School District No. 57 (Prince George)

BOARD OF EDUCATION

CHARTER

Our mission, as a Board of Education, is to create a culture of trust and integrity by adhering to the highest standards of ethical behaviour and fiduciary responsibility.

We, the Board of Education, individually and collectively, in the conduct of our duties, will be:

- Transparent
- Open-minded
- Consultative
- Committed
- Respectful of Diversity

BOARD OF EDUCATION AND SENIOR ADMINISTRATION

GUIDING PRINCIPLES

The Board of Education and senior administration believe we are accountable to the families and communities we serve. We respect their diversity and support their involvement.

We further believe that all children can learn, achieve and succeed, and that by working together with our employees, students, parents, and our communities, we will enable our students to reach their greatest academic potential.

We believe our students have the right:

- To a safe and respectful learning environment.
- To be valued.
- To have the opportunity to explore and develop their potential.
- To have their intellectual, emotional, physical and social needs met

We also believe that with these rights come responsibilities with respect to their school, classroom and work habits.

We believe our employees have the following rights and responsibilities:

- To be treated fairly and work in a safe environment.
- To be respected, trusted, included and valued.
- To explore, collaborate and develop to their potential.
- To treat others fairly, work cooperatively, and create a safe working and learning environment.

Together, we affirm that these guiding principles provide the foundation for the decisions we make in School District No. 57.
BOARD OF EDUCATION
SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)
REGULAR PUBLIC MEETING
6:00 p.m., Tuesday, February 26, 2019
Boardroom – 2100 Ferry Avenue

A G E N D A

1. CALL TO ORDER

2. APPROVAL OF AGENDA

3. PUBLIC INPUT
   Thirty minutes maximum; limit of five minutes per speaker

4. SCHOOL DISTRICT NEWS

5. MINUTES OF PREVIOUS MEETINGS
   5.1 Regular Public Meeting of January 29, 2019 Page 1
   5.2 Record of Minutes of the Regular In Camera Meeting of January 29, 2019 and Special In Camera Meetings of February 5 and February 19, 2019 Page 14

6. PRESENTATIONS
   6.1 Canadian Parents for French

7. BUSINESS ARISING FROM THE MINUTES
   7.1 Portable Classroom Replacement Page 15
8. **EDUCATION PROGRAMS AND PLANNING COMMITTEE**

8.1 Committee Report (T. Derrick)  
8.2 Proposed Board Authorized Course

8.2.1 Horticulture 10  
- Dan Lawless  
  Teacher, Valemount Secondary School
- Derrick Shaw  
  Principal, Valemount Secondary School

9. **MANAGEMENT AND FINANCE COMMITTEE**

9.1 Committee Report (S. Warrington)  
9.2 2019-2020 Budget Assumptions

10. **POLICY AND GOVERNANCE COMMITTEE**

10.1 Committee Report (B. Bekkering)

11. **TRUSTEE REPORTS**

11.1 Aboriginal Education Committee (S. Warrington)  
11.2 BC School Trustees’ Association (R. Polillo)  
11.3 BC Public School Employers’ Association (B. Bekkering)  
11.4 District Parent Advisory Council (T. Bennett)  
11.5 District Student Advisory Council (R. Polillo)
12. **NEW BUSINESS**

13. **ADJOURNMENT**

**UPCOMING MEETINGS:**

- Education Services Committee – March 4, 2019
- Management and Finance Committee – March 11, 2019
- Public Board Meeting – April 9, 2019
- Policy and Governance Committee – April 16, 2019
- Education Programs and Planning Committee – April 23, 2019
1. CALL TO ORDER

The meeting was called to order at 6:04 p.m.

2. APPROVAL OF AGENDA

Additions to the agenda:

- New Business
  - Presentation (T. Bennett)

The agenda was approved as amended.

3. PUBLIC INPUT

Daryl Beauregard representing the Prince George District Teachers’ Association commented on the recently released Report of the Funding Model Review Panel and expressed concerns related to some of the recommendations contained within the report. Mr. Beauregard provided support for the use of surplus dollars to support the students currently enrolled in the school district.

Karen Wong representing CUPE 3742 provided an overview of the StrongStart Programs within the school district. Ms. Wong noted a change of language to early years to grade 12 to promote the inclusion of the StrongStart program when referring to the educational programs provided within the school district. She encouraged the Board to have open and healthy conversations regarding the early years.
4. SCHOOL DISTRICT NEWS

Trustee Bekkering commented on the success of the recent PGSS and CHSS drama productions, as well as, the annual Spirit Hockey Game held at the CN Centre.

