Student Registration Form** to their catchment school. Unless advised otherwise, the School of Choice will continue to keep the applicant on the appropriate wait list to be offered the opportunity to register if a space opens up in the future.

- b. Grades one to six
  - i. If space is available in the current year and there is no wait list, the applicant may be accepted into the school.
  - ii. If space becomes available, applicants may be accepted into the school in the following order of priority:
    - 1. Applicants on the wait list with siblings in the school in order of receipt of the application,
    - 2. Applicants on the wait list without siblings in the school in order of receipt of the application.
  - iii. If accepted into the school, applicants from outside of the Mission Public School system will be required to complete and submit to the school the **K-12 Student Registration Form**.

**Date of Original Superintendent Approval:**

**Date Amended:**

*Cross Reference: [Catchment Areas, Cross Boundary, Schools of Choice, and Programs of Choice Policy](#)  
[Edwin S. Richards Elementary School of Choice Application Form \(Kindergarten\)](#)  
[Hillside Traditional Academy School of Choice Application Form \(Kindergarten\)](#)  
[Student Registration Procedure](#)  
[K-12 Student Registration Form](#)*

# Board of Education Meeting (Regular)

## January 24, 2017



### ITEM 5.3 Action

TO: Board of Education  
FROM: Secretary Treasurer  
SUBJECT: School Closure Bylaws 2017-1 and 2017-2 *Cade Barr and Nicomen Island Schools*

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#### **Recommendation:**

**THAT the following resolutions be approved:**

#### **Cade Barr School Closure – Bylaw 2017-1**

**THAT the required three (3) readings and adoption of School District No. 75 (Mission) Cade Barr School Closure Bylaw No. 2017-1 be carried out in one meeting.**

**THAT School District No. 75 (Mission) Cade Barr School Closure Bylaw No. 2017-1 be approved as read a first time.**

**THAT School District No. 75 (Mission) Cade Barr School Closure Bylaw No. 2017-1 be approved as read a second time.**

**THAT School District No. 75 (Mission) Cade Barr School Closure Bylaw No. 2017-1 be approved as read a third time and finally adopted.**

#### **Nicomen Island School Closure – Bylaw 2017-2**

**THAT the required three (3) readings and adoption of School District No. 75 (Mission) Nicomen Island School Closure Bylaw No. 2017-2 be carried out in one meeting.**

**THAT the School District No. 75 (Mission) Nicomen Island School Closure Bylaw No. 2017-2 be approved as read a first time.**

**THAT the School District No. 75 (Mission) Nicomen Island School Closure Bylaw No. 2017-2 be approved as read a second time.**

**THAT the School District No. 75 (Mission) Nicomen Island School Closure Bylaw No. 2017-2 be approved as read a third time and finally adopted.**

#### **Summary:**

School Disposal Bylaws were approved at the November 15, 2016, Regular Board meeting. Upon submission of those Bylaws, the Ministry of Education indicated they do not have the original school closure Bylaws which would have been filed at the time (years) the schools closed. In order to consider granting approval to dispose of the properties, the Ministry requires a further passing of these bylaws confirming the school closures.

#### **Background:**

At the September 20, 2016 Public Board meeting, the board authorized issuing a Request for Offers for the disposition of the Nicomen Island School property and the Cade Barr School property.

#### **Attachments:**

- A. School Closure Bylaw No. 2017-1 *Cade Barr School*
- B. School Closure Bylaw No. 2017-2 *Nicomen Island School*

**BOARD OF EDUCATION  
SCHOOL DISTRICT NO. 75 (MISSION)**

**School District No. 75 (Mission) School Closure Bylaw 2017-1**

**WHEREAS** Section 73 of the *School Act* states that a board may, subject to the orders of the minister, open, close or reopen a school permanently or for a specified period of time.

**AND WHEREAS** pursuant to School Opening and Closure Order, Ministerial Order 320/02, closing a school permanently means the closing, for a period exceeding 12 months, of a school building used for purposes of providing an educational program to students.

**AND WHEREAS** pursuant to said Ministerial Order 320/02, if a school board decides to permanently close a school under Section 73 of the *School Act*, the board must, without delay, provide the Ministry with written notification of the decision containing the following information:

School Name: Cade Barr School  
Facility No.: 75499  
Facility Code: 7575499  
Civic Address: 33447 Dewdney Trunk Road  
Legal Description: Parcel A (Explanatory Plan 10535), Lot 1, Section 28,  
Township 17, New Westminster District Plan 2184,  
PID 012-547-565  
School closure date: 1980

**AND WHEREAS** pursuant to said Ministerial Order 320/02, the board has developed and implemented its Policy 6016 – School Closure that includes a public consultation process with respect to permanent school closures and this policy has been made available to the public.

**AND WHEREAS** the board has applied the above-noted policy in accordance with Ministerial Order 320/02.

**NOW THEREFORE** be it resolved that the Board of Education of School District No. 75 (Mission) hereby directs administration to close Cade Barr School, Facility #75499 located at 33447 Dewdney Trunk Road on or about the day of July 1, 1980.

This bylaw may be cited as School District No. 75 (Mission) School Closure Bylaw 2017-1.

Read a first time on the 24th day of January, 2017.

Read a second time on the 24th day of January, 2017.

Read a third time, passed and adopted on 24th day of January, 2017.

\_\_\_\_\_  
Chair of the Board

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

I HEREBY CERTIFY this to be a true and original of School District No. 75 (Mission) School Closure Bylaw 2008-1, adopted by the Board on the 24th day of January, 2017.

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

**BOARD OF EDUCATION  
SCHOOL DISTRICT NO. 75 (MISSION)**

**School District No. 75 (Mission) School Closure Bylaw 2017-2**

**WHEREAS** Section 73 of the *School Act* states that a board may, subject to the orders of the minister, open, close or reopen a school permanently or for a specified period of time.

**AND WHEREAS** pursuant to School Opening and Closure Order, Ministerial Order 320/02, closing a school permanently means the closing, for a period exceeding 12 months, of a school building used for purposes of providing an educational program to students.

**AND WHEREAS** pursuant to said Ministerial Order 320/02, if a school board decides to permanently close a school under Section 73 of the *School Act*, the board must, without delay, provide the Ministry with written notification of the decision containing the following information:

School Name:	Nicomen Island School
Facility No.:	75004
Facility Code:	7575004
Civic Address:	40071 Nicomen Island Trunk Road
Legal Description:	Lot 4, District Lot 474, Group 1, and of Section 36, Township 20, New Westminster District Plan 29588, PID 009-023-623
School closure date:	1996

**AND WHEREAS** pursuant to said Ministerial Order 320/02, the board has developed and implemented its Policy 6016 – School Closure that includes a public consultation process with respect to permanent school closures and this policy has been made available to the public.

**AND WHEREAS** the board has applied the above-noted policy in accordance with Ministerial Order 320/02.

**NOW THEREFORE** be it resolved that the Board of Education of School District No. 75 (Mission) hereby directs administration to close Nicomen Island, Facility #75004 located at 40071 Nicomen Island Trunk Road, on or about the 1<sup>st</sup> day of July 1, 1996.

This bylaw may be cited as School District No. 75 (Mission) School Closure Bylaw 2017-2.

Read a first time on the 24th day of January, 2017.

Read a second time on the 24th day of January, 2017.

Read a third time, passed and adopted on the 24th day of January, 2017.

\_\_\_\_\_  
Chair of the Board

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

I HEREBY CERTIFY this to be a true and original of School District No. 75 (Mission) School Closure Bylaw 2017-2, adopted by the Board on the \_\_\_\_\_th day of \_\_\_\_\_, 2017.

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

# Board of Education Meeting (Regular)

## January 24, 2017



### ITEM 6.1      Action

TO:                Board of Education  
FROM:            Trustee Taylor  
SUBJECT:        Solar Photovoltaic Electrical Generation System

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#### Recommendation

**THAT the purchase and installation of a solar photovoltaic electrical generation system be approved;**

**AND THAT the Board of Education directs the Secretary Treasurer to include in the budget, up to \$50,000 from the 2016/2017 amended budget and/or the 2017/2018 budget.**

#### Background/Rationale

The purpose of this motion is to make a formal, public commitment to greener energy sources. The motion empowers the Superintendent and Secretary Treasurer to move ahead with an RFP and to begin detailed discussions on the technical questions of location and size of array, as well as necessary building electrical system changes that may be required to accommodate the array.

This motion will initiate the budgeting process at a time when the Secretary Treasurer has both the 2016/2017 and the 2017/2018 budgets as funding sources. Most importantly, the next few months offer an optimum opportunity to approach other levels of government for leveraged funding.

# Board of Education Meeting (Regular)

## January 24, 2016



### ITEM 7.1      **Action**

TO:                Board of Education  
FROM:            Secretary Treasurer  
SUBJECT:        Approval of Minutes

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### **Recommendation**

**THAT the Minutes of the Regular Board meeting held on December 13, 2016, be approved as presented.**



Choir Performance

## Board of Education Meeting

December 13, 2016 6:30 pm

Hatzic Elementary School, 8465 Draper Street, Mission, BC

### Members Present:

Chair Rick McKamey  
Vice-Chair Tracy Loffler  
Trustee Randy Cairns  
Trustee Shelley Carter  
Trustee Jim Taylor

### Staff Present:

Superintendent Angus Wilson  
Assistant Secretary Treasurer Derek Welsh  
Assistant Superintendent Larry Jepsen  
Executive Assistant Tracy Orobko (Recorder)

**Absent:** Secretary Treasurer Corien Becker

## 1. Call to Order

The meeting was called to order at 6:50 pm by the Board Chairperson. The Chair acknowledged that Mission School District falls within the Sto:lo Traditional Territory and within our boundaries have four First Nations: Kwantlen, Matsqui, Leq:a'mel and Scowlitz First Nations.

**MOVED and seconded the Board of Education appoint the Assistant Secretary Treasurer, Derek Welsh, as Acting Secretary Treasurer for the December 13, 2016, Regular Board meeting.  
CARRIED**

## 2. Adoption of Agenda

**MOVED and seconded to adopt the Agenda as presented.  
CARRIED**

### Board Chairperson's Annual Report

The Board Chair provided a verbal summary of his report which will be posted to the School District website.

### Election of Chairperson

**MOVED and seconded that Assistant Superintendent, Larry Jepsen, and Executive Assistant, Tracy Orobko, be appointed as Scrutineers for the purpose of conducting elections.**

The Board Chair passed the gavel to the Acting Secretary Treasurer to conduct the elections.

