

Also Inside:
The New Culinary
Arts Curriculum,
The Senior's Tea,
The Chemistry of a
Chilli...and more!



**SD#42 CULINARY
FRANCE TOUR 2016
PAGES 6-9**



**FALL 2016
CONFERENCE INFO
PAGES 2 AND 3**



**AITC
PAGE 4**



BOUQUET GARNI



President's Message: Brian Smith, BCCASA President

Reflecting back at the past year, my thoughts were continually drawn back to my involvement in: the Powell River conference, the Take a Bite of BC fundraiser, and the BC Summer Games. The common theme to this three events was the opportunity to work closely with my fellow culinary arts teachers.

Our school has just finished our first year of collaborative time, one hour of each month. I'm sure many of you have already been doing this for awhile. The purpose, "to bring school staff together to engage in meaningful activities and discussions specific to the unique school community to support and enhance student progress and achievement." Don't get me wrong, I'm not opposed to staff collaboration, but for whatever reason I can honestly say that I have never truly felt this collaborative time has met its objective or made me a better teacher. Maybe because it is forced? Maybe it is that often we get sidetracked from the agenda? Or maybe because the time becomes a gripe session about the school administration or public education in general? Not sure.

The opposite can be said when the opportunity has lent itself to working collaboratively with my colleagues in white. So why is it so different? For one, the experiences were truly organic in nature, where everyone contributes and shares the workload. Secondly, the mood is positive, upbeat, and most importantly everybody is having a good time in the process.

So many positive comments from attendees of the past conference about how great it was to interact and prepare dinner together as a group. All of the chefs working together in Mike Austin's kitchen was a magical experience. Unquestionably, sitting and eating all the amazing food was a highlight that will be long remembered by all those that made the trip to the Sunshine Coast.

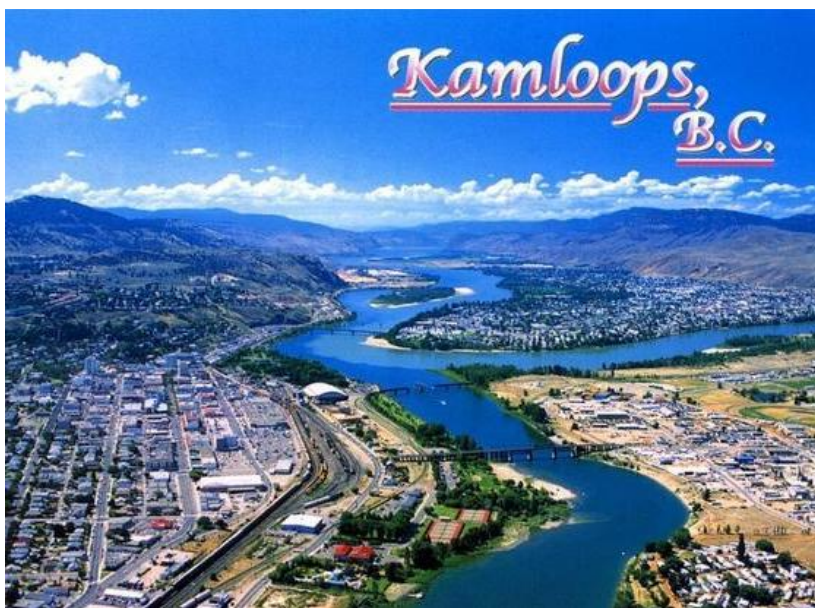
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**"The common
theme... the
opportunity to
work closely with
my fellow culinary
arts teachers"
Brian Smith**

Old Traditions and New Tastes in Culinary Education

Hosted by Chef Scott Roberts



Join us as we learn (and taste) how Kamloops and its culinary arts education has embraced culinary traditions while adopting new techniques. This two-day conference will include a number of local culinary tours, guest speakers from T.R.U.'s culinary arts program, local restaurateurs, our A.G.M. and plenty of professional collaboration.

The cost of this conference is \$200.00. for BCCASA members and \$350.00 for non members. Registration, hotel and flight information can also be found through at our website:
www.BCCASA.ca.

Friday, October 21

9:00 - 9:30 - Registration and Continental breakfast at Sandman Hotel.
9:30 - 9:45 - Introductions.
9:45 - 11:30 - Workshops & presentations.
11:30 - 11:45 - Workshop Summaries.
12:00 - 1:15 - Lunch @ Painted Pony.
1:30 - 3:00 - A.G.M.
3:00 - 6:30 Free time to tour downtown Kamloops shops and parks.
6:45 - Walk to dinner @ The Noble Pig.

