

BUILDINGS AND GROUNDS COMMITTEE
Reporting to Public Session, Tuesday, April 23, 2019

The Buildings and Grounds Committee met on Monday, April 8, 2019 at 5:35 pm. In attendance were: Trustees Larry Hayes (Chair), Bill Brassington and Christine Cunningham, DPAC Representative Calvin Taplay, Secretary-Treasurer Russell Horswill, Assistant Superintendent Roberto Bombelli and Director of Facilities Cory Borg; guests Trustee Peter Cech, Assistant Superintendent Wanda Mitchell and one member of the public.

1. SOGI Gender-Neutral Washrooms and Change Rooms

Trustee Peter Cech, Chair of the SOGI Committee, presented information to the Committee pertaining to the inclusion of gender-neutral washrooms and change rooms in future capital projects. Mr. Russell Horswill, Secretary Treasurer, and Mr. Roberto Bombelli, Assistant Superintendent, provided information on the preliminary design at Burnaby North Secondary School.

Recommendation: THAT the Board of Education request the Policy Committee to propose an amendment to Policy #5.45.00 (Sexual Orientation/Gender Identity) to include the inclusion of gender-neutral washrooms as well as gender-neutral change rooms with lockers in all school facilities, subject to funding and space availability.

2. Childcare Consultation Plan

Ms. Wanda Mitchell, Assistant Superintendent, presented information on the school/community consultation plan to inform the development of a Childcare Project Definition Report. The Committee was advised that consultation will conclude near the end of May 2019.

Recommendation: THAT the Board of Education receive this information.

Mr. Cech and Ms. Mitchell left the meeting at 6:10 pm.

3. Capital Projects Report

Mr. Cory Borg, Director of Facilities, presented the March 2019 Capital Project Report. The Committee was provided an update on the following active projects: 1) Alpha Secondary School Seismic Mitigation Project; 2) University Highlands 8-Classroom/Childcare Expansion Project; 3) Armstrong Elementary Seismic Mitigation Project; and 4) Stoney Creek Elementary Building Envelope Project.

Recommendation: THAT the Board of Education receive this information.

4. BC Hydro Statutory Right of Way Bylaw - Montecito

Mr. Horswill reviewed the Statutory Right of Way request received from BC Hydro for the Montecito Elementary School site. The request pertains to a new electrical service for the City of Burnaby Childcare Centre and the existing electrical service for the school.

Recommendation: THAT the Committee recommend to the Board of Education the granting of a statutory right of way to BC Hydro on land owned by the Board at Montecito Elementary School, as presented.

5. Next Meeting

The next Buildings and Grounds Committee meeting will be held on Wednesday, May 15, 2019 at 5:30 pm.

6. Adjournment

The meeting was adjourned at 6:22 pm.

EDUCATION COMMITTEE
Reporting to Public Session on Tuesday, April 23, 2019

The Education Committee met on Monday, April 1, 2019 at 4:30 pm. In attendance were Trustees Gary Wong (Chair), Peter Cech and Jen Mezei, DPAC Representative Evangeline Jonasson, BTA President Leanne Sjodin and Assistant Superintendent Wanda Mitchell.

1. Digital Animation Program (DAP)

Heather Watson, Vice-Principal École Cariboo Hill Secondary and Paul Arthur, Program Consultant Career Education provided the committee with an overview of the Digital Animation Program (DAP) being implemented at Cariboo Hill.

DAP is a partnership with the Vancouver Animation School and was developed to provide grade 6 and 7 students throughout the district with an opportunity to pursue their passion in the area of digital animation. It supports and nurtures the creativity and skills of students interested in digital animation, game design and digitizing visual arts, including 3D modelling, character animation, concept art and character design, as well as character and story development.

Two cohorts of students attend one, two hour session per week at Cariboo Hill. Here, they work with two specialist teachers, one in art and drawing and the other in computer and technical aspects of the program. Students work at their own pace and pursue their specific area of interest.

Recommendation: THAT the Board of Education receive this information.

2. BAA Courses

Jeannette Laursoo, Director of Instruction, presented rationale for the re-design of existing Grade 11 and 12 Board / Authority Approved (BAA) courses to align with the new Ministry curriculum for the 2019-2020 school year. The following courses have been re-designed: *Introductory Beekeeping 11, Applications of Leadership – First Aid 11, Applications of Leadership – First Aid 12, Office Administration 11, Office Administration 12, Applications of Leadership - Technology 11, Applications of Leadership - Technology 12, Broadcasting and Media Communication 11, Broadcasting and Media Communication 12, Indigenous Leadership 12, Leadership 11, Leadership 12, Student Government 11, Student Government 12, Applications of Leadership - PHE 11, Applications Of Leadership - PHE 12, Dance Leadership 11, Dance Leadership 12, Recreational Leadership 11, Recreational Leadership 12, Peer Mediation 11 (Peacemakers), Peer Mediation 12 (Peacemakers), Peer Mentoring 11, Peer Mentoring 12, Peer Tutoring 11, Peer Tutoring 12, Global And Intercultural Studies 12, Global And Intercultural Experience 12, Criminology 12, Applied Interdisciplinary Design 11, Applied Interdisciplinary Design 12, Psychology 11A, Psychology 12A, Sustainability Toolbox 12, Sports Specific Conditioning 11 , Sports*

Specific Conditioning 12, Baking 11, Applications of Leadership - Music 11, Applications of Leadership - Music 12, Leadership Event Management 11, Leadership Event Management 12, Polynesian Dance 11, Polynesian Dance 12, Health Sciences 12A – Theory, Health Sciences 12B – Laboratory, Fitness Leadership Theory 11, Fitness Leadership Theory 12, Fitness Instructor 12, Tourism & Event Management 12A, Tourism & Event Management 12B, Tourism & Event Management 12C, Entertainment Industry Marketing And Promotion 12, Cisco Networking Academy IT Essentials 11, Cisco Networking Academy CCNA 1: Introduction To Networks 12, Cisco Networking Academy CCNA 2: Routing And Switching Essentials 12, and Linux (Level 1) 12.