Acting Secretary Treasurer called for nominations for the office of Chairperson.

Trustee Loffler nominated Trustee McKamey.

The Acting Secretary Treasurer asked Trustee McKamey if he accepts the nomination to which he agreed.

The Acting Secretary Treasurer called for further nominations.

Hearing none, Trustee McKamey was declared Board Chairperson by acclamation.

The Acting Secretary Treasurer called for nominations for the office of Vice-Chairperson.

Trustee Cairns nominated Trustee Loffler.

The Acting Secretary Treasurer asked Trustee Loffler if she accepts the nomination to which she agreed.

The Acting Secretary Treasurer called for further nominations.

Hearing none, Trustee Loffler was declared Vice-Chairperson by acclamation.

### 3. Approval of Minutes

**MOVED and seconded the Board of Education meeting minutes of November 14, 2016, be approved as presented.**

**CARRIED**

**MOVED and seconded the Board of Education meeting minutes of November 15, 2016, be approved as presented.**

**CARRIED**

### 4. Reporting Out From In-Camera Meeting

The Superintendent stated at the December 13, 2016 In-Camera meeting of the Board, personnel matters were discussed.

### 5. Superintendent of Schools

#### 2016 Premier's Award Finalist - BC

BC's Carbon Neutral Government Program has been recognized at the 2016 Premier's Awards ceremony as one of the provincial finalists in the Partnership category. The Award showcases and celebrates the work of outstanding joint-ventures or multi-party initiatives between BC public service organizations and organizations in the broader public sector, other levels of Government, First Nations, in in the private or not-for-profit sectors.

### 6. Reports

#### Policy #5: Strategic Plan

**MOVED and Seconded that the Policy #5: *Strategic Plan* be approved and implemented as presented;**

**CARRIED**

#### Policy #50: Board Meeting Procedures

**MOVED and Seconded that the Policy #50: *Board Meeting Procedures* be approved and implemented as presented; and**

**THAT Policy #8 *Board Organization and Operation Bylaw #1-2012* will be rescinded and replaced with policy #50.**

**CARRIED**

## 2016-2017 Board Meeting Schedule

**MOVED and Seconded that the 2016-2017 Committee of the Whole meeting schedule be approved as presented.**

**CARRIED**

## 2015-2016 Statement of Financial Information

**MOVED and Seconded that the Statement of Financial Information for the Year Ended June 30, 2016 be approved.**

**CARRIED**

## Deroche Elementary Forest Learning Site

The Superintendent reported on his visit to the site. Many internal/external groups are interested in supporting the program and the school seeks Board support, in principle, to continue with the exploration of the program.

Discussion ensued regarding grounds work, costs to the district and non-violation of CUPE contract language. Appreciation was expressed to Principal Mike Abercrombie, Crystal Williams, Ron and Debbie McLean who attended the meeting.

**MOVED and seconded that the proposed Deroche Elementary forest Learning Site be approved in principle in order for the Outdoor Education Committee to proceed with connecting with community partners and support agencies.**

**CARRIED**

## Mission Senior Secondary Reconfiguration Update

Principal, Jim Pearce, made a presentation and provided a handout to Trustees.

- High level of learning for all;
- Ability to provide academic courses required for post-secondary which could not be offered previously;
- Hired 8 teachers from out of district to teach specialty courses;
- Attendance challenges – collectively plan on closing the gaps on school marks;
- Ensure work ethics in kids / education plans;
- Home, work, school balance / mental health – all in one building provides resources;
- New curriculum / assessment; K-12 alignment;
- Facility space issues;
- Leadership team is 70 strong / collaboration teams / bigger school, more resources / size allows diversity.

Principal Pearce opened the floor to questions.

## Kindergarten Registration

This is an organizational matter. The Superintendent has met with principals of schools/programs of choice who recommend the applications be received at the schools rather than the district office. Existing applications with second choices will be honoured. The schools are better equipped to make the follow up calls.

## District Parent Advisory Council Update

A Report was attached to the Agenda.

## **6. Correspondence**

School District No. 5 (Southeast Kootenay) – *Government Firing of the VSB;*

School District No. 19 (Revelstoke) – *Funding of Principal and VP Compensation Improvements;*

School District No. 23 (Central Okanagan) – *Implementation of the New Grade 10-12 Curriculum;*

School District 27 (Cariboo-Chilcotin) – *Notice of Trustee By-Election;*

School District No. 41 (Burnaby) – *Vancouver School Board;*

School District No. 42 (Maple Ridge-Pitt Meadows) – *Board Elections Following Firing of VSB;*

School District No. 43 (Coquitlam) – *English Language Learning Coordinator;*

School District No. 61 (Victoria) – *Abbotsford Condolences*

School District No. 67 (Central Okanagan) – *VSB Firing*

School District No. 69 (Qualicum) – *By-Election*

## **7. Committee/Trustee Reports**

Trustees reported on:

- Riverside College open house;
- Siwal Si'wes luncheon;
- School Christmas concerts;
- BCSTA Learning Forward Conference – 16 countries represented;
- Chamber of Commerce luncheon;
- West Heights Community School - StrongStart anniversary;
- HPMS Odd Squad – drug safety;
- HPMS Spanish blocks – piñata making;
- MSS *Students Have Heart* Dinner;
- Social responsibility / Winter Heat;
- Lifetime Learning;
- MSS cupcake judging;
- Christmas Bureau;
- Meetings with Sto'lo Nation Canada.

## **8. Question Period**

*Questions asked must be related to items discussed on the Agenda and related to the Agenda. Personnel, land and legal issues will not be discussed.*

A question was asked regarding the SOFI report and the grid system alignment. Everyone with respect to Principal/Vice-Principal salaries will go through a series of adjustments. Caution was erred in that the SOFI reports one year behind.

# Minutes



A question was asked regarding the proposed Deroche program and potential competition with Dewdney Elementary’s program to which it was responded the District would be pleased if every school embraced the model; As far as marketing, it is hoped students would not be pulled away from other schools; awareness is key.

A question was asked regarding the area being devoted to the Deroche site: Approximately 2 acres.

A question was asked regarding using a microphone at meetings to which staff advised they will take it under consideration.

## 9. Adjournment

**MOVED and Seconded that the meeting adjourn at 8:43 pm.  
CARRIED**

\_\_\_\_\_  
Chairperson

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

# Board of Education Meeting (Regular) January 24, 2016



## **ITEM 8      Action**

TO:                Board of Education  
FROM:            District Parent Advisory Council ("DPAC")  
SUBJECT:        District Parent Advisory Council ("DPAC")

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### **Attachment:**

A. December DPAC Meeting Report

**DPAC Meeting, December 12, 2016**  
Location: Hillside Traditional Academy

**Meeting Commenced** at 7:05PM

**Meeting Facilitator:** Cyndi Polovina

**Attendees Present:** (see far bottom)

**Regrets:**

Destiny Cunningham

Clare Seeley

Trisha Hansen-Bell

Raymond Kwong

Sheneal Anthony

Jessica Weismiller

**Presentation on Hillside Traditional Academy by Principal Brian Baker**

**Adoption of Minutes:**

- Justin motions to pass; Karah seconds. Motion passed.

**Adoption of Agenda:** with Change to add community event:

- Heather motions to pass agenda with changes; Justin Seconds. Motion passed.

**Correspondence:**

- Cheques for movie licenses to be given to Jessica
- Board of Education meeting is December 13<sup>th</sup> 2016

**Superintendents report:**

- Report cards for pick up at schools are mailed after the pickup period is over
- Angus is working with teachers regarding switching around the parent teacher nights so there is no conflict between High Schools and Middle schools
- BC Topped the PISA results – samples were taken from around the world and ranked based on ability. Science, LA, Math – etc. Not Social Studies as there is no way to compare that curriculum from one country to another.
- Our district Math Scores are *okay*. Could be better, and many of the changes to our successful curriculum will help these issues get addressed.
- Snow Days: The Transportation Manager Jodie drives around at 3am and contacts Angus. Always a difficult decision to make as there are differing opinions among parents. The decision to send child to school or not rests with parents even if the schools are open, as they know the road conditions close to home.
- Facilities were out cleaning up and shoveling around. There is talk of replacing some old equipment.
- Board Meeting is tomorrow to discuss these items further.
- When questioned on changing our curriculum when our PISA results are already high, Angus noted that the curriculum changes are being made to address the changing dependence on internet/tablets/phones, etc. i.e. important to learn skills to research and be able to apply information, not simply memorise it.

**Chair Report:**

- Presentation is on January 18<sup>th</sup>, see upcoming events below
- A week before there is a presentation in the same theater on the Biology of Stress

**Treasurers Report (by Cyndi):**

- We got our gaming grant!
- We do not have the current totals with the grant deposited, but as it is our accounts are below:
  - Checking account: \$2664.23; Gaming Account: \$2624.08
- Two cheques for the November speaking event have cleared

**Communications Report (By Cyndi via Clare's email)**

- We received a thank you letter from the Food Bank for our donations from event.

**Education Committee Report:**

- Policy review needs public feedback, looking at the final items
- Discussed October Enrolment at a glance and growth.
- Update regarding more of facilities moving to Ferndale & its Budget (Final Phase 3+4)
- Ministry Of Education has agreed to postpone the curriculum changes for grades 10 - 12 for a year to prep more and provide more support to teachers.
- Postings for two VPs have gone out (Province-wide) and these changes have been made:
  - Angela Condon moved from Silverdale to Windebank; Rob Clark moved from VP at Hillside to become Silverdale Principal, Hardeep Grewall moving from VP at MSS to Principal at Albert McMahon, David Cyr from Albert McMahon is moving OOD to Coquitlam.
- 

**Ongoing items:****Movie Ad HOC Committee:**

- We have received more cheques for district movie license, more schools have joined this year.

**New business:**

- Draw; Winner: Cyndi Polovina

**Meeting Adjournment: 8PM****Upcoming Events:**

Parents education Event at Clarke Theatre Jan 18<sup>th</sup> 2017 @ 7PM: "Calm, Alert, and Learning: An Introduction to the Self-Regulation Theory" with Paula Jurczak of the MEHRIT Learning Centre.