Saturday, October 22

8:00 - 9:30 - Self or Guided tour of Kamloops Farmer's Market. (www.kamloopsfarmersmarket.com)
9:30 - Bus pick up at Farmer's Market
9:30 - 10:00 - Travel to Monte Creek Ranch and Winery.
10:00 - 11:15 - Ranch Tour.
12:00 - 1:30 - Lunch and Beer Tasting at the Red Beard Cafe.
1:45 - Hotel for R & R.
3:15 - Bus pick up from hotel.
3:30 - Arrive at T.R.U. for tour, molecular gastronomy introduction and group cooking.

2016 BCCASA CONFERENCE HOTEL AND FLIGHT INFORMATION



HOTEL INFORMATION:

BCCASA has a block of rooms reserved at:

THE SANDMAN SIGNATURE KAMLOOPS HOTEL

225 Lorne St. | Kamloops BC | V2C 1W2

Phone [250 377 7263](tel:2503777263) | Fax [250 852 6719](tel:2508526719)

www.sandmanhotels.com |

www.sandmansignature.com

Hotel rooms are being held exclusively for BCCASA Conference attendees from Thursday, October 21 to Sunday, October 23 until October 1, 2016.

The cost per night is \$105.00 for either two queens or a single King on the city side or a single king on the park side. Use code #53009 when reserving to receive BCCASA pricing.

The hotel does not offer shuttle to or from the airport. If you choose to fly, please contact Trevor Randle trandle@sd42.ca to arrange a ride.

FLIGHT INFORMATION:

We are happy to confirm that, for the 2016 BCCASA Conference, West Jet has offered 10% off of the base fare for travel between Kamloops and anywhere WestJet flies in North America including their Delta code share partner network. To take advantage of this offer, you'll need the discount code listed below.

***Please note that all flights to and from Kamloops will experience 1 stop if leaving from Abbotsford or YVR*.**

Discount code for personal online booking:
RZY4EQ6

If booking through a travel agent you must also provide the agent code: YKA02

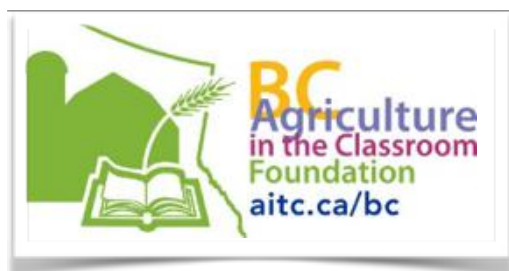
Book by: September 29, 2016

Travel from: October 14, 2016 to October 29, 2016

The Take a Bite of BC fundraiser was a another special opportunity to come together as a group of chefs to prepare and serve dinner. Gerald Worobetz was our gracious host. The evening highlighted local agriculture and the work of BC Agriculture in the Classroom. It also highlighted five culinary arts programs and their students. The monies raised will certainly go a long ways in supporting our teaching kitchens.

The experience of the BC Summer Games was one of a kind. Feeding 3,200 young athletes over four days was an immense undertaking and a little bit stressful given the time frames we were given. It was hard to imagine that I could stay as calm as I did, but when seven BCCASA members gave time out of the summer break to help out, it made me feel at ease. The event was a complete success in large part to roles my colleagues played. Thank you to all that volunteered their time!

The BCCASA executive looks forward to seeing at the upcoming October conference in Kamloops where again we can come together as a collective to swap stories, eat and drink well, and enjoy the camaraderie.



Take a Bite of BC Program Offered to all 60 Culinary Arts Schools

With the rush of back to school, new jobs and routines, September offers the opportunity for new and exciting adventures – Take a Bite of BC will embark on its own adventure with the expansion to include all Culinary Arts schools onto the program this year.

This is a goal we have been working towards since we first started the program back in 2009. We are thrilled to be able to offer it to all 60 secondary schools which are running Grade 11/12 Cafeteria Training/ Cooks Training for the full 2016/17 school year starting in October!

This expansion of Take a Bite of BC would not be possible of course without the continued and tireless support of our many commodity partners. They have supported us at our fundraiser Dinner in March with product donations as well as cash donations to go towards the cost of distributing the program.