Jeannette Laursoo also provided rationale for 16 new BAA courses including *Indigenous Worldviews And Perspective In Leadership 10, Indigenous Worldviews And Perspective In Leadership 11, Self-Efficacy 10, Self-Efficacy 11, ECC (Expanded Core Curriculum For Visually Impaired) Assistive Technology 11, ECC (Expanded Core Curriculum For Visually Impaired) Braille 11, Cultural Empowerment Through Language (CEL) 11, Art Metal and Jewellery 10, Art Metal and Jewellery 11, Dance Production 11, Dance Production 12, H.O.P.E. For Boys Leadership 11 (this course will be renamed Boys Club 11 as per the recommendation of the Education Committee), Workplace Training 10A, Workplace Training 10B, Polynesian Dance 10, and Math Leadership 12.*

Recommendations: THAT the Board of Education receive and approve the following re-designed Board/ Authority Authorized courses: *Introductory Beekeeping 11, Applications of Leadership – First Aid 11, Applications of Leadership – First Aid 12, Office Administration 11, Office Administration 12, Applications of Leadership - Technology 11, Applications of Leadership - Technology 12, Broadcasting and Media Communication 11, Broadcasting and Media Communication 12, Indigenous Leadership 12, Leadership 11, Leadership 12, Student Government 11, Student Government 12, Applications of Leadership - PHE 11, Applications Of Leadership - PHE 12, Dance Leadership 11, Dance Leadership 12, Recreational Leadership 11, Recreational Leadership 12, Peer Mediation 11 (Peacemakers), Peer Mediation 12 (Peacemakers), Peer Mentoring 11, Peer Mentoring 12, Peer Tutoring 11, Peer Tutoring 12, Global And Intercultural Studies 12, Global And Intercultural Experience 12, Criminology 12, Applied Interdisciplinary Design 11, Applied Interdisciplinary Design 12, Psychology 11A, Psychology 12A, Sustainability Toolbox 12, Sports Specific Conditioning 11 , Sports Specific Conditioning 12, Baking 11, Applications of Leadership - Music 11, Applications of Leadership - Music 12, Leadership Event Management 11, Leadership Event Management 12, Polynesian Dance 11, Polynesian Dance 12, Health Sciences 12A – Theory, Health Sciences 12B – Laboratory, Fitness Leadership Theory 11, Fitness Leadership Theory 12, Fitness Instructor 12, Tourism & Event Management 12A, Tourism & Event Management 12B, Tourism & Event Management 12C, Entertainment Industry Marketing And Promotion 12, Cisco Networking Academy IT Essentials 11, Cisco Networking Academy CCNA 1: Introduction To Networks 12, Cisco Networking Academy CCNA 2: Routing And Switching Essentials 12, Linux (Level 1) 12, and*

THAT the Board of Education receive and approve the following new Board/ Authority Authorized courses: *Indigenous Worldviews And Perspective In Leadership 10, Indigenous Worldviews And Perspective In Leadership 11, Self-Efficacy 10, Self-Efficacy 11, ECC (Expanded Core Curriculum For Visually Impaired) Assistive Technology 11, ECC (Expanded Core Curriculum For Visually Impaired) Braille 11, Cultural Empowerment Through Language (CEL) 11, Art Metal and Jewellery 10, Art Metal and Jewellery 11, Dance Production 11, Dance Production 12, H.O.P.E. For Boys Leadership 11* (this course will be renamed *Boys Club 11* as per the recommendation of the Education Committee), *Workplace Training 10A, Workplace Training 10B, Polynesian Dance 10, and Math Leadership 12* as Board / Authority Approved courses.

Recommendation: THAT the Board of Education approve the Board Authority Authorized Courses as presented and in the accompanying report.

3. Adjournment

The meeting adjourned at 5:30 pm.

4. Next Meeting

The next committee meeting will take place on Monday, May 6, 2019 at 4:30 pm.

**Education Committee Report
Board/Authority Approved (BAA) Courses
Re-designed and New BAA Courses**

There is a Ministry requirement that existing BAA courses be re-designed to align with the new Ministry curriculum. Existing Grade 11 and 12 BAA courses need to be re-designed by July 1, 2019. Existing Grade 10 BAA courses were revised by July 1, 2018. Any new Grade 10, 11, and 12 BAA courses need to be proposed by July 1, 2019.

INTRODUCTORY BEEKEEPING 11
APPLICATIONS OF LEADERSHIP – FIRST AID 11
APPLICATIONS OF LEADERSHIP – FIRST AID 12
OFFICE ADMINISTRATION 11
OFFICE ADMINISTRATION 12
APPLICATIONS OF LEADERSHIP - TECHNOLOGY 11
APPLICATIONS OF LEADERSHIP - TECHNOLOGY 12
BROADCASTING AND MEDIA COMMUNICATION 11
BROADCASTING AND MEDIA COMMUNICATION 12
INDIGENOUS LEADERSHIP 12
LEADERSHIP 11
LEADERSHIP 12
STUDENT GOVERNMENT 11
STUDENT GOVERNMENT 12
APPLICATIONS OF LEADERSHIP - PHE 11
APPLICATIONS OF LEADERSHIP - PHE 12
DANCE LEADERSHIP 11
DANCE LEADERSHIP 12
RECREATIONAL LEADERSHIP 11
RECREATIONAL LEADERSHIP 12
ART METAL AND JEWELLERY 10
ART METAL AND JEWELLERY 11
PEER MEDIATION 11 (PEACEMAKERS)
PEER MEDIATION 12 (PEACEMAKERS)
PEER MENTORING 11
PEER MENTORING 12
PEER TUTORING 11
PEER TUTORING 12
GLOBAL AND INTERCULTURAL STUDIES 12
GLOBAL AND INTERCULTURAL EXPERIENCE 12
CRIMINOLOGY 12
APPLIED INTERDISCIPLINARY DESIGN 11
APPLIED INTERDISCIPLINARY DESIGN 12
PSYCHOLOGY 11A
PSYCHOLOGY 12A

SUSTAINABILITY TOOLBOX 12
SPORTS SPECIFIC CONDITIONING 11
SPORTS SPECIFIC CONDITIONING 12
BAKING 11
APPLICATIONS OF LEADERSHIP - MUSIC 11
APPLICATIONS OF LEADERSHIP - MUSIC 12
LEADERSHIP EVENT MANAGEMENT 11
LEADERSHIP EVENT MANAGEMENT 12
POLYNESIAN DANCE 11
POLYNESIAN DANCE 12
SELF-EFFICACY 10
SELF-EFFICACY 11
HEALTH SCIENCES 12A – THEORY
HEALTH SCIENCES 12B - LABORATORY
FITNESS LEADERSHIP THEORY 11
FITNESS LEADERSHIP THEORY 12
FITNESS INSTRUCTOR 12
TOURISM & EVENT MANAGEMENT 12A
TOURISM & EVENT MANAGEMENT 12B
TOURISM & EVENT MANAGEMENT 12C
WORKPLACE TRAINING 10A
WORKPLACE TRAINING 10B
ENTERTAINMENT INDUSTRY MARKETING AND PROMOTION 12
CISCO NETWORKING ACADEMY IT ESSENTIALS 11
CISCO NETWORKING ACADEMY CCNA 1: INTRODUCTION TO NETWORKS 12
CISCO NETWORKING ACADEMY CCNA 2: ROUTING AND SWITCHING ESSENTIALS 12
LINUX (LEVEL 1) 12
INDIGENOUS WORLDVIEWS AND PERSPECTIVE IN LEADERSHIP 10
INDIGENOUS WORLDVIEWS AND PERSPECTIVE IN LEADERSHIP 11
ECC (EXPANDED CORE CURRICULUM FOR VISUALLY IMPAIRED) ASSISTIVE TECHNOLOGY 11
ECC (EXPANDED CORE CURRICULUM FOR VISUALLY IMPAIRED) BRAILLE 11
CULTURAL EMPOWERMENT THROUGH LANGUAGE (CEL) 11
DANCE PRODUCTION 11
DANCE PRODUCTION 12
H.O.P.E. FOR BOYS LEADERSHIP 11
POLYNESIAN DANCE 10
MATH LEADERSHIP 12

INTRODUCTORY BEEKEEPING 11 will give students practical knowledge and skills in the field of beekeeping, sufficient to pursue it as a hobby or to seek employment within the commercial beekeeping/agricultural sector in the Lower Mainland or elsewhere. In addition, the course will foster understanding of food production and the role of bees within it, bees as indicator species, their function in the seasons / medicine wheel, as well as how global land use is affecting both farming and pollinators.