Trustee Polillo provided an overview of a recent visits to College Heights and DP Todd Secondary Schools. He congratulated the students and staff of both schools on the great programs and projects underway.

Trustee Warrington provided an overview of the Early Learning Conference held in Prince George on January 28, 2019.

Ms. Warrington advised that the Board participated in a Trustee Orientation Workshop facilitated by Parliamentarian Eli Mina on January 12th and drew attention to the Board of Education Charter that is published in all regular public meeting agendas.

Trustee Derrick provided an overview of his recent visits to the Kelly Road Secondary Family of Schools. Mr. Derrick commented on the success of the Kelly Road Family of Schools’ Fine Arts Night held on January 17, 2019.

Trustee Thompson reported that students from both McBride and Valemount raised money to travel to Mexico to build homes with a Canadian charity called Live Different. Mr. Thompson also congratulated McBride Secondary School on the success of their recent drama productions.

Trustee Bennett expressed appreciation for the opportunity to participate in the Grade 12 Grad Transitions Program. He noted that this is an opportunity for students to reflect on their education journey.

5. MINUTES OF PREVIOUS MEETINGS

5.1 Regular Public Meeting of December 4, 2018

The minutes of the regular public meeting of December 4, 2018 were adopted as published.

5.2 Record of In Camera Meeting Minutes

The report on the items discussed and decisions made at the regular in camera meeting of December 4, 2018 and the special in camera meetings of December 18, 2018 and January 21, 2019 was approved.
6. **BUSINESS ARISING FROM THE MINUTES**

None.

7. **EDUCATION PROGRAMS AND PLANNING COMMITTEE**

7.1 **Committee Report**

Trustee Derrick reviewed and discussed the revised January 2019 Education Programs and Planning Committee Report that was provided as a handout.

MOVED and SECONDED

That the report of the Education Programs and Planning Committee meeting held on January 22, 2019 be received.

CARRIED

All Trustees voted in favour of the motion.

7.2 **Proposed Board Authorized Course**

7.2.1 **Hockey 12**

Trustee Derrick reviewed the recommendation and rationale that was included in the agenda package. He invited Prince George Secondary School Teacher Renzo Berra and Principal Kap Manhas, to review the proposed course and the intended learning outcomes. Mr. Berra and Mr. Manhas responded to questions from the Trustees.

MOVED and SECONDED

That Hockey 12 be approved as a Board authorized course.

CARRIED

All Trustees voted in favour of the motion.
7.3 Surplus Recommendation

7.3.1 Teaching Thinking and Fostering Innovation

Trustee Derrick reviewed the recommendation and rationale that was included in the agenda package.

The Superintendent responded to questions from the Trustees.

MOVED and SECONDED
That the Board approve an appropriation of surplus in the amount of $50,000 to engage Jane E. Pollock to provide ongoing training and consultation that supports classroom innovation and instruction of thinking skills.
CARRIED

All Trustees voted in favour of the motion.

8. EDUCATION SERVICES COMMITTEE

8.1 Committee Report

Trustee Polillo reviewed the January 2019 Education Services Committee Report that was included in the agenda package.

MOVED and SECONDED
That the report of the Education Services Committee meeting held on January 14, 2019 be received.
CARRIED

All Trustees voted in favour of the motion.

8.2 September 2019 Enrolment Restrictions

Trustee Polillo reviewed the recommendation and rationale that was included in the agenda package.

The Secretary Treasurer responded to questions from the Trustees.
MOVEd and SECONDED

1. That, effective for the 2019-2020 school year, enrolment at the following schools be restricted to catchment area students only:
   a) Southridge Elementary
   b) College Heights Secondary
   c) Heritage Elementary
   d) Edgewood Elementary
   e) Harwin Elementary
   f) Ron Brent Elementary
   g) Duchess Park Secondary, Regular Program only
   h) Glenview Elementary
   i) Hart Highlands Elementary
   j) Springwood Elementary

2. That, effective for the 2019-2020 school year, Kindergarten enrolment at the following schools be restricted:
   a) College Heights Elementary – French Immersion program, no more than 40 students
   b) Spruceland Traditional Elementary, no more than 40 students
   c) Polaris Montessori Elementary – no more than 40 students
   d) Ecole Lac des Bois – no more than 60 students, and

3. That for the 2019-2020 school year, both McBride Centennial and McBride Secondary Schools continue to operate in their current configuration.