Increasing the number of schools on the program will mean that 7,500 students will get the chance to work with fresh, donated BC product, and even more will have the opportunity to try the culinary creations in their high school cafeterias all over the province – all made with local product! Thank you to all of our chefs on Take a Bite of BC who have supported our mission to promote the value of BC's agriculture to their students. Your commitment and dedication to making this program work and promoting it to your entire school is a crucial part of its success. And to all our new chefs on the program, welcome! We are thrilled to have you on our program.

We hope you have an adventurous school year and remember to ~ Take a Bite of BC!

Lesnes' Brain Teaser
submitted by Chef Daniel Lesnes

Hey! Lets talk big, I mean BIG! In one form or another I am the most popular fruit of the New Year. Together, my relatives and I, comprise the world's single largest fruit crop (Seventy-two million tons grown each year worldwide). My Family consists of over ten thousand varieties! - You can't possibly imagine what the family reunions are like. All that inbreeding really shows. Don't worry, we have space for it, according to the Food and Agriculture Organization (FAO), more than 75,866 square kilometres of the world are dedicated to our family. And we are still expending... I am so glad to belong to this beloved family- Impressive so far, don't you think?

It took time to get there, my domesticated cultivation began 6,000-8,000 years ago, when agriculture became widely practiced in the Fertile Crescent and Anatolia. My flavour and qualities depend very much on the area and the type of land I am grown on as well as sunshine, watering and how I am harvested. Some like to pick me before I am ready, some wait and wait, even until frost is in the air, I have to shrivel then. I do not ripen after harvest. Indeed it was a prohibitionist who first made me into juice, making communion significantly more sober.

The dusty film, called bloom, on my exterior that is often mistaken for pesticides, is actually a natural waterproofing produced by my cells in or near my surface to prevent my skin from cracking, protects me from extreme heat and from parasite attacks. That bloom also is a fresh pledge; it allows the transformation of my juice into a delectable beverage.

I come in green, red, purple, and black and run the gamut of all shades in between. Always in fashion.

My potential health benefits when you enjoy me are numerous; past studies associate them with prevention of cancer, heart disease, high blood pressure and constipation.

I am sweet and tart, seedless, and seeded. I am used as an oil, a drink, a vessel christener, a souring agent (in Europe prior to vinegar), a snack, a friend on a lonely cold night, a syrup, a liquid for all kind of celebrations, jellies, jams, candies, cereals, and numerous baked goods. I am "sour". I am the "wrath".

WHAT AM I?