APPLICATIONS OF LEADERSHIP – FIRST AID 11 is designed to help students learn and practice the basic skills of becoming a First Aid attendant. Students will receive industry recognized certification at the Standard First Aid or equivalent level, including CPR with AED certification. These students will be able to use these qualifications to obtain valuable volunteer or paid positions within the community. Students will also explore options for Health Science related career paths and post-secondary options.

APPLICATIONS OF LEADERSHIP – FIRST AID 12 is designed to help students solidify existing skills of becoming a First Aid attendant, and extend learning into several advanced techniques of first aid and patient care. Students will receive industry recognized certification at the Occupational First Aid (OFA) Level One or equivalent level, including CPR with AED certification. These students will be able to use this qualification to obtain valuable volunteer or paid positions within the community, and in some cases employers may seek these candidates as First Aid attendants on their job sites. Students will also explore options for Health Science related career paths and post-secondary options.

OFFICE ADMINISTRATION 11 introduces students to the technology, organizational methods, and communication process and procedures necessary for effectively administering and managing an office within an organization. Students will develop communication and problem-solving skills together with an understanding of effective use of technological applications. Using these skills, students will administer and manage tasks in various organizational settings. In addition, self-confidence and self-esteem will be enhanced by participating in situations where oral communication skills are developed.

OFFICE ADMINISTRATION 12 continues to develop and integrate skills related to the technology, organizational methods, and communication process and procedures necessary for effectively administering and managing an office within an organization. Students will continue to develop communication and problem-solving skills together with an understanding of effective use technological applications. Using these skills, students will administer and manage tasks in various organizational settings. In addition, self-confidence and self-esteem will be enhanced by participating in situations where oral communication skills are developed.

APPLICATIONS OF LEADERSHIP - TECHNOLOGY 11 is designed to allow students to explore technology related topics and applications and provide a leadership role in the school by supporting teachers and students in the use of technology. It is a hands-on course that introduces students to a variety of electronic devices and provides them with the knowledge to effectively troubleshoot and maintain this equipment. It is meant to

develop technical knowledge, promote problem solving and how to work well both with others and independently.

APPLICATIONS OF LEADERSHIP - TECHNOLOGY 12 builds on what students have learned in Applications of Leadership - Technology 11. This course is designed to allow students to explore more advanced technology related topics and applications and provide an increased leadership role in the school by supporting teachers and students in the use of technology. It is a hands-on course that introduces students to a variety of electronic devices and provides them with the knowledge to effectively troubleshoot and maintain this equipment. It is meant to develop more advanced technical knowledge than the preceding course, promote problem solving and how to work well both with others and independently.

BROADCASTING AND MEDIA COMMUNICATION 11 is designed to provide an exciting and motivating introduction to the vast world of television production. Many areas of production will be covered: camera operation, storyboard creation, script creation, editing, audio, lighting, hosting, interviewing, directing, historical and ethical issues, and safety.

Innovation, personalization, creative thinking, and collaboration will be maximized based on the needs of the diverse learners. They will receive a variety of video filming and reporting assignments, as well as many opportunities to do volunteer work in the school and surrounding community.

BROADCASTING AND MEDIA COMMUNICATION 12 is designed to provide an exciting and motivating introduction to the vast world of television production. Many areas of production will be covered: camera operation, storyboard creation, script creation, editing, audio, lighting, hosting, interviewing, directing, historical and ethical issues, and safety.

Innovation, personalization, creative thinking, and collaboration will be maximized based on the needs of the diverse learners. They will receive a variety of video filming and reporting assignments, as well as many opportunities to do volunteer work in the school and surrounding community.

This course provides also an opportunity for students to focus on leadership in the information professions from both theoretical and practical perspectives.

INDIGENOUS WORLDVIEWS AND PERSPECTIVE IN LEADERSHIP 10 is a program designed to engage and support Indigenous students in the development of leadership and mentorship skills grounded in Indigenous ways of knowing and being. Students will develop a better understanding of who they are and where they come from, while applying traditional Indigenous ideologies and methods of leadership.

INDIGENOUS WORLDVIEWS AND PERSPECTIVE IN LEADERSHIP 11 is a program designed to engage and support Indigenous students in the development of leadership and mentorship skills grounded in Indigenous ways of knowing and being. Students will develop a better understanding of who they are and where they come from, while applying traditional Indigenous ideologies and methods of leadership.

INDIGENOUS LEADERSHIP 12 fosters leadership skills and attitudes among Indigenous youth, as well as build positive self-identity and community. Students will be challenged to develop and refine skills, attitudes, and understandings through a variety of activities, both in and outside of the classroom, and to demonstrate high levels of personal responsibility and maturity in a variety of settings. Students will be asked to identify positive mentors and role models, both locally and from the broader Aboriginal community, and be similarly challenged to view themselves as mentors and role models for younger students, peers, and the community. Through a variety of activities, the students will come to regard themselves as positive contributors to the Indigenous community and the community at large.

LEADERSHIP 11 provides students with both theoretical and practical understandings about leadership. Students have opportunities to develop their verbal and written communication, learn how to prioritize and plan, understand core values, mentor, and connect to community. In addition, students have the opportunity to network through workshops and conferences, and spearhead passion projects, as well as implement large-scale initiatives to enhance their leadership abilities.

LEADERSHIP 12 has been designed to continue to develop students' theoretical and practical understandings about leadership. Students have opportunities to further develop and refine their verbal and written communication, learn how to prioritize and plan, understand core values, mentor, and connect to community. In addition, students have the opportunity to receive certification, network through workshops and conferences, and spearhead passion projects, as well as implement large-scale initiatives to enhance their leadership abilities.

STUDENT GOVERNMENT 11 allows students to gain leadership skills and apply them as an acting member of an in-school Student Government. Students will be able to participate in decision-making that will affect their peers, school, and the local community. Students will also gain experience in event coordination and management. Students will have opportunities to develop their personal and social competencies that will assist them as they progress through high school.

STUDENT GOVERNMENT 12 allows students to further refine their leadership skills and apply them as an acting member of an in-school Student Government. Students will be able to participate in decision-making that will affect their peers, school, and the local community. Students will also gain experience in event coordination, management and leadership. Students will have opportunities to develop their personal and social competencies that will assist them as they progress through high school.