School Board Meeting: December 13<sup>th</sup> 2016 at 6:30PM at Hatzic Elementary

Next DPAC Meeting: January 23<sup>rd</sup> 2017 at Christine Morrison

**Executive:**

Past President: Nikki Hawes  
 Vice Chair: Trisha Hansen-Bell  
 Treasurer: Jessica Weismiller

Chair: Cyndi Polovina [DPAC@mpsd.ca](mailto:DPAC@mpsd.ca)  
 Secretary: Karah McLean  
 Communications: Clare Seeley

Members at Large: Sheneal Anthony, Destiny Cunningham, Raymond Kwong

Contact us at: [DPAC@mpsd.ca](mailto:DPAC@mpsd.ca) Web site: [dpac.mpsd.ca](http://dpac.mpsd.ca)

Attendance: Hillside Traditional: Cyndi Polovina (DPAC President), Justin Wagner (PAC Rep); HPM: Karah McLean (PAC Rep/DPAC Secretary), Hatzic Middle: Lori McComish (MSS Parent); Riverside: Laura Wilson; Hatzic Elementary: Heather Burke (PAC Rep); MTU: Ann Titford; West Heights: Elisa Williams (PAC Rep); Christine Morrison: Karen Thompson (PAC Rep); Windebank: Michelle Masse (MSS Parent/PAC Rep)



# Board of Education Meeting (Regular)

## January 24, 2017



### ITEM 9 Information

TO: Board of Education  
FROM: Secretary Treasurer  
SUBJECT: Correspondence

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***\*Due to volume, please note correspondence will only be available in the electronic Agenda on the School District's website.***

#### Attachments:

- 9.1 November 22, 2016: Ministry of Education – *Rural Education Strategy*;
- 9.2 November 25, 2016: T. Rezansoff, BCSTA – *Letter to M. deJong*;
- 9.3 November 30, 2016: SD #81 (Fort Nelson) – *Exempt Staff Compensation*;
- 9.4 December 1, 2016: SD #57 (Prince George) – *Rural Education Strategy*;
- 9.5 December 5, 2016: SD #61 (Greater Victoria) – *BC Teachers' Federation*;
- 9.6 December 8, 2016: SD #72 (Campbell River) – *Special Education Funding*;
- 9.7 December 16, 2016: SD #28 (Quesnel) – *2017 Budget*;
- 9.8 December 16, 2016: SD #19 (Revelstoke) – *Funding Matters*;
- 9.9 December 19, 2016: SD #27 (Cariboo-Chilcotin) – *Funding / Budget 2017*;
- 9.10 December 30, 2016: Ministry of Education – *Local Government Election*;
- 9.11 December 30, 2016: BCSTA – *Input to Rural Education Review Process*;
- 9.12 January 3, 2017: Ministry of Education – *Rural Education Enhancement Fund ("REEF")*;
- 9.13 January 4, 2017: Ministry of Education – *Rural Education Review/financial Health Working Group*;
- 9.14 January 5, 2017: Ministry of Education – *News Release: Provincial Support of \$50 Million*;
- 9.15 January 5, 2017: SD #5 (Southeast Kootenay) – *Rural Education Review Process*;
- 9.16 January 9, 2017: BC Confederation of parent Advisory Councils: *Resignation of John Bird*;
- 9.17 January 11, 2017: Ministry of Education - *Rural Education Regional Meeting Invitation Letter*;
- 9.18 January 11, 2017: Ministry of Education – *Priority Measures*.



November 22, 2016

Ref: 191775

To: All Board Chairs, Superintendents, Secretary Treasurer and All School Districts

Dear Colleagues:

As you know, in June of 2016, the Government announced the appointment of MLA Linda Larson as the Parliamentary Secretary for Rural Education. As part of her review of rural educational practices and rural education funding, Parliamentary Secretary Larson is tasked with creating a Rural Education Strategy by the end of the 2016/17 school year. Input from a range of stakeholder groups such as parents, the public, school district staff, Boards of Education, partner organizations, and local governments is an integral part of this strategy.

All feedback received will help shape the final report and the development of recommendations for the future. The main goal is to find long-term solutions for the unique challenges facing rural school districts while considering the important social, cultural, and economic roles that schools play for small communities.

I am pleased to announce that the consultation process for the rural education review has been officially launched. Details on the engagement process and ways to participate, including an online discussion forum, can be found at <http://engage.gov.bc.ca/ruraleducation/>.

In addition to encouraging your staff to participate in the online discussion forum –open until January 9, 2017 at 4:00pm, you are invited to participate in a short online survey at <https://interceptum.com/s/en/ruraleducation-nov2016> using the password \*6@31Rural.

On behalf of Linda Larson, Parliamentary Secretary for Rural Education, thank you for taking the time to participate in the conversation on rural education in British Columbia.

Sincerely,

George Farkas  
Assistant Deputy Minister

November 25, 2016

The Honourable Mike de Jong  
Minister of Finance  
Room 153, Parliament Buildings  
Victoria, BC, V8V 1X4

**Re: Expectations for funding continuation and outstanding requests in Budget 2017**

Dear Minister de Jong,

Knowing you and your colleagues are currently preparing for the release of the 2017 provincial budget in February, I wanted to take this opportunity to provide you with the recommendations and expectations of the BC School Trustees Association.

Let me first begin by recognizing the substantial amount of additional funding that you have directed to BC's public school districts since the original 2016 budget was announced. This money has been invaluable in ensuring boards of education can continue with many important, but at-risk programs and initiatives through the current school year. The additional funding has also allowed school boards to address some of their most pressing local community issues, including keeping some rural schools open and reducing bussing costs for many parents. How such supplementary funding announcements can be transformed into predictable, ongoing budget allocations for school districts is, however, of significant concern to our members.

In terms of specific expectations for the continuation of funding to school districts, BCSTA would want to see all of the past year's \$48 million in supplementary funding announcements carried forward for the 2017 budget and have them confirmed as ongoing commitments. This would specifically include:

- The \$25 million added to the provincial education budget in March 2016.
- The \$2 million provided to specific school districts to help ensure rural schools could be kept open and viable.
- The \$15 million provided to specific school districts to defer parent fees for bussing.
- The \$6 million provided to school districts to assist with the implementation of new educational programs regarding coding.

Beyond the retention of these specific funding allocations in future years, BCSTA has seven (7) specific policy change recommendations that we believe would strengthen the financial health and accountability of school districts:

1. Sustainable, stable and predictable funding of our K-12 public education system.
2. Clear policy guidelines and reporting measures regarding appropriate financial reserves for school districts.
3. Implementation of common financial management measurements and terminology across the Ministry of Finance, Ministry of Education and school districts.

4. Resourcing of a professional learning program for school trustees and senior management officials to address areas of focus identified by the Office of the Auditor General, as well as other K-12 system audits.
5. Appropriate funding for exempt staff compensation increases.
6. The immediate dissolution of the public administrator position overseeing the BC Public School Employers' Association and the return of a co-governance model with school trustees overseeing their own employers' association.
7. A review of the current Ministry of Education funding formula with specific attention to the distribution model for school districts in funding protection.

These seven recommendations were previously provided to the Select Standing Committee on Finance and Government Services on October 3, 2016, and are intended to both ensure the future of a world class public education system, and to improve financial management practices and policies within the K-12 sector. We also want to acknowledge the substantial efforts of the Ministry of Education in working with us to begin to address some of these issues.

In terms of the overall provincial education budget, BCSTA, in consultation with the BC Association of School Business Officials (BCASBO), estimates that government will need to provide an additional \$207 million to the public education budget for the 2017/2018 school year in order to meet current and anticipated cost pressures as well as student enrollment increases for school districts. This estimate is based on the following:

- Unfunded cost pressures in the 2016/2017 school year for school districts:	\$43 m
- Enrollment growth for 2016/2017 and 2017/2018:	\$63 m
- Additional cost pressures in the 2017/2018 school year:	\$53 m
- Continuation of current year one time' grants (as noted above):	<u>\$48 m</u>
	\$207 m total

While we appreciate that this is a substantial amount of money for the province and taxpayers alike, it is also a realistic estimate of what it will cost school districts to maintain the current levels of service and programs for students. It is also a relatively small percentage increase to the overall K-12 education budget when considering that it covers costs over two school years as well as significant increases in student enrollment.

Once again, thank you for considering our input as you construct the province's 2017 budget. We look forward to any opportunity to discuss our recommendations directly with you and your staff. BCSTA remains committed to working with government in the best interest of our students and the public as a whole. Please do not hesitate to contact us at any time if further information or discussion would be of benefit to you in your deliberations.

Yours truly,

**Teresa Rezansoff**  
President – BCSTA

cc: The Honourable Mike Bernier, Minister of Education  
Dave Byng, Deputy Minister of Education

SCHOOL DISTRICT #81  
(FORT NELSON)

P.O. BOX 87  
FORT NELSON, B.C.  
VOC-1R0

TELEPHONE (250) 774-2591  
FAX (250) 774-2598



BUILDING  
FUTURES  
TOGETHER

November 30, 2016

The Honourable Mike Bernier  
Minister of Education  
PO Box 9045, Stn Prov Govt  
Victoria, BC V8W 9E2

The Honourable Mike de Jong  
Minister of Finance  
Box 9048, Stn Prov Govt  
Victoria, BC V8W 9E2

Dear Ministers Bernier and De Jong,

RE: School District No. 81 Exempt Staff Compensation

The Board of Education of School District No. 81 (Fort Nelson) appreciates the significant time and resources expended by both BCPSEA and PSEC on this project; however, the outcomes, and the restrictions that were imposed and continue to be imposed upon our school district, leave many concerns and challenges unaddressed. These include the following:

- The continued application of the compensation freeze negatively impacts our Board's ability to set fair, reasonable and competitive salary levels for our exempt staff. We need to ensure that we are competitive with other sectors and districts.
- The lack of continued supplemental funding for these increases contrasts markedly with the Government's commitment to fund support staff and teachers' wage increases, and will impose a financial burden on our district which will affect our ability to provide service to students.
- The current restrictions do not address years of service as everyone is to move to level A nor does it provide for new hires that may come with years of experience. However, the main issue is that these increases should be funded by government.
- Differentiated salaries remain a reality of the education labour market in BC. The senior level positions that remain below the minimum salary levels of the revised structure leave Fort Nelson at a competitive disadvantage in recruiting and retaining key senior staff.
- Despite the fact that the ability of school boards to attract and retain professional staff is affected by a broad range of factors among which salaries is only one, the scheme presented offers no flexibility in other areas of compensation.

- The imposition of a salary scheme on our district which allows us little say and flexibility, interferes with our ability to manage our human resources efficiently and in the best interests of our district, and is not in keeping with our vision for co-governance.