CARRIED

Trustees Bennett, Bekkering, Polillo and Thompson voted in favour of the motion.

Trustees Derrick, Warrington and Valimohamed were opposed to the motion.

8.3 Catchment, Capacity and Programs – September 2019-2020 and Subsequent Years

Trustee Polillo reviewed the recommendation and rationale that was included in the agenda package.
MOVED and SECONDED
That the Superintendent of Schools be directed to develop plans for consultation with students, families, school staffs, facilities staff, the Ministry of Education and the wider community, for feedback to be brought forward to the Education Programs and Planning Committee related to education programs and the Education Services Committee related to the catchment and capacity of schools for the 2019-2020 and subsequent school years regarding the following recommendations included in the Report from the Catchment and Capacity Stakeholder Review Advisory Committee:

1. College Heights Secondary – explore the addition of another section to the school.
2. DP Todd Secondary – that further review and discussion be held with the Ministry of Education staff to determine the feasibility of changing the five-year capital plan project to an expansion/renovation to incorporate an additional 300 seats in the school district.
3. DP Todd Secondary – consider the use of additional portables on a short term basis.
4. Spruceland Traditional Elementary – that commencing for Grade 7 students leaving the school in June 2020 and subsequent years, be moved from Duchess Park Secondary to DP Todd Secondary.
5. Edgewood Elementary - that commencing for Grade 7 students leaving the school in June 2020 and subsequent years, be moved from Duchess Park Secondary to DP Todd Secondary.
6. DP Todd Family – that the catchment areas for all elementary schools in this family be reviewed.
7. Kelly Road family – further review of the catchment boundaries for the area.
8. Prince George Family – further review could be performed regarding the combination of the Blackburn, Buckhorn and Pineview Elementary Schools.
9. Peden Hill Elementary – that the total enrolment at Peden Hill Elementary be monitored, and as required, review the catchment areas for Peden Hill, Westwood and Pinewood Elementary Schools to manage elementary school enrollment in this area of Prince George.

The Secretary Treasurer responded to questions from the Trustees.

A recess was called at 7:34 p.m. and the meeting reconvened at 7:39 p.m.
The motion was amended as follows:

MOVED and SECONDED
That the Superintendent of Schools be directed to investigate each of the following recommendations included in the Report from the Catchment and Capacity Stakeholder Review Advisory Committee and bring a plan regarding each item forward to the appropriate committee:

1. College Heights Secondary – explore the addition of another section to the school.
2. DP Todd Secondary – that further review and discussion be held with the Ministry of Education staff to determine the feasibility of changing the five-year capital plan project to an expansion/renovation to incorporate an additional 300 seats in the school district.
3. DP Todd Secondary – consider the use of additional portables on a short term basis.
4. Spruceland Traditional Elementary – that commencing for Grade 7 students leaving the school in June 2020 and subsequent years, be moved from Duchess Park Secondary to DP Todd Secondary.
5. Edgewood Elementary - that commencing for Grade 7 students leaving the school in June 2020 and subsequent years, be moved from Duchess Park Secondary to DP Todd Secondary.
6. DP Todd Family – that the catchment areas for all elementary schools in this family be reviewed.
7. Kelly Road family – further review of the catchment boundaries for the area.
8. Prince George Family – further review could be performed regarding the combination of the Blackburn, Buckhorn and Pineview Elementary Schools.
9. Peden Hill Elementary – that the total enrolment at Peden Hill Elementary be monitored, and as required, review the catchment areas for Peden Hill, Westwood and Pinewood Elementary Schools to manage elementary school enrollment in this area of Prince George.

CARRIED

All trustees voted in favour of the amended motion.
8.4 Surplus Recommendation

8.4.1 Portable Classroom Replacement

Trustee Polillo reviewed the recommendation and rationale that was included in the agenda package.

The Secretary Treasurer responded to questions from the Trustees. Ms. Patterson noted that if the school district is able to acquire more than two portables in a year, a recommendation will be brought forward to the Board for approval.

MOVED and SECONDED That the Board approve the replacement of 2 portable classrooms per year for a total of 10 portable classrooms in the School District which have exceeded their useful life expectancy.
CARRIED

All Trustees voted in favour of the motion.