Visit our website to find the answer bccasa.ca

SD42 Culinary France Tour 2016

MARCH 14TH
YVR
DEPARTURE

MARCH 15TH
MONACO,
EZE,
GALIMARD

Monaco, Prince's Palace, Changing of the Guard

Eze, its narrow streets

MARCH 16TH
ESCOFFIER, OPIO,
CONFISERIE
FLORIEN, COLLINE
DU CHÂTEAU NICE

The Escoffier Museum

Olive oil mill in Opio

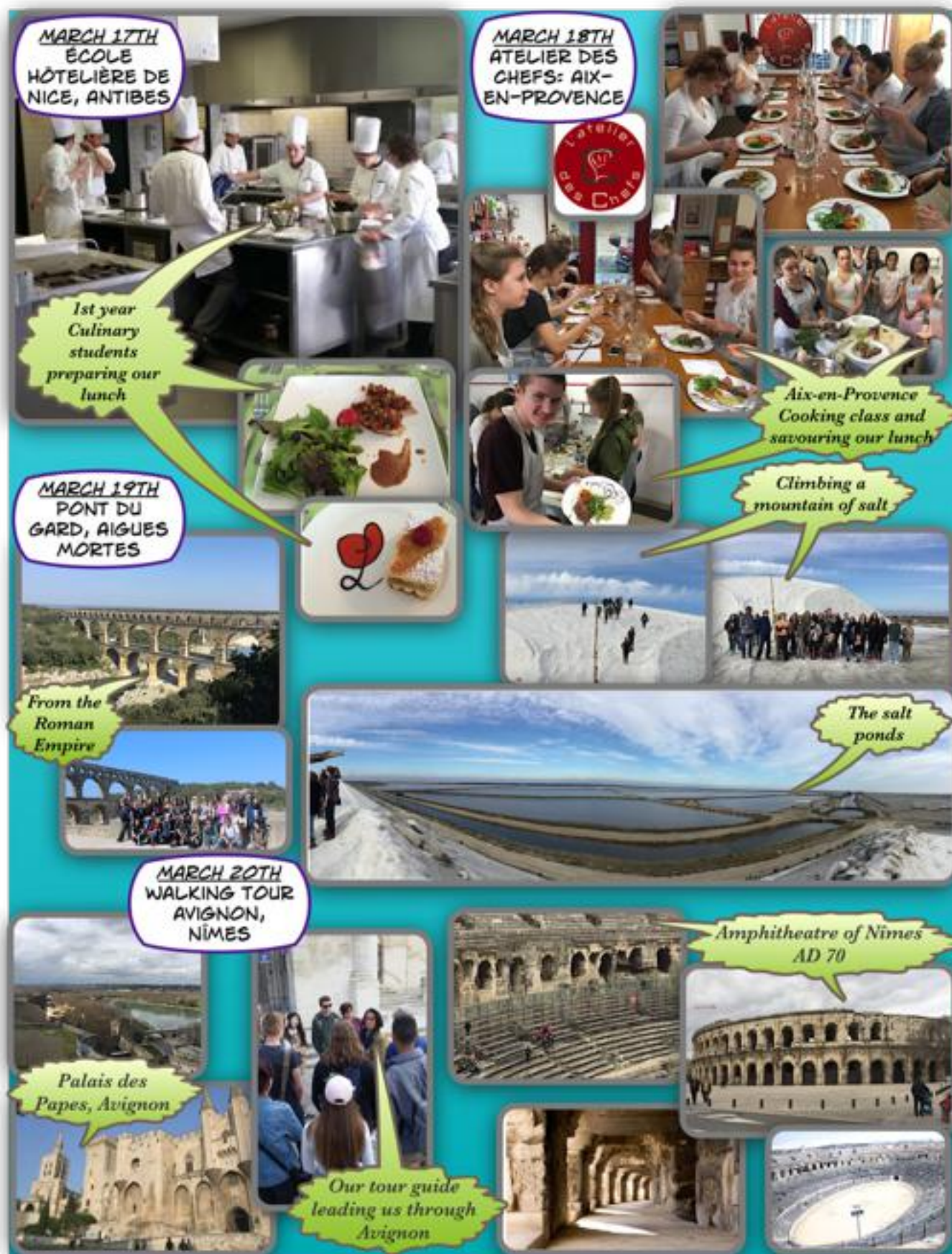
Easter eggs made by local pastry chefs

The old grinding stones

Sweet tooth!

Sunset in Nice

Ready for tasting







Culinary Arts 10

Here is a look at the new Culinary Arts 10 draft curriculum just released from the Ministry of Education.

The *Big Ideas*, *Curricular Competencies*, and *Curricular Competencies-Elaborations* were already in place when Trevor Randle and I joined the curriculum writing table and we were not afforded the opportunity for input or revisions.

Trevor and I worked on the *Content* aspect and the *Content-Elaborations*. The parameters and language that was set forth and which we had to follow was very tight. Both Trevor and I were pleased that we were able to change the name from “Cafeteria” to “Culinary Arts” and also to create a grade 10 component.

As you can see below, the new curriculum can be bent and shaped into whatever fashion that best suits the needs of your teaching kitchen and your teaching philosophy.

If you have any questions or concerns, please contact Trevor Randle or Brian Smith.



Area of Learning: APPLIED DESIGN, SKILLS, AND TECHNOLOGIES — Culinary Arts

Grade 10

BIG IDEAS

Social, ethical, and sustainability considerations impact design.

Complex tasks require the sequencing of skills.

Complex tasks require different technologies and tools at different stages.

Learning Standards

Curricular Competencies	Content
Students are expected to be able to do the following: Applied Design <i>Understanding context</i> - Engage in a period of research and empathetic observation in order to understand design opportunities. <i>Defining</i> - Choose a design opportunity - Identify potential users and relevant contextual factors - Identify criteria for success, intended impact, and any constraints <i>Ideating</i> - Take creative risks in generating ideas and add to others' ideas in ways that enhance them - Screen ideas against criteria and constraints - Critically analyze and prioritize competing factors, including social, ethical, and sustainability considerations, to meet community needs for preferred futures - Choose an idea to pursue, keeping other potentially viable ideas open <i>Prototyping</i> - Identify and use sources of inspiration and information - Choose a form for prototyping and develop a plan that includes key stages and resources - Evaluate a variety of materials for effective use and potential for reuse, recycling, and biodegradability - Prototype, making changes to tools, materials, and procedures as needed - Record iterations of prototyping	Students are expected to know the following: - safe food handling and personal safety - food service tools and equipment - units and types of measurement - types, varieties and classifications of culinary ingredients - components of food cooking methodology - elements of professionalism in a food service kitchen - First Peoples food culture and traditions - food products available locally from agriculture, fishing, and foraging