The work of our exempt staff members impacts every aspect of the functioning of School District 81. Their dedication, commitment, and expertise allow our district to continue to evolve and flourish. Our Board has worked diligently to budget in a manner that allows us to put the maximum amount of resources in front of students in a sustainable fashion. The government's lack of commitment to fund the plan for exempt staff compensation impacts our ability to put the maximum amount of resources in the classroom. We request that the exempt staff compensation plan be funded now, and that future increases be fully funded as well. We look forward, Minister Bernier, to hearing that you and your government is prepared to make that commitment to us and the students and families of our district.

Sincerely,  
BOARD OF EDUCATION  
SCHOOL DISTRICT #81 (FORT NELSON)



Linda Dolen  
Board Chair

cc: BC School Trustees Association





## SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

2100 Ferry Avenue, Prince George, B.C. V2L 4R5

Phone: (250) 561-6800 • Fax (250) 561-6801  
www.sd57.bc.ca

December 1, 2016

The Hon. Mike Bernier, MLA  
Minister of Education  
PO Box 9045, STN PROV GOVT  
Victoria, B.C.  
V8W 9E2

Dear Minister Bernier:

At the Board of Education's meeting held November 29, 2016 I was asked by Trustees to write to you regarding the province's recently announced rural education strategy.

We acknowledge and appreciate your support for an integrated rural education strategy that will address the unique challenges facing rural schools. In particular we appreciate the opportunity for the public to provide input on the strategy prior to January 9, 2017. We invite Parliamentary Secretary Larson to hold one of the regional meetings in our school district.

Rural education is a focus of this Board of Education. We appreciate the time taken on November 21<sup>st</sup> by Ms. Larson to speak with our Superintendent and Secretary Treasurer to get a better understanding of School District No. 57 (Prince George) and the rural and other challenges that we face. A copy of the January 2016 Report of our Ad Hoc Committee on Rural Education has been provided to the Parliamentary Secretary. We hope that that report will assist in developing the rural education strategy.

Thank you very much.

Sincerely,

Tony Cable,  
Chair, Board of Education

BE/dln

cc: Hon. Shirley Bond, MLA, Prince George-Valemount  
Hon. Mike Morris, MLA, Prince George-Mackenzie  
Linda Larson, MLA, Boundary-Similkameen  
Rob Fleming, MLA, Victoria-Swan Lake  
Boards of Education



# BOARD OF EDUCATION

Chair: Edith Loring-Kuhanga Vice-Chair: Tom Ferris  
Trustees: Diane McNally, Elaine Leonard, Deborah Nohr, Peg Orcheron  
Rob Paynter, Jordan Watters, Ann Whiteaker

**SCHOOL DISTRICT NO. 61 (GREATER VICTORIA)**  
**556 BOLESKINE ROAD, VICTORIA, BC V8Z 1E8**  
**PHONE (250) 475-4106 FAX (250) 475-4112**

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December 5, 2016

Mr. Glen Hansman, President  
British Columbia Teachers' Federation  
#100 – 550 West 6<sup>th</sup> Avenue  
Vancouver, BC  
V5Z 4P2

Sent via email: [presidentsoffice@bctf.ca](mailto:presidentsoffice@bctf.ca)

Dear Mr. Hansman:

On behalf of the Board of Education School District No. 61 (Greater Victoria), I would like to extend our congratulations to the British Columbia Teachers' Federation on your November 10, 2016 victory at the Supreme Court of Canada.

Our Board of Education passed the following motion at the November 28, 2016 Board Meeting:

*"That the Board of Education of School District No. 61 (Greater Victoria) direct the Chair to send a letter of congratulations to the BCTF congratulating the Federation on its November 10, 2016 victory (copied to the Provincial Government) and urging both the BCTF and the Provincial Government to work closely together to achieve the goals of the ruling of the Supreme Court of Canada as soon as possible."*

We urge both the British Columbia Teachers' Federation and provincial government to work closely together to achieve the goals of the Supreme Court of Canada ruling. Once again, congratulations on your commitment to pursuing this right to the Supreme Court of Canada.

Sincerely,

A handwritten signature in black ink, appearing to read "Edith Loring-Kuhanga", written over a horizontal line.

Edith Loring-Kuhanga  
Board Chair

cc: The Honourable Mike Bernier, Minister of Education





# School District 72

Campbell River, B.C.

425 Pinecrest Road, Campbell River, B.C. V9W 3P2 • Tel: 250.830.2300 • Fax: 250.287.2616 • [www.sd72.bc.ca](http://www.sd72.bc.ca)

December 8, 2016

The Honourable Mike Bernier  
Minister of Education  
PO Box 9045 STN PROV GOVT  
Victoria, B. C. V8W 9E2

Minister Bernier:

In advance of deliberations for Budget 2017, the Board of Education for SD72 (Campbell River) encourages the Ministry of Education to seriously consider addressing the issue of students with Special Education Needs.

Recently the government announced \$1 million funding to boost support for special needs students attending specialized independent schools in BC, providing \$2,000 to support each qualified student. We strongly feel this financial support should also be offered for students in our public schools as well as to “specialized independent schools”. The Board of Education for SD72 requests that the \$2,000 increase in funding for special needs students in “specialized independent schools” be made available for all students that have been designated as having special needs in the public education system.

Admittedly, we are not able to access the information concerning the level of funding for special needs students in “specialized independent schools” relative to special needs students in the public education system, but experience and anecdotal evidence as well as the report of the Select Standing Committee on Finance and Government Services indicates that the level of funding for special needs children is inadequate.

School districts across the province are struggling with the underfunding of children with profound special needs in the public education system. Children with special needs who are funded for full time assistance receive five hours of educational assistant time each day. However, these children attend school for six hours each day and cannot be abandoned during the hour for which they are not funded. This leads to situations where children who also generate funding for their needs lose that time in order to provide the additional hour of care that the children with profound special needs require each day. Increasing the allocation for each child with special needs would allow districts to allocate funding that would help remediate this unsatisfactory situation.

The Report on the Budget 2017 Consultations – Select Standing Committee on Finance and Government Services, addresses this issue with its Recommendation 50: *“Increase funding to provide services and supports for vulnerable students and students with special needs and develop a more equitable distribution process of this funding.”* Recommendations are a good start, but it will take a commitment to action by your government to make this happen.

Continued.....Page Two

Page Two  
Minister of Education  
December 7, 2016

Additionally, in our district, and indeed throughout the province, there is another aspect of student health that is not designated, and therefore not adequately funded. More than ever, teachers and schools are experiencing and dealing with the behaviours of students who are suffering from the conditions of anxiety, depression, stress, and suicidal tendencies. There is a virtual epidemic of mental and emotional health concerns for children from elementary to senior secondary ages in schools across the province. This is an important issue, not only because it affects the quality of life of those students who are dealing with these difficulties, but because the link between emotional and mental health and student achievement is widely acknowledged. The complexity of these needs is beyond the professional skills and training of teachers.

Using risk management and student safety as prime considerations, this current situation clearly has a serious impact on many of our students. Our teachers cannot, alone, be the frontline to delivering complex therapeutic support. Both financial resources and a fresh, considered approach to collaboration between the Ministries of Education, Health and Children and Family Development are critical in meeting the needs of students in participating in school and achieving success. Improved access to trained school counsellors, more integration and availability of professionals from various ministries, and financial support to provide the time and training for a collaborative approach between the Ministries is needed to support the work of our teachers and administrators and have a positive impact on our students' learning outcomes.

The Board of Education for SD72 (Campbell River) believes this is an increasingly serious area of risk for many of our students and that it needs to be recognized, addressed, and adequately funded for the safety and academic success of vulnerable students, not only in our schools, but in schools across the province.

Sincerely,



Susan Wilson,  
Board Chair  
School District 72 (Campbell River)

c: T. Longridge, Superintendent of Schools  
T. Kennedy, Director of Learning Support Services  
All BC Boards of Education c/o BCSTA  
Claire Trevena, North Island MLA  
Campbell River Principals' and Vice-Principals' Association  
Campbell River Teachers' Association  
CUPE Local 723  
Campbell River District Parent Advisory Council  
Campbell River Mirror Newspaper

# Quesnel School District

401 North Star Road,  
Quesnel, BC  
V2J 5K2

Tel. 250-992-8802  
Fax 250-992-7652

## Board of Education

December 16, 2016

The Honourable Michael de Jong  
Minister of Finance  
PO Box 9048 STN PROV GOVT  
Victoria, BC V8W 9E2

Dear Minister de Jong:

### Re: 2017 Budget for Public Education

The Quesnel Board of Education would like to express our support of the BC School Trustees Association (BCSTA) letter dated November 25, 2016 regarding the "Expectations for funding continuation and outstanding requests in Budget 2017".

The Quesnel Board of Education expects to see all of the past year's \$48 million in supplementary funding announcements carried forward for the 2017 budget and have them confirmed as ongoing commitments. These supplements include:

- The \$25 million added to the provincial education budget in March 2016.
- The \$2 million provided to specific school districts to help ensure rural schools could be kept open and viable, for which our District was a recipient to keep Kersley Elementary and Parkland Elementary Schools open.
- The \$15 million provided to specific school districts for transportation funding.
- The \$6 million provided to school districts to assist with the implementation of new educational programs regarding coding.

We further support the BCSTA's request for additional amounts to the public education budget for the 2017/18 school year which includes:

- \$43 million for unfunded cost pressures in the 2016/2017 school year for school districts
- \$63 million in enrolment growth for 2016/2017 and 2017/2018
- \$53 million for additional cost pressures in the 2017/2018 school year

As we begin to work through the 2016/17 amended budget, we are greatly feeling pressures of unfunded costs which include the exempt staff compensation and other inflationary pressures such as the Fortis gas price increases. The effects of these and other items will be further exacerbated in the 2017/18 budget for our District. We, like many other districts, are struggling between very difficult choices of what further cuts should be made to balance our budgets and are concerned over the impacts this will have on students.



.../2

Page 2

Thank you for considering these recommendations as you move towards approving the 2017 budget.