9. MANAGEMENT AND FINANCE COMMITTEE

9.1 Committee Report

Trustee Warrington reviewed and discussed the January 2019 Management and Finance Committee Report that was included in the agenda package.

MOVED and SECONDED That the report of the Management and Finance Committee meeting held on January 21, 2019 be received.
CARRIED

All Trustees voted in favour of the motion.
9.2 Surplus Recommendations

9.2.1 Healthy Workplace Culture and Staff Engagement

Trustee Warrington reviewed the recommendation and rationale that was included in the agenda package.

The Superintendent responded to questions from the Trustees.

MOVED and SECONDED
That the Board approve an appropriation of surplus in the amount of $50,000 to engage Eric Termuende to provide ongoing consultation supporting optimizing a healthy workplace culture.
CARRIED

Trustees Bennett, Bekkering, Polillo, Thompson, Valimohamed and Warrington voted in favour of the motion.

Trustee Derrick was opposed to the motion.

9.2.2 Development and Implementation of a District Wide Communication Plan

Trustee Warrington reviewed the recommendation and rationale that was included in the agenda package.

The Superintendent and Secretary Treasurer responded to questions from the Trustees.

MOVED and SECONDED
That the Board approve an appropriation of surplus in the amount of $50,000 to engage a consultant to review the school district’s current processes and provide a recommendation for a comprehensive district-wide communications plan.
CARRIED

Trustees Bennett, Bekkering, Derrick, Polillo, Thompson, and Valimohamed voted in favour of the motion.

Trustee Warrington was opposed to the motion.
9.2.3 Health and Safety Compliance

Trustee Warrington reviewed the recommendation and rationale that was included in the agenda package.

The Secretary Treasurer responded to questions from the Trustees.

MOVED and SECONDED
That the Board approve an appropriation of surplus in the amount of $45,000 for Health and Safety compliance certification for staff.
CARRIED

All Trustees voted in favour of the motion.

9.3 Amended Annual Budget Bylaw 2018-2019

Trustee Warrington reviewed the recommendation and rationale that was included in the agenda package.

MOVED and SECONDED
That, in accordance with Section 68 (4) of the School Act, all three readings of Amended Annual Budget Bylaw 2018-2019 be given at this meeting.
CARRIED

All Trustees voted in favour of the motion.

MOVED and SECONDED
That Amended Annual Budget Bylaw 2018-2019 be given first reading.
CARRIED

All Trustees voted in favour of the motion.

MOVED and SECONDED
That Amended Annual Budget Bylaw 2018-2019 be given second reading.
CARRIED

All Trustees voted in favour of the motion.
The Secretary Treasurer reviewed the revised budget document and the related PowerPoint presentation. Trustees and gallery were provided with a revised budget document as a handout. A copy of the PowerPoint presentation was also provided to the gallery. Ms. Patterson responded to questions from the Trustees.

MOVED and SECONDED
That Amended Annual Budget Bylaw 2018-2019 be given third and final reading.
CARRIED

All Trustees voted in favour of the motion.

10. POLICY AND GOVERNANCE COMMITTEE

10.1 Committee Report

Trustee Bekkering reviewed the January 2019 Policy and Governance Committee Report that was included in the agenda package.

MOVED and SECONDED
That the report of the Policy and Governance Committee meeting held on January 15, 2019 be received.
CARRIED

All Trustees voted in favour of the motion.

10.2 Draft Policy 3541.35 Winter Weather

Trustee Bekkering reviewed the recommendation and rationale that was included in the agenda package.

MOVED and SECONDED
That the proposed revisions to Policy 3541.35 Winter Weather be approved for distribution to reference groups for input.
CARRIED

All Trustees voted in favour of the motion.
11. **TRUSTEE REPORTS**

11.1 **Aboriginal Education Committee**

Trustee Warrington reported on the Aboriginal Education Committee meeting held on January 15, 2019. Items discussed included the development of a committee handbook, and 2019-2020 priorities regarding culture, language and student achievement.

11.2 **BC School Trustees’ Association**

Trustee Polillo provided an overview of the BCSTA – BCPSEA Trustee Orientation held in Richmond on January 25 – 26, 2019.