APPLICATIONS OF LEADERSHIP - PHE 11 supports and encourages students to explore their personal abilities to lead activities and groups of students in a recreational sports environment. At the same time, students will become aware of different leadership styles and develop their own leadership skills as they suit their personality. Over the course of the school year, teachers will support students in taking on teaching larger groups with increasingly complex activities and lessons. Students will plan those activities in consideration of the curriculum. Students will also explore sport leadership outside the classroom in community-based events such as grade wide core competencies activities, intramurals, camps and lessons in our feeder elementary schools, or grade 7 transitional events.

APPLICATIONS OF LEADERSHIP - PHE 12 supports and encourages students to explore their personal abilities to lead activities and groups of students in a recreational sports environment. At the same time, students will become aware of different leadership styles and develop their own leadership skills as they suit their personality. Building on Applications of Leadership – PE 11, teachers will support students in continuing to take on teaching larger groups with increasingly complex activities and lessons. Students will plan those activities in consideration of the curriculum. Students will also explore sport leadership outside the classroom in community-based events such as grade wide core competencies activities, intramurals, camps and lessons in our feeder elementary schools, or grade 7 transitional events. Students at the grade 12 level will be expected to take a leadership or managerial role within the groups organizing these events, and foster communication amongst the organizing group and between the group and teachers/administrators.

DANCE LEADERSHIP 11 exposes students to potential career options in the vast and varied professional dance industry, extending beyond the limited duration of a performer's career. This course will help students develop leadership skills in the dance studio that will enable them to work as a dance teacher as well as enhancing their knowledge base as a dance performer. Students will learn within a teacher/mentor framework and will work in a leadership capacity, beginning to plan, organize, lead exercises in classes as well as choreograph for younger or beginner-leveled students.

DANCE LEADERSHIP 12 continues to expose students to potential career options in the vast and varied professional dance industry, extending beyond the limited duration of a performer's career. This course will help students refine leadership skills in the dance studio as well as to deepen their knowledge base as a dance performer. Students will learn within a teacher/mentor framework and will work in a leadership capacity; planning, organizing, teaching and choreographing for younger or beginner leveled students. They will be intricately involved in both leadership in dance classes as well as in the rehearsal process and performance production.

RECREATIONAL LEADERSHIP 11 is the second course of a three-year program designed to cultivate students to becoming advocates of life-long physical activity, providing positive connections within our community championing respect and social responsibility with a focus on event management.

RECREATIONAL LEADERSHIP 12 is the final course of a three-year program designed to cultivate students to becoming advocates of life-long physical activity, providing positive connections within our community championing respect and social responsibility with a focus on event management.

ART METAL AND JEWELLERY 10 is an introduction to the creative side of technical shop skills. Students will learn to design and create functional and decorative pieces for art, utility, or decoration in a range of materials from wood, to glass and metal. The focus is on finding beauty, in salvaged, found, scrap, and reusable materials and in learning the technical skills to manifest it.

ART METAL AND JEWELLERY 11 is intended as a continuation to Art Metal and Jewellery 10 and a pre-cursor to the Ministry course Art Metal and Jewellery 12. It continues to consider and work on the creative side of technical shop skills. Students will continue to design and create functional and decorative pieces for art, utility, or decoration in a range of materials from wood, to glass and metal. While the focus is on finding beauty, in salvaged, found, scrap, and reusable materials, this course will allow for an introduction to some of the more expensive and valuable metals that are used in the next year. Students will learn the sophisticated technical skills necessary to manifest their designs with an eye to both form and function.

PEER MEDIATION 11 (PEACEMAKERS) is designed to give students the opportunity to further develop their communication skills, conflict resolution and leadership skills through the acquisition and application of Peer Mediation theory and practice while creating positive relationships with their peers. Peer Mediators will continue to actively be socially responsible citizens within the school community, as they fulfill their mission of enhancing school safety via four target areas: conducting themselves respectfully and responsibly, supporting and encouraging other students to take positive action, and being visible in the school enhancing social responsibility through planning and organizing activities.

PEER MEDIATION 12 (PEACEMAKERS) is designed to give students the opportunity to master their skills and responsibilities as a Peer Mediator. Students will continue to use their leadership skills and mentoring roles within the school community to address issues prevalent to their peers. Peer Mediators will continue to actively be socially responsible citizens within the school community, as they fulfill their mission of enhancing school safety via four target areas: conducting themselves respectfully and responsibly, supporting and encouraging other students to take positive action, and being visible in the school enhancing social responsibility through planning and organizing activities.

PEER MENTORING 11 provides students the opportunity to develop mentorship skills and to be proactive in their learning process. It will also support student success in core academic areas and assist in the development of positive relationships and social-emotional well-being. The focus on communication, conflict resolution, and presentation skills will provide a foundation for successful school completion and continued development of mentorship relationships over the lifetime.

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PEER TUTORING 11 prepares and motivates students to provide leadership and support to students with diverse learning needs. Students will develop social responsibility while acquiring skills in communication, relationship building, leadership, teamwork, problem solving, and self-reflection. They will apply these skills in a variety of peer tutoring settings. Students will develop an appreciation and value for the diversity of peers in their school community.

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GLOBAL AND INTERCULTURAL STUDIES 12 is designed to assist students in developing their intercultural knowledge and competencies through explorations of their individual, cultural, community, provincial, and national identities, and those of people from cultural and/or national identities that differ from our own. Through this course students will gain the knowledge, awareness, and skills to navigate across cultures and understand the dynamics of global interconnectedness. Students will develop an understanding of culture, how it is shaped and how it shapes society, as well as their own view of the world. In reflecting upon and analyzing their personal cultural values first, they develop a foundation for probing and understanding those of peers from other cultural backgrounds. This then provides a departure point for better understanding the place of Canada in the world and subsequently how others from around the world perceive Canada and Canadians. Some students may choose to focus on how different groups within Canada perceive each other and interact. Subsequently, within this context, they will gain insight on the interconnectedness of global issues and how culture influences those issues.

GLOBAL AND INTERCULTURAL EXPERIENCE 12 is designed to assist students in: adapting to the global community; acquiring a knowledge and skill-set transferable to both domestic and international environments; and integrating their existing life skills and knowledge to the future living, studying and working environments they will face. Through their intercultural experience, students will have the opportunity to apply and reflect upon their classroom knowledge and learning in a practical, real-world intercultural setting.

CRIMINOLOGY 12 is a multidisciplinary course that studies crime from several different perspectives using sociology, psychology, science, history, and law, just to name a few. Criminology 12 examines why crime exists and explores how crime affects society, especially in a Canadian context. Criminological theories will be used to study the nature of crime and the patterns and trends that occur in crime as society develops and changes. Sociological and psychological theories will be applied to understand how people come to be criminals and how the criminal mind works. In addition, crime analysis techniques such as forensics will be used to explore the connection between science and crime.