Sincerely,

BOARD OF EDUCATION  
QUESNEL SCHOOL DISTRICT



Gloria Jackson  
Chairperson

GJ/tr

- c: Trustees, School District No. 28 (Quesnel)  
The Honourable Coralee Oakes, MLA for Cariboo North  
The Honourable Mike Bernier, Minister of Education  
Mr. Dave Byng, Deputy Minister of Education  
Ms. Wendy Forsythe, QPVPA Co-Chairperson  
Mr. Brian Cullinane, QPVPA Co-Chairperson  
Ms. Lisa Kishkan, QDTA President  
Ms. Denice Bardua, President – CUPE Local 4990  
BC School Trustees Association – for all other School Boards



December 16<sup>th</sup>, 2016



**School District 19**  
(Revelstoke)

The Honourable Mike de Jong  
Minister of Finance  
PO Box 9045, Stn Prov Govt  
Victoria, BC V8V 9E2

Dear Minister de Jong:

RE: BC School Trustees Association Letter of November 25<sup>th</sup>, 2016

At the December 14<sup>th</sup>, 2016 meeting of the Revelstoke Board of Education, the Board passed the following motion:

“THAT the Revelstoke Board of Education provide a letter to The Honourable Mike de Jong, Minister of Finance, supporting the November 25<sup>th</sup>, 2016 letter of the BC School Trustees’ Association.”

The Revelstoke Board of Education fully supports the specific expectations for the continuation of funding to school districts set out in the letter which includes:

- The \$25 million added to the provincial education budget in March 2016
- The \$2 million provided to specific school district to help ensure rural schools could be kept open and viable.
- The \$15 million provided to specific school district to defer parent fees for bussing.
- The \$6 million provided to school districts to assist with the implementation of new education programs regarding coding.

Our Board also supports the seven specific policy change recommendations made by the BCSTA which are:

1. Sustainable, stable and predictable funding of our K-12 public education system.
2. Clear policy guidelines and reporting measures regarding appropriate financial reserves for school districts.

3. Implementation of common financial management measurements and terminology across the Ministry of Finance, Ministry of Education and school districts.
4. Resourcing of a professional learning program for school trustees and senior management official to address areas of focus identified by the Office of the Auditor General, as well as other K-12 system audits.
5. Appropriate funding for exempt staff compensation increases.
6. The immediate dissolution of the public administrator overseeing the BC Public School Employers' Association and the return of a co-governance model with school trustees overseeing their own employers' association.
7. Review of the current Ministry of Education funding formula with specific attention to the distribution model for school districts in funding protection.

It is our Board's belief that government should be prioritizing budget decisions based on the importance of sustaining the quality education system of which we are so proud.

Sincerely,



Bill MacFarlane, Chairperson  
Revelstoke Board of Education

cc: Board Correspondence File  
BC School Boards (through BCSTA)  
Norm Macdonald, MLA



19 December 2016

The Honourable Mike deJong  
Minister of Finance  
Room 153, Parliament Buildings  
Victoria, BC V8V 1X4

Dear Minister De Jong:

***Re: Expectations for Funding Continuation and  
Outstanding Requests in Budget 2017***

The Board of Education of School District No. 27 (Cariboo-Chilcotin) would like to add its support to the letter dated 25 November 2016 from the BC School Trustees Association (attached).

Sustainable funding practices and appropriately funded education amounts are required to sustain the level of education that BC children and families both deserve and have come to depend on.

We encourage you to continue to work with the BCSTA and boards of education to ensure that BC continues to provide the best education!

Yours truly

FOR THE BOARD OF EDUCATION

Kevin Futcher  
Secretary Treasurer

Enc.

:can

Cc: T. Rezanoff, President, BCSTA  
M. Bernier, Minister of Education  
BCSTA, Boards of Education  
Board of Education, SD27  
D. Barnett, MLA  
C. Oakes, MLA



December 30, 2016

Ref: 192030

All Trustees  
Boards of Education

Dear Trustees:

I am writing to advise you of legislative amendments, which will impact school trustee elections beginning in October 2018.

As you may know, government implemented the majority of the Local Government Elections Task Force recommendations on elections reform with the passage of the *Local Elections Campaign Financing Act* (LECFA) in May 2014. Given the significant changes introduced for the 2014, general local elections, government chose to postpone the implementation of expense limits until the next general local elections in October 2018. To enable implementation, the Legislature passed the *Local Elections Campaign Financing (Election Expenses) Amendment Act* (Bill 17) to amend LECFA in May 2016. Government then made subsequent amendments to the Local Election Campaign Financing Regulation in December 2016.

In accordance with the recommendations of the Task Force and the bipartisan Special Committee on Local Elections Expense Limits, expense limits will apply to candidates, third party advertisers and elector organizations in all types of local elections, including municipal, regional district and school trustee elections. Expense limits will apply during the campaign period only—a period that begins 28 days before election day and ends on election day itself. As required under LECFA, Elections BC will make the expense limits publicly available online by May 31, 2018.

Over the coming months, the Ministry of Education will work closely with the Ministry of Community, Sport and Cultural Development and Elections BC to develop educational and other resource materials regarding the new expense limit rules. These resources will be made available well in advance of the October 2018, election process.

Should you have questions regarding expense limits, please contact Dave Duerksen, Executive Director, Legislation, Policy and Governance Branch, by phone at (250) 387-8037 or by email at [Dave.Duerksen@gov.bc.ca](mailto:Dave.Duerksen@gov.bc.ca).

Sincerely,

Mike Bernier  
Minister

pc: All Secretary Treasurers





British Columbia  
School Trustees  
Association

December 30, 2016

The Honorable Linda Larson  
Parliamentary Secretary  
Box 998 – 6369 Main Street  
Oliver, BC V0H 1T0

RE: BCSTA initial input to Rural Education Review process

Dear Ms. Larson,

BCSTA is supportive of the current initiative to review rural education in the province of B.C., and is submitting the following initial recommendations to you in response to the call for input by January 9, 2017. Our member Boards of Education have previously supported a review and strengthening of K-12 education in remote and rural communities. This is an appropriate time to examine what is working as well as what might be improved in order for rural education in this province to deliver the best possible opportunities for both students and their families.

In order to determine what needs to be changed to strengthen rural education in B.C., we must first point to what is working well. Our province enjoys the benefits of one of the finest K-12 public education systems in the world, including many outstanding schools in remote and rural locations. Local autonomy has allowed school districts to develop a variety of unique programs and approaches to meet the needs of students in all regions of the province. We encourage you to continue to recognize and support the autonomy of local Boards of Education to make decisions and implement programs that meet the needs of their students and communities. Likewise, we would encourage the sharing of success stories, strategies and programs amongst remote and rural schools and school districts so that all might learn and benefit from the existing strengths in our K-12 public education system.

We recognize, however, that schools and communities in remote and rural B.C. would also benefit from policy and resource allocation changes aimed at addressing identified concerns. With this in mind, BCSTA recommends the following be included in any planned initiatives to strengthen rural education in our province:

1. Schools should be assessed primarily on their ability to provide educational programs and services to the students they serve. It must be recognized that maintaining very small schools with limited resources and programs is not always in the best interest of students, especially when alternatives exist within reasonable distance and travel times. In short, the educational opportunities provided to students must not be compromised in order to achieve other non-educational goals or objectives.
2. Creating a broad definition for remote and rural schools is important. If we are to create supporting policy, allocate additional resources, and develop new programs for

'rural' schools, we must have a clear understanding of which schools, students and communities we are talking about. At present, there are significant discrepancies in the parameters used to define rural schools. There are vast differences between small schools in the Okanagan situated only a couple of kilometres from other more 'urban' facilities and the truly remote schools an hour or more drive from their closest neighbour, yet we have at times considered them both to be 'rural'. Common standards and definitions need to be jointly established before other decisions are made.

3. The primary reason why schools in remote and rural locations are closed is declining enrollment, which can impact a school's ability to provide appropriate educational programming as well as its financial viability. Additional funding will be required to address both issues, but these needed resources should not be taken away from schools or school districts in other settings. A fundamental principle for BCSTA is that other schools and school districts must not be harmed or disadvantaged in an effort to expand support for rural schools.
4. Where school buildings and programs serve a broader community need (e.g. are used as community centers or public libraries), the community and/or the provincial government must pay the full resulting costs. School districts must not be required or expected to utilize funding and resources intended for K-12 educational purposes to subsidize other community functions. While school districts recognize the value of integrated services and facilities, there must be an appropriate separate allocation of resources to cover the additional related costs.
5. Internet connectivity, while significantly improved through the Ministry of Education Next Generation Network initiative, remains a concern in many remote schools and communities. On-line programming and resources can greatly help to address the educational limitations encountered by remote and rural schools, but only if high speed internet access and appropriate computer hardware can be provided to students and staff. The Canadian Radio-television and Telecommunications Commission recently spoke to need for a national strategy to improve internet access for all Canadians, regardless of location. Continued efforts must be made to provide all schools and communities with the internet connectivity needed to effectively provide on-line learning opportunities for students.
6. Small rural schools often lack the appropriate facilities and equipment to offer the specialized educational programs and learning opportunities found in schools with larger student populations. School districts should be provided with additional grants and resources in order to equip all schools with the facilities and resources needed to offer a full spectrum of programs for local students.
7. Many rural and remote schools have a high percentage of Aboriginal students. The needs of these learners must be considered in any plan to strengthen rural education. If the shared goal of equal results for Aboriginal students is to be met, we must ensure the availability of appropriate, equitable resources and programs in rural communities and schools (including federally funded on-reserve schools).
8. Educators and support staff in many rural communities do not have the same access to professional learning opportunities as their colleagues in more urban locations.

Programs and funding should be provided to enable school district staff attend professional learning opportunities on a basis equal to staff in more urban areas. Equal funding does not provide equitable access, putting staff in rural locations at a disadvantage when compared to staff in other locations. Research shows a direct correlation between the strength of the educator and the success of their students.

9. School districts have been strongly encouraged to reduce excess facility space and costs in order to maximize efficiencies. Declining student enrollment in almost all of B.C.'s remote and rural communities has put significant pressure on boards of education to close schools in order to consolidate students into more efficient and effective central locations. If the province wants schools in remote and rural locations to remain open, it must change policy and allocate additional funding for this purpose.

Forcing school districts to keep remote and rural schools open while not providing the additional funding required to address resulting costs would deplete other more urban schools of their resources. Imposing policy that creates under-funded and under-resourced schools would be a disservice to their home communities and certainly would not be in the best interest of students. The additional cost of resourcing, maintaining or reopening schools in remote and rural communities must be addressed by the province in a meaningful and realistic way.

10. Development of a rural education strategy by the province must be part of a much broader strategy to support and grow rural communities across the province. The reality is that most of B.C.'s remote and rural communities are in decline due to the loss of jobs and population. Rural schools are under pressure largely because the communities they serve are shrinking, especially in regard to school age children. Vibrant, growing schools are in part the product of vibrant, growing communities. Addressing rural education in isolation of the broader problem would be a stop-gap measure at best. The innovative UBC rural sites of learning initiative, which has already done work on community revitalization (<http://ce.educ.ubc.ca/rural-schools-and-community-revitalization/>) and supporting rural teachers (<http://www.ruralteachers.com/>), should be considered as a source of relevant background information.