June 2016 — DRAFT CURRICULUM
www.curriculum.gov.bc.ca
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Learning Standards (continued)

Curricular Competencies	Content
Testing - Identify sources of feedback - Develop an appropriate test of the prototype - Conduct the test, collect and compile data, evaluate data, and decide on changes - Iterate the prototype or abandon the design idea Making - Identify and use appropriate tools, technologies, materials, and processes for production - Make a step-by-step plan for production and carry it out, making changes as needed - Use materials in ways that minimize waste Sharing - Decide on how and with whom to share their product and processes - Demonstrate their product to potential users, providing a rationale for the selected solution, modifications, and procedures, using appropriate terminology - Critically evaluate the success of their product, and explain how their design ideas contribute to the individual, family, community, and/or environment - Critically reflect on their design thinking and processes, and evaluate their ability to work effectively both as individuals and collaboratively in a group, including their ability to share and maintain an efficient co-operative work space - Identify new design issues Applied Skills - Demonstrate an awareness of precautionary and emergency safety procedures in both physical and digital environments - Identify the skills and skill levels needed, individually or as a group, in relation to specific projects, and develop and refine them as needed Applied Technologies - Choose, adapt, and if necessary learn about appropriate tools and technologies to use for tasks - Evaluate the personal, social, and environmental impacts, including unintended negative consequences, of the choices they make about technology use - Evaluate how the land, natural resources, and culture influence the development and use of tools and technologies	

Curricular Competencies – Elaborations

APPLIED DESIGN, SKILLS, AND TECHNOLOGIES – Culinary Arts
Grade 10

- research:** seeking knowledge from other people as experts (e.g., First Peoples Elders), secondary sources, and collective pools of knowledge in communities and collaborative atmospheres
- empathetic observation:** aimed at understanding the values and beliefs of other cultures and the diverse motivations and needs of different people
- Defining:** setting parameters
- constraints:** limiting factors such as task or user requirements, materials, expense, environmental impact, issues of appropriation, and knowledge that is considered sacred
- Ideating:** forming ideas or concepts
- sources of inspiration:** may include experiences; traditional cultural knowledge and approaches, including those of First Peoples; places, including the land and its natural resources and analogous settings; and people, including users, experts, and thought leaders
- plan:** for example, pictorial drawings, sketches, flow charts
- iterations:** repetitions of a process with the aim of approaching a desired result
- sources of feedback:** may include peers; users; keepers of traditional cultural knowledge and approaches, including those of First Peoples; and other experts
- appropriate test:** consider conditions, number of trials
- technologies:** things that extend human capabilities
- share:** may include showing to others, use by others, giving away, or marketing and selling
- product:** for example, a physical product, a process, a system, a service, or a designed environment

Content – Elaborations

APPLIED DESIGN, SKILLS, AND TECHNOLOGIES – Culinary Arts
Grade 10

- units and types:** imperial and metric, weight and volume
- culinary ingredients:** vegetables, fruits, pasta, rice, grains, flour, cheese, meats and seafood
- methodology:** stocks, soups, sauces, thickening agents, dry and moist cookery, and principles of baking
- professionalism:** collaborative work, roles in the kitchen, uniform, work ethic, code of conduct in the kitchen
- First Peoples food culture and traditions:** seasonal growing, gathering, and hunting; harvesting practices and preservation (e.g., drying, curing, pickling, freezing, smoking)

THE CHEMISTRY OF A CHILLI

CAPSAICINOIDS

CAPSAICIN

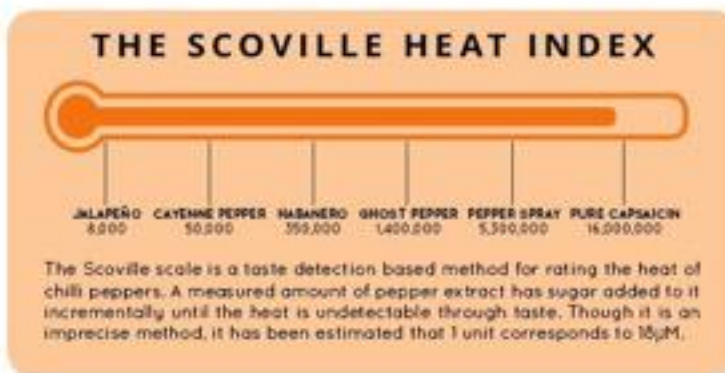
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DIHYDROCAPSAICIN

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The spiciness of chillis is due to the presence of compounds called capsaicinoids. The two compounds above are the main capsaicinoids in chilli peppers. They cause a burning sensation when they come into contact with mucous membranes, due to their interaction with pain and heat sensing neurons.