APPLIED INTERDISCIPLINARY DESIGN 11 is designed for students who want to develop greater mastery in the skills and concepts required to enter a post-secondary design program. Core design principles – design research, analysis, ideation, iteration, and evaluation – will be reviewed briefly at the beginning of the course. After, AiD 11 students will acquire and practice more advanced design strategies and techniques. Students will have opportunities to apply their skills through design challenges throughout the year. Many of our design challenges will include issues or problems that are relevant to our local community. This course is meant for students to identify a critical issue in their community that speaks to them, develop it as a design proposal, come up with a working prototype and present their work to peers, user groups and industry experts.

APPLIED INTERDISCIPLINARY DESIGN 12 is designed for students who plan to enter a career or post-secondary program in design. The senior design students in AiD 12 will be given more opportunities to be design leaders and mentors in and outside the classroom. AiD 12 students will lead design teams, run design meetings and presentations, and offer mentorship to junior design students. AiD 12 students will complete two major assignments: a capstone project and a design portfolio. Through both their leadership roles in class and the rigors of a capstone project, AiD 12 students will be able to develop and hone the design skills they acquired through previous AiD courses in preparation for the rigors of a post-secondary design program.

PSYCHOLOGY 11A is intended to be an introductory survey course. This course will reflect two basic approaches: an emphasis on personal insight with a minor emphasis on the scientific basis. The assignments related to Psychology 11 will primarily be activity based. Students will use the content knowledge of this course and apply it to engaging and meaningful activities which involves the community, home and school environment. Further, with the foundations acquired from this course, students will be better prepared to pursue the course work required for Psychology 12A or AP Psychology 12.

PSYCHOLOGY 12A introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology.

SUSTAINABILITY TOOLBOX 12 is a unique, place-based and experiential education course. This course is provided through Burnaby Online, but shares a valuable partnership with Metro Vancouver. Although students are evaluated and registered through the

Burnaby Online school, the course itself operates experientially: through a 6 day/ 5 night camp in August of their enrollment year, as well as 7 fall classes that take place on Saturdays from 8am – 5pm at various Metro Vancouver sites throughout the region. MVST supports students as leaders to achieve their vision for sustainability at school and/or in their school district while earning credit for a Sustainability Toolbox 12 level course.

SPORTS SPECIFIC CONDITIONING 11 enables students to enhance their quality of life through active living, with professional guidance and instruction. Students will be introduced to the principles of strength and conditioning, and other fitness training (e.g. speed, agility and quickness) with an emphasis on meeting sport specific goals. The sports specific training offers student athletes an opportunity to learn about the sport in general, with individualized training for specific positions. Student athletes will develop skills, fitness, training and nutritional knowledge. The ultimate goal is to also have the student apply these skills as they relate to lifetime fitness. Completion of the course can help individuals incorporate physical activity into their regular routines, leisure pursuits, and career interests.

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BAKING 11 is designed to allow students to explore the baking discipline area of culinary arts. Students will develop their basic baking skills; learn how to bake a variety of different products using different baking techniques. Emphasis will be placed on baking theory, practical knowledge, preparation skills, time management, and the production of baked goods. Students will learn the principles of a variety of different baking methods and the effect they have on the finished baked products. Students will also research and test their own recipes and evaluate them based on product standards learned in the course.

APPLICATIONS OF LEADERSHIP - MUSIC 11 is designed to give students the opportunity to develop their individual music and leadership skills. By successfully completing a number of specific units, students will engage in activities that will develop a greater understanding of the role that music plays in their own lives and in society. Students will develop fluency in the elements of music and will learn how to effectively communicate their understanding of those elements to others. They will develop skills in the areas of problem solving and goal setting and will be able to recognize and develop their own specific leadership style. Skills will be developed relating to effective communication, time management and organization. Students will also gain skills in the area of music technology. This class also prepares interested students for higher education

in music performance and music education. Involvement in this course will offer significant opportunities for the students to evidence and documentation for their graduation portfolio.

APPLICATIONS OF LEADERSHIP - MUSIC 12 is designed to give students the opportunity to develop their individual music and leadership skills. By successfully completing a number of specific units, students will engage in activities that will develop a greater understanding of the role that music plays in their own lives and in society. They will develop fluency in the elements of music and will learn how to effectively communicate their understanding of those elements to others. Students will be able to recognize and develop their own specific leadership style. Skills will be developed relating to effective communication, time management and organization. Students will gain skills in the area of music technology and will learn and develop their music composition/theory skills. Students will learn the basics of instrument repair, both wind and percussion instruments, as well as learn the basics of conducting, both in Choir and in Band (with teacher supervision). They will work closely with the supervising teacher, and may, under the teachers' discretion, conduct selected repertoire during the year. Students will learn how to organize a school concert, including, but not limited to, programming, design, sound, and lighting. This class also prepares interested students for higher education in music performance and music education in college or university. This course will offer significant opportunities to build a graduation portfolio, which may be helpful for students as they prepare for post-secondary music institutions.

LEADERSHIP EVENT MANAGEMENT 11 has been developed to support and encourage students to explore their personal abilities to manage large group events. Students will lead activities and manage groups in a variety of environments including all age groups from elementary to senior. They will learn and demonstrate skills that allow them to move through the process of developing as leaders, “teachers and organizers in an event setting. As a student progresses to the grade 11 course and repeats events the levels or responsibility increase. A junior student may find success as a workshop group member or by taking on a small role during an assembly whereas a grade 11 student is expected to take on speaking roles and coordinate activities for the class a whole. Grade 11 students should be able to identify the different leadership styles members of their teams have and manage the group effectively to capitalize on those abilities.

LEADERSHIP EVENT MANAGEMENT 12 - This course has been developed to support and encourage students to explore their personal abilities to manage large group events. Students will lead activities and manage groups in a variety of environments including all age groups from elementary to senior. They will learn and demonstrate skills that allow them to move through the process of developing as leaders, teachers and organizers in an event setting. As a student progresses to the grade 12 course, they will be taking the lead role organizing events such as our “Remembrance Day” assembly. Developing skills working with administrators, communicating with outside agencies and facilitating conferences from the ground up. The course progression enables students to develop their leadership skills over time. As individuals mature and become more confident they are assigned and choose to face greater challenges.

POLYNESIAN DANCE 11 uses a progressive learning model to introduce the various dance styles of the Polynesian culture. This course covers dance techniques specific to the Polynesian cultures which may include Hawaiian, Tahitian, Maori, Tongan, Samoan, and Fijian. Polynesian Dance 11 will allow students to demonstrate a growing awareness, understanding, and appreciation of the history, diversity, roles, and influences of Polynesian dance within society. Students are also expected to continue their learning of Polynesian history, vocabulary, theory, as well as other aspects such as costuming and performance. Students will be given opportunities to team build and to share their learning with others. An extension of Polynesian Dance 10, students will learn how to lead and use critical thinking strategies to solve problems in a team environment.