11. The development of a rural education strategy in B.C. must be a joint exercise between the province, local boards of education, school district staff, and the communities they represent. A 'top down', imposed model will not be successful. We strongly encourage the co-development of a rural education strategy for the province as part of a much broader initiative to strengthen remote and rural communities in general.

Thank you for considering our initial input. The member boards of BCSTA look forward to engaging with you during the next phase of the consultation process to determine how best the students within our rural and remote communities might best be served. We look forward to participating in the upcoming community based consultation process and responding to the summary of initial feedback.

Sincerely,

A handwritten signature in black ink, consisting of several overlapping loops and a vertical stroke, likely representing the name Teresa Rezansoff.

Teresa Rezansoff  
President  
BC School Trustees Association

cc: Donna Barnett,  
Minister of State for Rural Economic Development

Mike Bernier,  
Minister of Education

Dave Byng,  
Deputy Minister of Education

George Farkas,  
Assistant Deputy Minister of Education

BCSTA Member Boards of Education



January 3, 2017

Ref: 192110

To: All Board Chairs, Superintendents, Secretary Treasurers  
All School Districts

Dear Colleagues:

I am pleased to announce that the Rural Education Enhancement Fund (REEF) is now accepting new applications for the 2017/18 school year with a revised timeline, process and criteria (attached). These have been developed in consultation with the Parliamentary Secretary for Rural Education, MLA Linda Larson, and the Technical Review Committee, taking into consideration feedback from the 2016/17 REEF process.

If you already have schools with approved funding, starting in the 2016/17 or 2017/18 school year, you do not need to re-apply for those schools. If you have increased costs for your current approvals, please submit an updated costing by February 15, 2017.

For any questions, please contact me at [Kim.Abbott@gov.bc.ca](mailto:Kim.Abbott@gov.bc.ca) (250 896-3680) or Jonathan Foweraker at [Jonathan.Foweraker@gov.bc.ca](mailto:Jonathan.Foweraker@gov.bc.ca) (250 896-2673).

Thank you for your continued collaboration.

Sincerely,

Kim Abbott  
Executive Director

Attachment: REEF Application Process, Criteria and Timeline

## **Rural Education Enhancement Fund 2017/18 Application Process, Criteria and Timeline**

### **Application Process**

Districts do not have to have a Board bylaw motion or vote on school closure; however, districts must present a business case that demonstrates that the school is at risk of closure as part of a long-range facilities plan, and that their local stakeholders are aware that the school is being considered as part of this plan.

At a minimum, the following information is required as part of the application process:

- School district name and key contact person (including contact information);
- List of school(s) for which funds are being requested under the REEF;
- Overview of local community context (i.e., location of schools, community engagement/consultation processes, etc.);
- Overview of school district and school context (i.e., current enrolment, historical enrolment trends, forecast enrolment, facility information, etc.);
- Rationale outlining why the school is at risk of being closed (i.e., implications for students and community if school is closed);
- Outline of expected savings from closing the school;
- Identification of the schools within the areas that have capacity to receive the students, the distance between schools, and any unique geographic features for consideration;
- Distribution of funding between educators' compensation, administration, utilities and supplies and ongoing maintenance; and
- Where a District has approved REEF funding for 2016/17 or 2017/18, they may submit an application for additional funding for subsequent years by showing actual and projected costs for the school in receipt of REEF funding.

### **Criteria**

- A rural community outside Greater Victoria, the Lower Mainland, and Kelowna areas with a population less than 15,000 and where isolation creates demonstrable challenges;
- The potential school closure would leave the community with no school;
- Funding is used to keep the school open;
- Closures where the primary driver is facility condition are not included; and
- Closure would have a detrimental educational impact on students and/or social/economic impact on the community.

### **Timeline**

October 2016–December 2016

- Informal consultation between School Districts and Ministry on potential school closures (driven by Fall 2016 enrolment data and projections)
- Announcement of REEF criteria and process

December 2016

- Recalculated grants announced

January 1, 2017

- REEF 2017/18 applications can be accepted

February 15, 2017

- Deadline for applications requiring a decision by March 15, 2017
- Districts to be notified as soon as possible of their application status

March 15, 2017

- REEF 2017/18 funding announcement



January 4, 2017

Ref: 192021

To: All Board Chairs, Superintendents, Secretary Treasurers  
All School Districts

Dear Colleagues:

As we begin the 2017 calendar year, I am pleased to share with you updates on the rural education review and work of the Financial Health Working Group.

#### Rural Education Review

On November 30, 2016, the Rural Schools Working Group met in Vancouver with the Parliamentary Secretary for Rural Education MLA Linda Larson, Ministry staff and representatives from BCSTA, BCSSA, BCASBO, BCPVPA and BCCPAC.

The Rural Schools Working Group reported on early developments of the rural education engagement and public consultation processes. Committee representatives provided input to further strengthen the consultation process that is underway, including identifying additional groups to be included. As well, the Committee members provided advice to support the planning of upcoming regional meetings (i.e., possible locations, generating participation, format/approach, etc.).

Later this month, you can expect to see the following:

- Detailed information on the dates and locations for regional meetings to be held starting in late January; and
- A short discussion paper summarizing feedback received through the initial stages of the consultation process, which will be posted on the rural engagement website for further comment.

Please visit the rural education engagement site and continue to share your perspectives: <http://engage.gov.bc.ca/ruraleducation/>. I look forward to seeing many of you at the upcoming regional meetings.

#### Financial Health

The Financial Health Working Group, comprised of our sector associations and representatives from the Offices of the Comptroller General and Auditor General, was established in 2016. The Financial Health Working Group's goal is to provide a clear picture of the state of school district financial health to government, school districts and the public. The Financial Health Working Group's initial work plan included looking at accumulated surplus, administration spending and Financial Statement discussions and analysis.

The Group has met several times in 2016, with the goal of providing school districts with expectations and toolkits that may be helpful in the 2017/18 budget development process. The Group recommended a phased approach to this work, beginning with a focus on budget monitoring and reporting, accumulated surplus and Taxpayer Accountability Principles in the short-term. Ministry expectations will be clarified later this month, in time for your budget development process, and supporting material (tools/resources) will be circulated to the sector in draft form to allow for feedback.

As the end of the year approaches, I would like to thank members of the Rural Schools and Financial Health Working Groups for their engagement with Ministry initiatives. This work would not be possible without your ongoing collaboration. I look forward to continuing our work together, and sharing updates, as we continue with the rural education review and strengthening financial governance and accountability in the K-12 sector.

Sincerely,



George Farkas  
Assistant Deputy Minister



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## NEWS RELEASE

For Immediate Release  
2017EDUC0004-000015  
Jan. 5, 2017

Ministry of Education

### **Province provides \$50 million for priority measures to hire teachers, support students**

VICTORIA – B.C. students will soon benefit from an agreement reached with the BCTF to provide school districts with \$50 million to immediately begin hiring teachers and improve student supports, Education Minister Mike Bernier announced today.

The funding is for the 2016-17 school year and is equivalent to compensation for approximately 1,100 teachers. The actual number of teachers hired will be determined by districts, local unions, and the hiring process.

The priority measures, outlined in a Memorandum of Agreement (MOA) signed this week by the Province, the BC Public School Employers' Association and the BCTF, are the first step in responding to the decision from the Supreme Court of Canada as negotiations continue on the restored collective agreement provisions.

The funding will go towards:

- Hiring additional classroom teachers this school year where it is feasible to do so given current timetable, physical space and labour supply limitations.
- Hiring additional specialty teachers this school year where it is feasible to do so. This includes, but is not limited to, teachers employed as special education teachers, speech language pathologists, behaviour intervention specialists, school psychologists, Aboriginal support teachers, counsellors including for mental health, ELL teachers, and teacher librarians.
- Where it is not feasible to add additional teachers during the current school year, the funding may be used to fund district-level capacity building opportunities such as upgrading existing teacher qualifications during the 2016-17 year, teacher recruitment programs and teacher mentoring programs.

The priority measures MOA provides districts with the flexibility to work with their local teachers' union to determine how best to use the funding to provide additional education services for students by hiring new teachers and specialist teachers.

The parties agreed in the last round of bargaining that they would reopen the agreement and negotiate from the restored contract provisions. The parties continue to meet and jointly review the old contract language as well as current district-level information on classrooms and composition. These negotiations will determine how to modernize the language so it reflects changes to classrooms that have taken place over the past 15 years.

Both sides are working collaboratively to ensure that the final agreement on the restored provisions will have a meaningful impact on student outcomes and working conditions for teachers into the future. In the meantime, the action announced by the B.C. government today

is ensuring students benefit from enhanced learning environments now – while negotiations for a final agreement are underway.

The priority measures funding is in addition to the \$5.1 billion invested in public education in B.C. which includes \$100 million in the learning improvement fund that is already in place to help hire more teachers and education assistants.

**Quote:**

**Mike Bernier, Minister of Education –**

“We have to find a way that is both practical and appropriate for the education system we have today. This new funding will help to kick-start the changes we all know are required following the recent Supreme Court of Canada decision. While the positive negotiations continue, we’re going to keep focused on solutions that work for kids in their classrooms.”

**Learn More:**

View the Memorandum of Agreement:

[http://www.bcpsea.bc.ca/publications/overview/whats-new/17-01-05/issue\\_No\\_2017-01\\_Parties\\_Reach\\_Priority\\_Measures\\_Memorandum\\_of\\_Agreement.aspx](http://www.bcpsea.bc.ca/publications/overview/whats-new/17-01-05/issue_No_2017-01_Parties_Reach_Priority_Measures_Memorandum_of_Agreement.aspx)

**Media Contact:**

Government Communications and Public  
Engagement  
Ministry of Education  
250 356-5963

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Connect with the Province of B.C. at: [www.gov.bc.ca/connect](http://www.gov.bc.ca/connect)



# SCHOOL DISTRICT 5

## S O U T H E A S T K O O T E N A Y

January 5<sup>th</sup>, 2017

The Honorable Linda Larson  
Parliamentary Secretary  
Box 998 – 6369 Main Street  
Oliver, BC V0H 1T0

RE: Request for Input Regarding the Rural Education Review Process

Dear Ms. Larson,

The School District 5 (SD5), Southeast Kootenay Board of Education recently learned of the government's Rural Education Strategy Review Process and, while we were surprised by the extremely tight deadline for input of January 9<sup>th</sup>, our Board scheduled working-group sessions to discuss this important issue, despite the busy holiday season preceding your short deadline for input.