Capsaicin is also used in some brands of pepper spray, and studies have shown it may be capable of killing prostate and lung cancer cells. It is toxic in large quantities.



People have been spicing up their food with chillies for at least 8,000 years. At first they used wild chillies, likely adding them to potatoes, grain and corn. Researchers at Cornell University, conclude that people learned early on that chillies could reduce food spoilage. And some scholars point to medical uses. Ancient Mayans incorporated chillies into medicinal preparations for treating infected wounds, gastrointestinal problems and earaches. Laboratory studies have shown that chili pepper extracts inhibit a number of microbial pathogens, and capsaicin has been used in a local anesthetic. Whatever the benefits, chillies spread around the world with astonishing speed, thanks in part to Christopher Columbus.

The capsaicinoids found in chillies bind to a receptor in the mucous membrane of the mouth when ingested; this is the receptor associated with heat and physical abrasion, and hence this produces a burning sensation. Despite this, the compound does not produce any physical or tissue damage. If the compound is ingested repeatedly, the receptors that it binds to can become depleted, effectively allowing you to build up a tolerance; the pain produced actually produces endorphins, a class of compounds that act as natural painkillers in the body, and can also impart 'a sense of well-being'.

As well as its presence in chillies, capsaicin finds a use in pepper sprays in low concentrations, as its inflammatory effects cause the eyes to close, incapacitating those it is sprayed at. They're commonly used in bear attack deterrent sprays for the same reason, in which the actual percentage of capsaicin and related capsaicinoids in the formulation is recommended to be a minimum of 1%.

The heat of chillies can be measured in a couple of ways:

The first method, known as the Scoville scale, developed in 1912 by Wilbur Scoville, a chemist at Parke-Davis pharmaceutical company in Detroit. He would dilute a pepper extract in sugar water until the heat was no longer detectable by a panel of trained tasters. A bell pepper, for instance, merits a zero, while a typical jalapeño falls between 2,500 and 8,000 Scoville heat units (SHUs). Obviously, this is far from being a precise method, but it has been estimated that the concentration of capsaicin that one unit corresponds to is equal to around $18\mu\text{mol dm}^{-3}$.

The other method through which the heat of chillies is measured is the rather more precise procedure of high performance liquid chromatography (HPLC). In this variety of chromatography, a solvent sample is forced through a column under high pressure, to achieve separation of the mixture.

Finally, there's the oft mooted question of how best to soothe the fire of chillies. The long hydrocarbon 'tail' of the capsaicin molecule makes it insoluble in water; it is, however, readily soluble in alcohol and oil. That said, the small percentage of alcohol in beer sadly isn't enough to have much of an impact. Tequila has a high enough ethanol content to help a little more. The best bet for removing the burning sensation of too much chilli is to consume fatty foods and dairy products. This contains a class of proteins called casein, which is lipophilic and envelopes the fatty capsaicin molecules, successfully washing them away and preventing them from further stimulating the receptors in the mucus membranes. It is no coincidence so many curries include cream or butter, and that Mexican food is often served with soured cream or guacamole.



The Night School Education of a Young Man

PETE MCMARTIN,
VANCOUVER SUN 03.19.2016

He was a high school teacher, a chef who taught a culinary arts course. He died last month.

At his celebration of life, organized by his children, several hundred people showed up, including many of his students. It was heartening to see them.

After the eulogies and the slide show of family photos, his children invited those who wished to say something about their father to please come up to the microphone.

Student after student came forward. Some of their stories were funny, riffing about his idiosyncrasies, and some of their stories were so emotionally charged they left the audience hushed. All of them said he had changed their lives for the better, and several went beyond that: They said their lives would have been immeasurably worse if he had not been in them.

After the speeches, a meal was served, and I sat down beside a young man who was there with his wife. I asked him if he had been a student of the deceased, and he said, yes, he had. He said that his teacher had probably saved his life.

He had been a bad kid, he said, “a bit of a butt-head and a troublemaker.”

“I was angry at the world. I liked to get into fights. I had no desire to be at school, I mouthed off at my teachers, that sort of stuff.”