POLYNESIAN DANCE 12 offers students an in-depth look at various dance styles of the Polynesian culture through a progressive learning model. This course covers dance techniques of the Polynesian culture which may include Hawaiian, Tahitian, Maori, Tongan, Samoan, and Fijian. Polynesian Dance 12 will allow students to demonstrate a full awareness, understanding, and appreciation of the history, diversity, roles, and influences of Polynesian dance within modern society. Students are also expected to build their knowledge of Polynesian history, vocabulary, theory, as well as other aspects such as costuming and performance. Team building skills will be strengthened as students implement opportunities for sharing. An extension of Polynesian Dance 11, students will continue to improve their leadership skills and use critical thinking strategies to solve problems in a team environment.

SELF-EFFICACY 10 is designed to prepare students to develop/enhance self-efficacy and regulation while preparing them for post-secondary life. Determining the beliefs a person holds regarding their power to affect situations will influence both the power a student has for facing challenges competently, and the choices they are likely to make. Learning outcomes for the course are grouped under social-emotional learning themes, focusing on the development of self/social awareness, self and relationship management skills, and personal/professional development. By working to identify personal strengths, while developing “real world” skills, students will develop strategies and abilities needed to be successful in their chosen paths beyond secondary school. As part of this end-goal, students will build their skills in communication, interpersonal relations, and conflict management, while taking responsibility for decisions made and problems solved through their participation in the school community. In some ways Self-Efficacy provides students the freedom to explore interests and talents in ways not available within district course offerings. At the same time, it provides support in navigating the personal and social worlds they encounter in school, versions of which they will encounter after graduation.

SELF-EFFICACY 11 is designed to prepare students to further develop/enhance self-efficacy and regulation while preparing them for post-secondary life. Determining the beliefs a person holds regarding their power to affect situations will influence both the power a student has for facing challenges competently, and the choices they are likely to make. Learning outcomes for the course are grouped under social-emotional learning themes, focusing on the development of self/social awareness, self and relationship

management skills, and personal/professional development. By working to identify personal strengths, while developing “real world” skills, students will develop strategies and abilities needed to be successful in their chosen paths beyond secondary school. As part of this end-goal, students will continue to build and refine their skills in communication, interpersonal relations, and conflict management, while taking responsibility for decisions made and problems solved through their participation in the school community. In some ways Self-Efficacy provides students the freedom to explore interests and talents in ways not available within district course offerings. At the same time, it provides support in navigating the personal and social worlds they encounter in school, versions of which they will encounter after graduation.

HEALTH SCIENCES 12A – THEORY is one of three that comprise the Health Sciences program, along with Anatomy & Physiology 12 and Health Sciences 12B – Lab. The intent of this course is to extend the depth of study in the field of Health Sciences through thematic case studies. These case studies will prepare students to engage in experiential opportunities facilitated in class and at BCIT and to serve as a starting point for potential student inquiry. Focus areas may include but are not limited to: physiological mechanisms underlying disease processes to better understand the causes, clinical manifestations, diagnosis, and treatment of diseases.

HEALTH SCIENCES 12B – LABORATORY is one of three that comprise the Health Sciences program, along with Anatomy & Physiology 12 and Health Sciences 12A – Theory. The intent of this course is to extend the depth of student knowledge in the field of Health Sciences and the associated technologies. It is a laboratory course taught at BCIT by a post-secondary instructor supported by a SD41 teacher. Students will be introduced to foundational knowledge related to health professions and health care. The case studies from Health Sciences 12A prepares students to engage in experiential learning opportunities facilitated at BCIT, including participation in labs, problem based learning sessions, simulations, lectures and discussions with BCIT students. These studies will enhance and extend the learning competencies of Physiology and Anatomy 12 and Health Sciences 12A while introducing the environment, rigor and requirements of pursuing post-secondary education focused on Health Sciences.

FITNESS LEADERSHIP THEORY 11 provides an overview of the concepts relating to fitness theory and sport science. This course will provide students with the skills to work in the fitness industry and/or sports science field. Topics covered include anatomy and physiology, exercise science, exercise safety and health topics. The course is a combination of theory and hand’s on activities such as labs and workshops. Students can become certified in Canadian Fitness Education Services Fitness Knowledge and Fitness First Aid, which will help them obtain volunteer or paid fitness positions in the community.

FITNESS LEADERSHIP THEORY 12 has been designed to provide students with the competencies necessary to design and implement safe, effective, and appropriate fitness programs. In addition, students will have the potential to receive nationally recognized weight training instructor certification from Canadian Fitness Education Services. This

course is a part of the Burnaby School district Trades in Training Fitness Instructor certification program.

FITNESS INSTRUCTOR 12 provides an overview of the concepts of fitness and health promotion. It includes topics such as wellness, components of fitness, nutrition, lifestyle-related diseases and exercise prescription. This course is a part of the Burnaby School district Trades in Training Fitness Instructor certification program.

TOURISM & EVENT MANAGEMENT 12A provides students with the opportunity to gain industry standard training and certification in hospitality and tourism. Students will receive an industry-recognized certificate issued from the American Hotel & Lodging Educational Institute which is recognized worldwide. They will also complete their SuperHost training certificate which is an industry recognized program designed for training in delivering excellent customer service. Upon completion, students will gain graduation credits that lead to entry-level employment.

TOURISM & EVENT MANAGEMENT 12B is an extension of knowledge and skills learned in Tourism & Event Management 12A. The focus of this program is to provide students with the opportunity to gain industry standard training and certification that support careers in Event Management. Upon completion, students will gain graduation credits that lead to entry-level employment. Students will learn about the event industry and how to plan a successful event using project management tools. In addition, students will receive Serving-it-Right Certification, FoodSafe Level I Certification and Foundations in Workplace Safety certification, all of which are industry recognized certificates.

TOURISM & EVENT MANAGEMENT 12C is an extension of knowledge and skills learned in Tourism & Event Management 12A and 12B. The focus of this program is to provide students with the opportunity to gain industry standard training and certification in the hospitality and tourism Industry. Upon completion, students will gain graduation credits that lead to entry-level employment. In addition, students will receive an industry-recognized Hospitality Supervision Management Certificate issued from the American Hotel & Lodging Educational Institute which is recognized worldwide. This course emphasizes the skills required to successfully manage and lead hospitality operations.

WORKPLACE TRAINING 10A engages students in scheduled work, specific to the needs and interests of the student. Under the mentorship of their employer and co-workers, students will focus on improving their time management, organization and independence. Enrolled students will be gradually re-engaged in regularly scheduled coursework.

WORKPLACE TRAINING 10B engages students in scheduled work, specific to the needs and interests of the student. Under the mentorship of their employer and co-workers, students will focus on improving their time management, organization and independence. Enrolled students will be gradually re-engaged in regularly scheduled coursework. Students will begin to explore their future career-life pathways and develop goals to help them achieve success.