Below we have outlined our input regarding the four "discussion questions" for "conversation" as outlined on the government's website, followed by some questions of our own.

***What is your definition of a rural school, remote school and rural school district?***

The *School Act* defines a "rural area" as "that part of a school district not within the boundaries of a municipality" and a "rural school district" as "a school district no part of which is in a municipality".

Statistics Canada defines rural and small town areas as being "municipalities with urban populations of 1,000 to 9,999" and "rural areas where less than 50 per cent of the employed individuals commute to the urban core of a municipality with more than 10,000 inhabitants". This is the definition used by then-Minister of Education, Christy Clark, in her 2003 *Report of the Task Force on Rural Education*.

It is much more difficult to find an inclusive definition for "remote". While actual distances and populations are not specified, as part of its mandate, *Make a Future* established criteria to guide the selection process for their *Application – Remote Recruitment and Retention Allowance*, which is considered in conjunction with any supplementary information provided, as:

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- Driving distance from Major Centre (inclusive of ferry travel)
  - From Calgary, Vancouver, Victoria or Edmonton
  - From a British Columbia community of over 20,000
- School location only accessible by ferry, rail or air travel
- Population Factor
  - Based on the population in the community
- Emergency Services Factor
  - Proximity to Major Medical Community (defined as Kamloops, Kelowna, Nanaimo, Vancouver, Victoria, Abbotsford and Prince George)

Our board has been defined as both a rural and urban school district. However, we believe it is not the definition, as determined by population or distances to major urban centres, but the factors of **accessibility** that is important when discussing rural education.

From an education perspective, the following, while not a complete list of considerations, outlines areas of **accessibility** that require special attention, and often additional funding, when considering the delivery of equitable education to our rural communities:

- Recruitment and retention of qualified educators/support staff
- Access to technology (equipment as well as broadband/connectivity)
- Access to needed student and mental health supports (special needs teachers, counselors, psychiatrists, assessment experts etc.)
- Reasonable travel time for bussing students
- Availability of extracurricular activities –at a reasonable cost to students/schools (especially when compared to costs for urban centres)
- Access to trades training (ie: prohibitive cost of bussing for our rural community students to attend Ace-it, dual credit programs at the College of the Rockies in Cranbrook)
- Aboriginal Education resources and access to elders/traditional ways of learning
- Access to employment (employment factors in a small community can impact our District's enrolment and class configurations and increase the need for breakfast programs and other educational resources)

***What are the positive impacts in the community (of rural/remote education)?***

There are a number of positive contributions that rural/remote schools provide to the people and communities they serve.

While there is much research available on-line, outlining the benefits to students, staff and communities of small/rural schools, our Board has included a list of modified benefits, experienced in our District:

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- Children feel safer and have a greater sense of belonging
- Increased personal and academic student engagement, responsibility and work ethic resulting in higher:
  - Attendance
  - Student achievement
  - Graduation rates
- Significantly higher participation rates in extracurricular activities
- Multi-age/grade classrooms promote personalized learning, mentorship and positive social interactions.
- Multiple grades accommodated in fewer school facilities mean less anxiety experienced by students over “transitioning” to a new school.
- Decreased violence and drug/alcohol abuse
- Positive attitudes and greater work satisfaction of teachers, administrators and support staff
- Increases in innovative and creative teaching strategies, solutions and collaboration amongst teachers, consistent with the revised curriculum (brought about by the challenges of rural education)
- More active involvement of parents and the community in the education of their children and the decisions made on their behalf by the Board of Education
- Elected Trustees are more accessible to parents, teachers and students in rural (or small urban) communities.
- Students graduate with the skills to secure employment in or near the community in which they are raised

***How are schools being used?***

Research indicates that greater social and emotional importance is given to the community school by the residents of rural/remote communities when compared to the residents of urban school communities. Our District believes that there is a direct correlation between the social and emotional investment of a community into its school, and how that community utilizes the school.

Typically, schools are utilized by all segments of a rural/remote community –as a gathering place or meeting hall for clubs, organizations, self-help groups etc., as a recreational and extracurricular facility for sports, arts, lectures and higher learning initiatives, and as a library. Rural/remote schools are often the only “government presence” left in remote communities and the only shelter facility large enough to house its citizens in emergency situations for both rural and remote communities.

While the BC School Trustees’ Association (BCSTA) in their December 30<sup>th</sup>, 2016 submission to you, has indicated that “school districts must not be required or expected to utilize funding and resources...to subsidize other community functions”, they also specify the “value of integrated services and facilities” to these rural/remote communities.

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SD5 already employs **joint-use agreements** with our communities and would like to point out the cost-effectiveness of such arrangements, in addition to the numerous benefits to the community members who utilize these school facilities.

### ***Share your rural education story***

The positive impacts and uses of the rural schools in our District as outlined above encompass much of our District's "rural education story". An important –and ongoing-- aspect of our story however, stems from our District's past history of amalgamation and school closures. Recently however, anxiety regarding future school district amalgamations has resurfaced and intensified in recent years.

While amalgamation of rural communities with our one urban community initially created an attitude of "separateness" and a "fear of inequity" between urban and rural communities, our Board has worked hard over a number of years to ensure that our District now feels united and resources are shared equally, based on need.

Past school closures in our District and the vast number of school closures that have –and continue to take place across the province since 2002 however, continue to perpetuate a high level of anxiety and fear that school closures in their communities, may happen in the future. This ongoing anxiety, and the exponential increase, by percentage, of funding to private schools, continues to foster diminishing faith in the provincial government's commitment to public education in general, and rural/remote schools in particular.

It is the view of our Board –and our communities—that equal access to services, such as public education, are the responsibility of government based on the rights of the individual and not the location from which they derive their livelihood and/or choose to raise their families.

### ***Questions from our Board***

Having reviewed the *Rural Education Review Process* website, our Board found it odd that there was no question included regarding challenges or improvements to rural/remote school communities, given that, at present, our rural/urban students are at a decided disadvantage with regard to (but not inclusive of) the following:

- Broadband access/connectivity
- Dual Credit courses/funding
- Teacher recruitment for specialty subjects and electives
- Professional development costs for rural employees
- StrongStart and other learning initiatives
- School replacement
- Etc.

Therefore, our Board asks for a timely response to the following questions:

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• Curtis Helgesen • Chris Johns • Doug McPhee • Patricia Whalen

1. What is the background/purpose of your Rural Education Review Process?
2. What necessitates the tight, two-month consultation timeline, over one of the busiest times of the year for parents, students, trustee and other stakeholders?
3. Why was there no discussion question on funding of rural/remote schools/districts?
4. Why was there no discussion question on challenges experienced by rural/remote schools/districts?
5. What are the “educational practices” referred to on your website?
6. Will your draft report be formally submitted to school boards for review, for discussion, for input, and for suggestions in order to exercise the vigilance that is not only necessary, but essential in the process of our public expectations of elected trustees?

We would like to take this opportunity to point out that locally elected school trustees are not stakeholders, as suggested throughout the website. We are the democratically elected representatives and the educational authority in our communities within the BC public education system.

In closing, we would like to thank you for the opportunity to provide some feedback to government on the important issue of rural/remote education. We look forward to receiving a response to our questions as outlined above, reviewing the draft discussion paper expected in winter/spring 2017, receiving the dates and locations of –and taking part in– the Parliamentary Secretary’s series of regional meetings and of receiving the final report, prior to the completion of the 2016 – 2017 school year.

Sincerely,



Frank Lento, Board Chair,  
SD5

Cc\*: Mike Bernier, Minister of Education  
 Bill Bennett, MLA Kootenay East BC  
 John Horgan, Leader, BC New Democratic Party  
 Rob Fleming, Education Critic, BC New Democratic Party  
 Teresa Rezanoff, President, BCSTA  
 BCSTA for distribution to member Boards of Education  
 Mike Lombardi, Chair, Former Vancouver School Board  
 Glen Hansman, President BC Teachers’ Federation  
 John Bird, President, BCCPAC  
 Shelley Balfour & Christina Smith, CFTA Co-Chairs  
 Debbie Therrien, DPAC Chair

Frank Lento (Chair) • Trina Ayling • Bev Bellina • Jacqueline Blumhagen • Gail Brown  
 • Curtis Helgesen • Chris Johns • Doug McPhee • Patricia Whalen

Aaron Thorn, President, SD5 Administrators' Association  
Charley Beresford, Columbia Institute  
Catherine Shaw, FACE BC Vancouver  
Media

\*This correspondence is public and transparent. Please feel free to share and/or respond with comment.

Frank Lento (Chair) • Trina Ayling • Bev Bellina • Jacqueline Blumhagen • Gail Brown  
• Curtis Helgesen • Chris Johns • Doug McPhee • Patricia Whalen

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## BC CONFEDERATION OF PARENT ADVISORY COUNCILS

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Suite C, 2288 Elgin Avenue, Port Coquitlam, BC V3C 2B2  
Tel: (604) 474-0524 Toll free: 1-866-529-4397 Fax: (604) 474-0967  
E-mail: [info@bccpac.bc.ca](mailto:info@bccpac.bc.ca)

January 9<sup>th</sup>, 2017

**Ms. Teresa Rezanoff President**  
**BC School Trustees Association**  
**[trezanoff@bcsta.org](mailto:trezanoff@bcsta.org)**

Dear Ms. Rezanoff,

**RE: BCCPAC Resignation Announcement - John Bird**

The BCCPAC Board of Directors regrettably announces that John Bird has resigned as BCCPAC President & CEO effective January 8, 2017 due to health reasons.

Mr. Bird has been a tireless advocate for student rights and services. Under Mr. Bird's leadership, BCCPAC has made meaningful strides in deepening parent partnership. In the last few years, Mr. Bird has had a key role in helping to develop and communicate BCCPAC's core belief that all students should receive the services and supports they require within a school culture that is free from discrimination.

A new President & CEO will be elected at the AGM in May 2017. In the interim period, 1<sup>st</sup> VP, Dr. Farah Shroff, has been appointed Acting President and Treasurer Gord Byers has been appointed Acting CEO. Executive Director John Gaipman will continue in his role as partner group liaison.