Failing his academic courses, he signed up for culinary arts thinking it would be easy.

“I thought it would be a cakewalk and I could walk all over (the teacher) and I’d be able to ride out the year.

“But that wasn’t in my teacher’s plans. He had a passion for cooking, and he had a passion for each one of his students. He wanted to see them do well in life, and he wasn’t ready to just let you act out and become a flake.”

He loved the course, he said, and did well in it, but his private life was spiralling downward. He was involved with a bad crowd and was using and selling drugs.

One night, he said, he got a call to meet at a local coffee shop for a drug sale. He went there, and was sitting in his car in the parking lot when he heard a knock on the car window. It was his teacher.

“He said, ‘You’re here because of me,’ and I thought, what the heck? Does he want to buy drugs? But he told me he had found out what I had been doing and it was him who had set this up. He said let’s go for a drive, that he wanted to talk to me about the direction my life was taking.

“We drove around for about a half-hour and he asked me why I’m taking the path I’m on ... and I told him, I don’t know, I wanna be rich. And he told me, ‘You can be rich in two ways in this life, with money or with love ... Don’t seek out money because it will destroy your love. Let money find you.’

(... continued from page 14)

Then he said to me, 'I wouldn't be here right now giving you a lecture and trying to get you on the right path if I didn't care about you.' And as he got out of the car, he turned around and said, 'I don't want to have to come to your funeral one day. I want you to attend mine. Think about what I've said because there's a purpose in what I've told you, and I hope you'll be able to figure it out and change your life.'"

He was 18 at the time. In the months following, he said, he saw police bust many of the people he had been hanging out with, and his parents found out he had been dealing drugs. But it was his teacher's words, and his singular act of compassion, he said, that compelled him to think about starting a new life.

He moved away from Vancouver and got a job as a framer building houses. He stopped drinking and doing drugs. After a time, he came back to B.C., met a nice girl, married her and joined a church. The boy who was once angry at the world was now a man who, sitting beside me, exuded nothing but humility and warmth.

"If it hadn't been for him," he said, "and what he taught me in that class, if it hadn't been for him talking to me that night, I would have been selling drugs, I wouldn't have straightened up and I'd probably be in jail today."

"I decided to change my life, to be the best that I could be, because of everything he taught me when I was there with him, and how much love that man showed me ... and I want to make him proud, because he is the biggest mentor I've ever had in my life."

And here he was, he said, after all those years ago on that night they talked in his car, after all the time he had spent remaking his life to become a good man and a solid citizen, finally fulfilling the one thing, he told me, that had always sat heavy on his heart. He was attending his teacher's funeral.



www.bccasa.ca
[@BCCASAc hef](https://twitter.com/BCCASAc hef)

Uniting Generations over a Cup 'A Tea: DTSS Celebrates their 22nd Annual Senior's Harvest Tea

Each fall, for the past 22 years, David Thompson Secondary School's Chef Training program has hosted the Senior's Harvest Tea. A lovely afternoon of tea sandwiches, petit fours, tea and good company, complimentary to all seniors of the Columbia Valley, within the East Kootenays of BC.

After a few weeks of preparation, our student run cafeteria program is in full swing at our school, preparing lunches and learning the new routines of our culinary program. Amidst the hustle and bustle of the new school year is our planning for the Senior's Harvest Tea. Students from our Chef Training program spend the week preparing for a Friday afternoon, where students volunteer their time to serve our valley seniors.

The Tea is an event that we all look forward to, and is anticipated by many. Preparing for the Tea, I always share its history, highlighting the enjoyment and response from our local seniors, and the students are happy to participate. I typically have around 20 student volunteers, both local and some a part of our International Student program. They enjoyed pouring tea, sharing their culinary creations, tasty treats, and most importantly, taking the time to sit and visit!



DTSS student Jonas Hanfland serves our community seniors



Coming from the fast pace world of the kitchen, "sitting and visiting" can seem like a luxury, and I always encourage my students to take advantage of these moments with our community seniors. As the days seem to become busier in and outside of school, the importance to take the

time to “sit and visit” is reflected in our daily lives, and I am happy to encourage a simple yet often forgotten notion.

Taking the time to sit and talk with our elders is so valuable to our young students, and I am reminded of its value with our Tea each fall. As I observed our students in action, I overheard conversations between an elder from Germany and an international student, exchanging words in their mother tongues; and words between a veteran and a young man who happen to live next door to each other.