ENTERTAINMENT INDUSTRY MARKETING AND PROMOTION 12 gives students the opportunity to host, promote and market an event within the entertainment industry. Through this process, they will explore concepts of copyright, sponsorship, grant writing, branding and budgeting. Additionally, using a case study format, they will explore the career paths of several emerging artists with the intention of identifying common themes of success that they can apply to their own career.

CISCO NETWORKING ACADEMY IT ESSENTIALS 11 covers the fundamentals of computer and mobile devices hardware and software and advanced concepts such as security, networking, and the responsibilities of an IT professional. It is designed for students who want to pursue careers in IT and students who want to gain practical knowledge of how computer and mobile devices work.

CISCO NETWORKING ACADEMY CCNA 1: INTRODUCTION TO NETWORKS 12 introduces students to the architecture, structure, functions, components, and models of the Internet and computer networks. The principles of IP addressing and fundamentals of Ethernet concepts, media, and operations are introduced to provide a foundation for the curriculum. By the end of the course, students will be able to build simple LANs, perform basic configurations for routers and switches, and implement IP addressing schemes.

CISCO NETWORKING ACADEMY CCNA 2: ROUTING AND SWITCHING ESSENTIALS 12 describes the architecture, components, and operations of routers and switches in a small network. Students learn how to configure a router and a switch for basic functionality. By the end of this course, students will be able to configure and troubleshoot routers and switches and resolve common issues with virtual LANs and inter-VLAN routing in both IPv4 and IPv6 networks.

LINUX (LEVEL 1) 12 focuses on the basic Linux system administration skills needed in preparation for the Linux Professional Institute LPIC-1 or CompTIA Linux+ certification exam. Students will gain proficiency performing maintenance tasks on the command line, installing and configuring a computer running Linux and configuring basic networking.

ECC (EXPANDED CORE CURRICULUM FOR VISUALLY IMPAIRED) ASSISTIVE TECHNOLOGY 11 course is intended to provide students with visual impairments with the skills they need to independently support their learning using assistive technologies. The modules provide learning outcomes, curriculum organizers, instructional resources, and assessments for qualified teachers of students with visual impairments to teach assistive technology to students with visual impairments. Students with low vision will be able to use assistive hardware and software to enlarge print and images using screen magnification software, video magnification, and mobile devices. Students who are blind will be able to complete their schoolwork using braille reading and writing technologies. This will include screen reading software with a refreshable braille display, braille note-taking devices, and mainstream mobile technologies.

ECC (EXPANDED CORE CURRICULUM FOR VISUALLY IMPAIRED) BRAILLE 11 course has been developed for students who are blind or visually impaired

in order that they develop competencies in braille reading and writing. The student will be able to read literary and technical material in Unified English Braille (UEB), produce braille using a variety of low- and high-tech devices, use braille-related assistive technologies, and reflect on their learning and connect with mentors who are proficient braille readers.

CULTURAL EMPOWERMENT THROUGH LANGUAGE (CEL) 11 is designed to build students' skills and confidence in academic tasks across the curriculum and ability to apply their growing range of strategies. It is meant to extend the exploration and practice of ELL students into the four main English language skills of reading, writing, listening and speaking. The course will help students gain awareness of their own identity and cultural contributions to Canadian culture and society through literature.

DANCE PRODUCTION 11 gives students the opportunity to explore dance through active engagement in a production that fulfills a social function in an increasingly culturally diverse school community. This course will introduce students to the behind the scenes aspects of a dance production which will include interacting with performers, choreographers, and tech advisors. Students will learn how to collaborate with experienced dance productions students in the application of production techniques such as lighting, sound, and set construction. Students will also gain practical and technical skills in costume making, make up design, and props development for a dance production.

DANCE PRODUCTION 12 offers real-life experience in stage management and production development specific to dance. Leadership skills will be a major focus as students master a more difficult level skill set in the areas of design, lighting, sound, set construction, costumes, makeup and props. Students will demonstrate a comprehensive approach to research techniques and group discourse in order to facilitate one or more major dance productions during the year. An extension of Dance Production 11, students will master critical thinking strategies to solve problems in a team environment.

H.O.P.E. FOR BOYS LEADERSHIP 11 course considers all aspects, opportunities and challenges of contemporary life and 21st century learning for young Canadian male students today. It also explores the male universe historically, and in the future, as it relates to individuals, relationships, careers, communities, aboriginal and western societies, environment, the global village, and most particularly Canada. In this course, there is a strong emphasis on the development of the individual (in essence, laying the foundation of H.O.P.E.) through the receiving of intense support in the areas of Hope, Opportunity, Positive mentorship, and Education. Hope is developed through the strong connections these young men will make to positive male influences in their lives. Opportunity is what is provided through the Boys Club Network mentors and the system of networks the organization provides. Positive mentorship comes through interactions with mentors and positive role models who will help guide students in a proactive and productive way. Educational opportunities are increased by helping to keep these young men in school and learning that knowledge is power.

MATH LEADERSHIP 12 Students develop their leadership skills by promoting mathematics within the school and community. They will do this by managing the math club and board games club, mentoring and tutoring students across different grades, participating in outreach activities to elementary schools, and constructing a database for the organization of past and present University of Waterloo mathematics competition problem sets.

POLYNESIAN DANCE 10 uses a progressive learning model to introduce the various dance styles of the Polynesian culture. Students will be introduced to dance techniques specific to the Polynesian cultures which may include Hawaiian, Tahitian, Maori, Tongan, Samoan, and Fijian. Students will develop an understanding, and appreciation of the history, diversity, roles, and influences of Polynesian dance within society. Students will be introduced to Polynesian history, vocabulary, as well as other aspects such as costuming and performance. Students will be given opportunities to team build and to share their learning with others while building critical thinking strategies to solve problems in a team environment.

FINANCE COMMITTEE
Reporting to Public Session Tuesday, April 23, 2019

The Finance Committee met on Tuesday, April 9, 2019 at 5:35 pm. In attendance were Trustees Gary Wong (Chair), Bill Brassington, Peter Cech, Christine Cunningham, Larry Hayes, Jen Mezei and Ryan Stewart; Superintendent Gina Niccoli-Moen, Secretary-Treasurer Russell Horswill, Assistant Superintendents Roberto Bombelli, Heather Hart, Wanda Mitchell and Richard Per, Assistant Secretary-Treasurer Ishver Khunguray and Manager, Finance and Budgets Matt Mydske.

1. Updated 2019/2020 Status Quo Operating Budget

Mr. Russell Horswill, Secretary-Treasurer and Mr. Ishver Khunguray, Assistant Secretary Treasurer, presented an update of the 2019/2020 status quo operating budget which included projected student enrolment, budget assumptions and projected cost factors.

Recommendation: THAT the Board of Education receive this information.

2. Potential Budget Adjustments

Mr. Horswill and Mr. Khunguray provided the committee with a preliminary list of potential budget adjustments for 2019/2020. Budget consultation meetings will be occurring with Partner Groups, the public and DPAC in the coming week.

Recommendation: THAT the Board of Education receive this information.