For more information, please contact:

Jen Mezei  
Communications Director & Media Spokesperson  
[jenmezei@bccpac.bc.ca](mailto:jenmezei@bccpac.bc.ca)  
Cell: 604-726-3987

Sincerely,

The Board of Directors  
B.C. Confederation of Parent Advisory Councils

cc. The Honorable Dave Byng  
Deputy Minister, Ministry of Education



January 11, 2017

Ref: 192331

To: All Board Chairs, Superintendents, Secretary Treasurers  
All School Districts

Dear Colleagues:

As per our previous correspondence, you are aware of the current initiative to review rural education and that we have been planning regional meetings. We are still seeking input from stakeholders, including (but not limited to): parents, the public, school district staff, Boards of Education, partner organizations, and local governments.

We are pleased to announce that we have finalized the dates and times of the regional meetings and are actively engaging with our community partners to ensure they are a success.

Chilliwack	January 26 <sup>th</sup>	Thursday	6:00pm–8:00pm
Prince George	February 1 <sup>st</sup>	Wednesday	6:00pm–8:00pm
Terrace	February 6 <sup>th</sup>	Monday	6:00pm–8:00pm
Williams Lake	February 8 <sup>th</sup>	Wednesday	6:00pm–8:00pm
Kamloops	February 9 <sup>th</sup>	Thursday	6:00pm–8:00pm
Comox-Courtenay	February 17 <sup>th</sup>	Friday	6:00pm–8:00pm
Trail	February 24 <sup>th</sup>	Friday	6:00pm–8:00pm
Fort St John	March 3 <sup>rd</sup>	Friday	6:00pm–8:00pm
Revelstoke	March 10 <sup>th</sup>	Friday	6:00pm–8:00pm

Information updates regarding the regional meetings, including the specific venues, will be posted on the rural education website at <http://engage.gov.bc.ca/ruraleducation/>.

We hope that members of your organisation will be able to attend, and we respectfully request your assistance in communicating meeting dates and times to your members, noting that everyone is welcome to attend. The first 30-45 minutes of each meeting will be an open house format, where light refreshments will be served. The remaining portion of the meeting will be a facilitated session with Ministry of Education staff and/or Ms. Larson to review the key themes that have been communicated through the engagement process thus far, and to discuss possible ideas for moving forward.

.. /2

Your ongoing support of the review is appreciated. On behalf of Linda Larson, Parliamentary Secretary for Rural Education, I thank you for taking the time to participate in the conversation on rural education in British Columbia.

Sincerely,

A handwritten signature in blue ink, appearing to be 'G. Farkas', written over a light blue horizontal line.

George Farkas  
Assistant Deputy Minister



Ref: 192288

January 11, 2017

To: All Board Chairs, Superintendents, Secretary Treasurers  
All School Districts

Dear Colleagues:

As you know, last week the Ministry of Education (MoE), the BC Public Schools Employers Association (BCPSEA) and the BC Teachers Federation (BCTF) signed a Memorandum of Agreement re: LoU No. 17: Education Fund and Impact of the Court Cases – Priority Measures (the MoA), as the first step in responding to the decision from the Supreme Court of Canada. The MoA supports the implementation of priority measures as agreed upon by MoE, BCPSEA, and the BCTF while negotiations continue regarding the restored collective agreement provisions. The MoA commits to \$50 million for school districts the remainder of this school year, and I am pleased to be able to share more details on the allocation method and the timing of the funding and the subsequent reporting requirements.

Firstly, regarding the distribution of funds, accounting treatment, and reporting requirements please note the following information and instructions:

- \$50 million in net new funding (which is the monetary equivalent of approximately 1000—1100 teacher FTE) is being allocated for the remainder of the 2016/17 school year. School districts are encouraged to begin hiring as soon as possible. This funding may form a part of any final negotiated settlement between the parties.
- Funding will be distributed in the same manner as the Learning Improvement Fund, using September 2016 enrolment data as the basis for the calculation.
- This funding meets the definition of a restricted contribution per Treasury Board Regulation 198/2011. Therefore, this grant must be reported on Schedule 3A of your Financial Statements. Please note that it will not be reflected in the 2016/17 Amended Annual Budget (to be submitted to the Ministry no later than February 28, 2017) as it was announced after school districts were asked to prepare this budget. The grant will however need to be reflected in the next quarterly GRE (March 2017) and in your 2016/17 Financial Statements.
- Funding will flow later this school year, no later than April. In order to facilitate early hiring, we are accelerating existing operating grant payments in February and March to ensure that school districts have sufficient cash on hand to manage until then.

- School districts are responsible for tracking and reporting accurate and complete information to the end of the current school year, including sign-off of the final report(s) by Boards of Education. Specifically:
  - Funding and FTE information must be reported to the Ministry using the attached template by June 30, 2017; note that as well as the amount spent in each category the number of incremental new FTE must be reported. As per the MoA, this information will be shared with the BCTF at the main table.
  - An interim reporting process will also be undertaken, to assess school districts' collective progress in implementing the MoA as at March 31, 2017. More details from MoE can be expected in late February 2017.

Secondly, to ensure that the expenditure of this funding aligns with the terms and conditions agreed upon by the parties set forth in the MoA, please note the following requirements:

- Boards of Education are responsible for ensuring that funding is spent in a manner that aligns with the MoA, including meeting local consultation requirements between staff and the teacher union local.
- As per the MoA, funding must be spent on enrolling and non-enrolling teachers (Article 1a & 1b) before it can be spent on capacity building initiatives (Article 2). In cases where funding is being spent on capacity building initiatives under Article 2, a justification will be required as part of the reporting process noted above.
- Any unused funding may be carried over to the 2017/18 school year. However, school districts must report, as part of their June 30th report back noted above, how they plan to expend those funds within the 2017/18 school year, consistent with the MoA.
- MoE staff will be reviewing school district reports and Financial Statements to verify that the funds were spent in a manner that is consistent with the MoA.

Your completed reporting templates should be sent to [SDFR@gov.bc.ca](mailto:SDFR@gov.bc.ca) no later than 4:00pm on June 30, 2017. If you have technical questions regarding the distribution or accounting and reporting requirements, please contact Kim Abbott ([Kim.Abbott@gov.bc.ca](mailto:Kim.Abbott@gov.bc.ca)), Ian Aaron ([Ian.Aaron@gov.bc.ca](mailto:Ian.Aaron@gov.bc.ca)), or Jonathan Foweraker ([Jonathan.Foweraker@gov.bc.ca](mailto:Jonathan.Foweraker@gov.bc.ca)).

Sincerely,



George Farkas  
Assistant Deputy Minister

**Allocation of \$50 Million, Based on 2016/17 Enrolment and Other Data**

School District	Allocated by Proportion of Grants / LIF		
	2016/17 Interim Full-Year Oper Grants	Proportion of Total Grants	Allocation
5 Southeast Kootenay	54,355,806	1.1%	552,890
6 Rocky Mountain	33,521,663	0.7%	340,971
8 Kootenay Lake	49,513,455	1.0%	503,635
10 Arrow Lakes	7,009,178	0.1%	71,295
19 Revelstoke	10,300,851	0.2%	104,777
20 Kootenay-Columbia	35,346,264	0.7%	359,531
22 Vernon	75,507,677	1.5%	768,040
23 Central Okanagan	192,650,859	3.9%	1,959,582
27 Cariboo-Chilcotin	50,466,011	1.0%	513,324
28 Quesnel	32,849,565	0.7%	334,135
33 Chilliwack	121,840,740	2.5%	1,239,324
34 Abbotsford	168,983,158	3.4%	1,718,842
35 Langley	169,534,214	3.4%	1,724,447
36 Surrey	610,517,410	12.4%	6,209,985
37 Delta	133,830,972	2.7%	1,361,285
38 Richmond	169,750,373	3.5%	1,726,646
39 Vancouver	436,860,160	8.9%	4,443,600
40 New Westminster	58,595,029	1.2%	596,010
41 Burnaby	199,734,193	4.1%	2,031,631
42 Maple Ridge-Pitt Meadows	124,724,936	2.5%	1,268,662
43 Coquitlam	261,444,247	5.3%	2,659,326
44 North Vancouver	127,460,594	2.6%	1,296,488
45 West Vancouver	57,542,588	1.2%	585,305
46 Sunshine Coast	35,110,412	0.7%	357,132
47 Powell River	20,548,663	0.4%	209,014
48 Sea to Sky	44,638,792	0.9%	454,051
49 Central Coast	5,426,613	0.1%	55,198
50 Haida Gwaii	9,712,608	0.2%	98,793
51 Boundary	15,613,861	0.3%	158,819
52 Prince Rupert	23,873,247	0.5%	242,831
53 Okanagan Similkameen	24,260,921	0.5%	246,774
54 Bulkley Valley	21,490,166	0.4%	218,591
57 Prince George	124,358,075	2.5%	1,264,930
58 Nicola-Similkameen	23,773,229	0.5%	241,814
59 Peace River South	39,935,765	0.8%	406,214
60 Peace River North	58,829,489	1.2%	598,394
61 Greater Victoria	164,364,913	3.3%	1,671,867
62 Sooke	89,408,507	1.8%	909,434
63 Saanich	64,657,717	1.3%	657,677
64 Gulf Islands	19,813,078	0.4%	201,532
67 Okanagan Skaha	51,980,690	1.1%	528,731
68 Nanaimo-Ladysmith	117,315,756	2.4%	1,193,298
69 Qualicum	38,995,178	0.8%	396,646
70 Alberni	35,991,208	0.7%	366,091
71 Comox Valley	71,998,236	1.5%	732,343
72 Campbell River	51,530,659	1.0%	524,153
73 Kamloops/Thompson	134,771,853	2.7%	1,370,856
74 Gold Trail	18,985,688	0.4%	193,116
75 Mission	55,408,175	1.1%	563,594
78 Fraser-Cascade	19,036,770	0.4%	193,636
79 Cowichan Valley	70,639,101	1.4%	718,518
81 Fort Nelson	9,319,328	0.2%	94,793
82 Coast Mountains	48,351,386	1.0%	491,815
83 North Okanagan-Shuswap	60,035,509	1.2%	610,662
84 Vancouver Island West	8,063,998	0.2%	82,024
85 Vancouver Island North	17,372,097	0.4%	176,703
87 Stikine	5,296,130	0.1%	53,871
91 Nechako Lakes	49,175,782	1.0%	500,200
92 Nisga'a	7,531,566	0.2%	76,609
93 Conseil scolaire francophone	75,656,063	1.5%	769,549
<b>Provincial Totals</b>	<b>4,915,611,172</b>	<b>100.0%</b>	<b>50,000,004</b>