These moments are precious and I am honoured to continue on this tradition of connecting our youth with our community members. And in speaking to our guests, the shared feelings are always of appreciation to be able to speak to our youth. To meet them, enjoy conversation and share in a cup of tea. Welcoming our community elders to enjoy in a pleasant afternoon of conversation has been a rewarding experience for me as an educator.

I have had the pleasure to not only volunteer at the Senior’s Tea as a student during my years as a student at DTSS, but this year will be my fourth fall as the instructor of the Chef Training program, and I am now able to carry on the legacy of this wonderful tradition.

A truly special part of the Tea for me personally, has been able to serve my grandmother Marjorie Stringer for the past two decades, as she has attended nearly every Tea. This year my grandmother celebrates her 102nd year and attending the Tea is always a priority on her list of fall activities, as it is with many of our community members. And I have to admit that this recent Tea was the most successful for me, being familiar enough with the routine after a few years of experience, that I myself was able to take some time to sit and visit with my grandmother. My grandmother shared with me how much she enjoyed me sitting with her, sharing about the program and reminiscing about the past Teas, and even days after the Tea had ended, the conversations from the Tea continued to be the highlight. That’s what our Tea is all about! Uniting generations in conversation over a cup of tea. And from the mouths of our seniors, the treats aren’t too bad either :)



**Chef Instructor Andrea
Salzbrenner and her
Grandmother Marjorie Stringer**

Andrea Salzbrenner
Chef Instructor
DTSS, Invermere

THE EXECUTIVE

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2nd Vice President:

Andrea Salzbrenner

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David Thompson Secondary,
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Treasurer: Paul Richardson

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Gladstone Secondary,
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Secretary Lauri Humenuk

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Spectrum Community School

Victoria, (250) 479-8271

1st Director: Lori Pilling

lpilling@deltasd.bc.ca

Delta Secondary,
Delta (604) 946-4194

2nd Director: Scott Roberts

sroberts@sd73.bc.ca

NorKam Secondary School,
Kamloops (250) 376-1272



British Columbia Teachers' Federation - A Division of the BC Teachers' Federation
100 Years of Service to Education in BC, 1916-2016
www.bctf100.ca

BC CULINARY ARTS SPECIALIST ASSOCIATION V750

STATEMENT OF RECEIPTS AND DISBURSEMENTS (Note 1)
FOR THE YEAR ENDED June 30, 2016

Balance, July 1, 2015 \$ 16,554.70

Receipts

BCTF grant	5,250.00
Membership/subscription fees	2,646.74
Interest	124.00
Fees	(870.00)
	<u>7,150.74</u>

Disbursements

Meeting-executive	2,330.69
Meeting-Miscellaneous	41.63
Conference - Operating	5,000.00
	<u>(7,372.32)</u>

Balance, June 30, 2016 \$ 16,333.10

Notes:

1. This statement reflects only funds held by the BC Teachers' Federation on behalf of the BC Culinary Arts Specialist Association.

7/20/2016
PSA FIN STATEMENTS JUN30/16
c:\psa



COQUITLAM TOWN CENTRE
1140 JOHNSON ST
COQUITLAM, BC V3B 7G5

TD Canada Trust

Tel: 1-866-222-3456
TTY: 1-888-361-1180

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BC CULINARY ARTS SPECIALISTS ASSOCIATION
1164 CONDORE CRES
COQUITLAM BC V3B 2B3



Statement of Account		Account Type		Statement From - To	
Branch No.	Account No.	BUSINESS CHEQUING ACCOUNT - CAD COMMUNITY PLAN		JUN 30/16 - JUL 29/16	
9324	0936-5255796			Page 1 of 2	
DESCRIPTION	CHEQUE/DEBIT	DEPOSIT/CREDIT	DATE	BALANCE	
BALANCE FORWARD			JUN30	3,865.78	
CHEQUE 00056-2500043356	185.37		JUL25	3,680.33	
MONTHLY PLAN FEE	1.95		JUL29	3,678.38	
1 CHQ ENCLOSED				No.	Amount
MONTHLY AVER. CR. BAL.		\$3,823.65		Credits	0 0.00
MONTHLY MIN. BAL.		\$3,578.58		Debits	2 187.32
DEP. CONTENT - CASH 0	ITEMS 0	UNC. BATCH 0			

Notes: ensure that you report in writing any incorrect regulations and retain this statement with the type of document and date. If you do not, the degree of account shall be as already stated unless except for by notice of credit to the account owner.

Account owned by THE TORONTO-DOMINION BANK