3. Access to Free Menstrual Products

The committee discussed a recommendation from the April 4 meeting of the Youth and Community Services Committee to review the cost of implementing menstrual product dispensers. Following the YCS meeting, there was a Ministerial Order issued on April 5 that requires school districts to provide free menstrual products for students in school washrooms by the end of 2019.

Recommendation: That the Burnaby Board of Education approve the costs of implementing menstrual product dispensers in elementary (intermediate) and secondary female-gendered, secondary change rooms and universal washrooms.

4. Adjournment

The Chair adjourned the meeting at 6:57 pm.

FINANCE COMMITTEE
Reporting to Public Session Monday, April 23, 2018

The Finance Committee met on Wednesday April 17, 2019 at 5:30 pm. In attendance were Trustees Gary Wong (Chair), Bill Brassington, Peter Cech, Christine Cunningham, Jen Mezei and Ryan Stewart; Superintendent of Schools Gina Niccoli-Moen, Secretary-Treasurer Russell Horswill, Assistant Superintendents Heather Hart and Richard Per, Assistant Secretary-Treasurer Ishver Khunguray and Manager, Finance & Budgets Matt Mydske.

1. Meetings with Partner Groups

The committee had previously met at 4:30 p.m. with partner group representatives from CUPE (Paul Simpson, President, and Tommy Fagan, Vice-President), DPAC (Laura Ward, Chair) and DSAC (Sameer Esmail, President). Each of the partner groups had presented the priorities they would like to see addressed within the 2019/2020 budget.

The committee had also met with partner group representatives from the BTA, CUPE, DPAC and DSAC on Wednesday, April 10. At that meeting Secretary-Treasurer Russell Horswill and Assistant Secretary-Treasurer Ishver Khunguray had shared details of potential budget adjustments.

Recommendation: THAT the Board of Education receive this information.

2. Overview of Budget Input

The committee reviewed budget input received from the partner group meetings, the Burnaby Leadership Team, and the public budget meeting.

Recommendation: THAT the Board of Education receive this information.

3. Working Session on Budget Finalization

Trustees discussed potential budget adjustments in detail. The committee provided direction to staff on the adjustments to be included in the 2019/2020 operating budget.

Recommendation: THAT staff prepare the 2019/2020 annual budget bylaw inclusive of the 2019/2020 adjustments for presentation to the Board for approval at the April 23 public meeting.

4. Funding Model Review

Trustees discussed the current Funding Model Review that is being undertaken by the Ministry of Education and requested that staff prepare a report with the concerns and potential solutions from Burnaby's perspective.

5. Adjournment

The Chair adjourned the meeting at 6:53 pm.

POLICY COMMITTEE
Reporting to Public Session Tuesday, April 23, 2019

The Policy Committee met on April 15, 2019 at 5:02 p.m. In attendance were Trustees Jen Mezei (Chair) Ryan Stewart and Peter Cech, Superintendent of Schools, Gina Niccoli-Moen, Secretary-Treasurer, Russell Horswill and Dave Dye, Burnaby DPAC.

1. Policy No. 5.10.00 Violence, Threats and Intimidation

Ms. Gina Niccoli-Moen, Superintendent of Schools, presented and reviewed a draft revision to Policy No. 5.10.00 Violence, Threats and Intimidation. The Committee discussed the final changes based on committee input and reviewed two draft documents to assist parents in resolving school conflicts and managing appeals.

Recommendation: THAT the Board of Education approve Policy No. 5.10.00 Violence, Threats and Intimidation and Regulations and Procedures No. 5.10.01 and No. 5.10.02 for circulation as Notice of Motion.

2. Policy No. 3.10.00 Financial Management

Mr. Russell Horswill, Secretary-Treasurer reviewed draft policy No. 3.00.00 Financial Management. The Committee considered the policy statement and recommended changes for further consideration. The Committee will review regulations and bring further edits to a future policy committee meeting.

Recommendation: THAT the Board of Education receive this information.

3. Policy Manual Review

The Committee further discussed the restructuring of the Board Policy Manual to streamline the content and to clarify areas that are administrative in nature. The Committee will consider the structure at a future meeting.

Recommendation: THAT the Board of Education receive this information.

4. Adjournment

The meeting was adjourned at 6:02 pm.

5. Date of Next Meeting

The date of the next Policy Committee is June 17, 2019. The committee agreed that future Policy Committee Meetings will begin at 5:30 pm.

YOUTH AND COMMUNITY SERVICES COMMITTEE
Reporting to Public Session Tuesday, April 23, 2019

The Youth and Community Services Committee (YCSC) met on Thursday, April 4, 2019 at 5:30 pm. In attendance were Trustees Bill Brassington (Chair), Christine Cunningham, and Larry Hayes, Assistant Superintendent Roberto Bombelli, and Facilities Director Cory Borg and Director of Instruction Jeannette Laursoo for item 2.

1. Reports from Community Committees

Trustees who represent the Board on community committees updated the YCSC on items that would be of interest to the Board.

Environment and Social Planning

Trustee Cech reported that at the March 28 meeting he gave a presentation to the committee about the great sustainability initiatives in the Burnaby School District.

Parks & Recreation

Trustee Brassington reported that playground grants in the amount of \$4,000 each were approved for École Aubrey, Chaffey-Burke and Gilpin Elementary schools. In addition there was a wonderful presentation from Burnaby Village Museum regarding the school programs they are launching and the hiring of Indigenous Leaders.

Healthy Communities Partnership

Trustee Stewart participated in the WALK30 launch on behalf of the Burnaby School District.

District Student Advisory Council (DSAC)

Trustee Cunningham reported that DSAC is currently focused on this year's *Burnaby's Got Talent*, organizing community sponsors and ticket sales. This year's selected charity, *The Elizabeth Fry Society*, will benefit from the event's donation.

Recommendation: THAT the Board of Education receive this information.

2. Menstrual Products Report

Director Facilities Cory Borg presented a facilities report detailing menstrual product dispenser and disposal bin installations and costs. Director of Instruction Jeannette Laursoo shared feedback from approximately 45 District Student Advisory Council (DSAC) students. Student feedback revealed concerns regarding access and cost to purchase product and are suggesting increased awareness (de-stigmatization), having

products readily available/easily accessible (i.e. available at the office or PE office) or dispensers in all washrooms.

Recommendation: THAT the Board of Education review the costs of implementing menstrual product dispensers in elementary (intermediate) and secondary female gendered and universal washrooms and secondary change rooms.

3. Choose Your Ride

Choose Your Ride is a police coordinated initiative to promote safe decision making around student graduation celebrations. It will be an interactive presentation to secondary students held outside during the lunch break, bringing together Police, Ambulance, Transit, and a hearse. Police, with associated partners, will encourage youth to make safe decisions while celebrating their graduation.

Recommendation: THAT the Board of Education receive this information.

4. Adjournment

The meeting was adjourned at 7:20 pm.

5. Date of Next Meeting

The date of the next Youth and Community Services Committee is May 7, 2019.