11.3 **BC Public School Employers’ Association**

Trustee Bekkering provided an overview of the BCPSEA Annual General Meeting held in Richmond on January 23 to 24, 2019. Ms. Bekkering congratulated Trustee Warrington on being elected to the BCPSEA Board of Directors.

11.4 **District Parent Advisory Council**

Trustee Polillo reported on the District Parent Advisory Council meeting held on January 7, 2019. Mr. Polillo’s report to DPAC included updates regarding graduation rates, KRSS Replacement project, funding model review, catchment and capacity and the advertised position of the Communications and Community Relations Officer.

11.5 **District Student Advisory Council**

Trustee Polillo reported on the District Student Advisory Council meeting held on January 14, 2019. Agenda items included a discussion with Barry Bepple, Energy and Sustainable Conservation Coordinator regarding recycling, hydroponics and grants.

12. **NEW BUSINESS**

The Board Chair presented Diane Nygaard, Executive Assistant to the Secretary Treasurer’s Office with a pin in recognition of 10 years of service to the school district.
13. **CORRESPONDENCE**

Mr. Bennett drew the Board’s attention to the items of correspondence included in the agenda for information, which were:

- Letter of response dated January 8, 2019 from Rob Fleming, Minister of Education regarding the Funding Model Review Report

- Letter of Support dated January 22, 2019 to Lheidli T’enneh First Nation regarding their proposed Ancient Forest, Chun T’oh Whundujut project

14. **ADJOURNMENT**

The meeting adjourned at 9:16 p.m.

Chairperson

Secretary Treasurer
January 29, 2019 Regular In Camera Meeting

1. Adoption of the minutes of the regular in camera meeting of December 4, 2018.

2. Adoption of the minutes of the special in camera meeting of December 18, 2018 and January 21, 2019.

3. Discussion and decisions regarding personnel matters.

4. Receipt of updates regarding personnel matters.

5. Receipt of a property update.


The meeting was called to order at 4:01 p.m. and adjourned at 5:21 p.m.

February 5, 2019 Special In Camera Meeting

1. Receipt of updates regarding personnel matters.

2. Discussion and decision regarding exempt compensation.

3. Approval of a motion to expand the February 11, 2019 Management and Finance Committee to include all trustees.

4. Receipt of British Columbia Public School Employers’ Association update.

The meeting was called to order at 5:04 p.m. and adjourned at 6:11 p.m.

February 19, 2019 Special In Camera Meeting

1. Receipt of an update regarding a personnel matter.

The meeting was called to order at 5:41 p.m. and adjourned at 5:51 p.m.
MEMORANDUM

TO: Board of Education
FROM: Senior Administration
SUBJECT: ADDITIONAL PORTABLE CLASSROOM REPLACEMENT

RECOMMENDATION

That the Board approve the replacement of one additional portable classroom for a total of 3 portable classrooms in the School District which have exceeded their useful life expectancy for the 2018/19 school year.

RATIONALE

1. At the January 29, 2019 regular public meeting, the Board of Education approved the replacement of 2 portable classrooms per year for a total of 10 portable classrooms in the School District which have exceeded their useful life expectancy.

   The Secretary Treasurer noted that if the school district is able to acquire more than two portables in a year, a recommendation will be brought forward to the Board for approval.

2. The Facility Services Department has confirmed that the school district is able to acquire three portables for the 2018/19 school year.
February 19, 2019

MEMORANDUM

TO: Board of Education

FROM: Trustee Derrick, Chair
Education Programs and Planning Committee

SUBJECT: COMMITTEE REPORT – FEBRUARY 2019

RECOMMENDATION

That the report of the Education Programs and Planning Committee meeting held on February 19, 2019 be received.

* * * * *

REPORT:

1. The Education Program and Planning Committee met on February 19, 2019.

2. The meeting’s agenda items were:

   a. Minutes of the Previous Meeting - The minutes of the previous meeting were approved as presented.

   b. Proposed Board Authorized Course, Horticulture 10 - The Committee received a presentation for the proposed Board Authorized Course that is being brought forward for consideration by the Board of Education this evening.

   c. Board Authorized Courses New Framework – Deb Kaban, District Principal of Learning Innovations advised that the Ministry of Education requires school districts to review and update their Board Authorized courses to ensure they align with the new curriculum requirements.

      The review and update of the school district’s grade 10 Board Authorized courses was completed and presented to the committee during the 2017/18 school year.

      The District Principal of Learning Innovations and Vice Principal of Strategic Plan and Data Management delivered a PowerPoint presentation which provided an overview of the school district’s grade 11 and 12 Board Authorized courses that have been revised to align with the Ministry’s Know-Do-Understand curriculum. The new curriculum can be viewed at www.curriculum.gov.bc.ca

      The committee will review the school district’s Board Authorized Courses to be retired at the April committee meeting.
d. **Centre for Learning Alternatives Update** – Curtis MacDonald, Principal, Centre for Learning Alternatives provided an update on the current enrolment, challenges and opportunities for success at the Centre for Learning Alternatives. Mr. MacDonald provided the committee with a short video of students speaking to their personal success and achievements from the programs and support provided at the Centre for Learning Alternatives. A copy of the information handout titled Centre for Learning Alternatives Alternate Community Program that was provided to the committee is attached to this report.

e. **Learning Pathways Update** – The Director of Learning Pathways provided a PowerPoint presentation to the Committee providing an update regarding the various programs available through the Centre for Learning Alternatives and an overview of the level of supports that are available to students. A copy of the presentation is attached to this report.

f. **Yearly Plan** – The Committee reviewed and updated the yearly plan.

3. The next Education Programs and Planning Committee meeting will be held on April 23, 2019.

/jc
Centre for Learning Alternatives
Alternate Community Program

Get excited about going to school!

Our students love the flexibility of our programs and they value their relationship with our staff.

We provide a safe and caring space with reasonable boundaries and expectations.

Our in-take team will assess where you are in your stage of learning and support you with the services that best meet your individual needs as you move along the graduation path. When you are ready, we will help you with the next steps of your education journey.

We offer a five-day schedule. From Monday to Thursday, each day consists of 4 blocks of academic and elective courses. Electives include music, foods and cafeteria, woodworking and art. On Friday mornings we offer the flexibility for our students to continue to work on their academic courses, electives or project based learning. Ventures and Student Leadership provide a great opportunity to encourage students to experience the outdoors and what Prince George has to offer. It provides a chance for students to give back to our community.

Student academic progress and behaviour is monitored weekly with our dedicated Youth Care Workers and staff.

Program
We offer a variety of required and elective courses taught by our dynamic team of teachers.

Facilities
We have a variety of classrooms, access to technology, full gym, music and drama rooms, full woodworking shop and an Adult Learning Centre that offers academic courses.

Safety
Learn in a safe place at your own pace!
We offer a quiet room and a transition room staffed with a counsellor and classroom teacher. These supports are available for students who need more time and support before learning begins.

Additional Features
Transportation Assistance Flexible Schedule
Social Workers Nurse Practitioner
Trauma Informed Aboriginal Focus
Peggy’s Kitchen Ventures
Foundry Outside Agencies

We offer a safe, inviting and friendly atmosphere where all stakeholders work as a team towards one goal:

Student Success!
Future Focus:

1. Year Round Programming (for example: 45 days academic/15 days training)
   a. Continuing Education/Central Interior Distance Education School (2019/20)
   b. Alternate Community Programs (2020/21)

2. Enhance services for off site programs and Provincial Resource Programs (Two Wolves Centre, Camp Trapping, TMAP, Hospital Program, Intersect, Summit, YAP, Adult Jail, Baldy Hughes)

3. Facility and space allocation review for Centre for Learning Alternatives

4. Enhance services, supports and relationships with high schools

5. Partnering with Student Support Services, Aboriginal Education, Learning Innovations, Skills, Trades and Careers and Information Technology to develop opportunities for students and staff

6. Explore services, supports and relationships with elementary schools

7. Develop support systems and training opportunities for current and future staff

8. Explore opportunities for Action Research Projects

9. Continue to embed the Centre For Learning Opportunities Mission, Vision and Values into School District No. 57’s Strategic Plan

10. Operation and budget will focus on:
    a. Quality Teaching and Leadership
    b. Student Centred Learning
    c. Aboriginal Learning, Culture and Climate
    d. Healthy and Effective Learning Environments
    e. Safety and Stability
    f. High and Measurable Standards
    g. Future Orientation
    h. Trauma Informed Research and Practice
    i. Engagement and Attendance
Opportunity:
All SD57 students are supported to achieve short and long term goals.
• The Centre for Learning Alternatives hosts numerous programs and services for the district, the region, and the province.

• This was how we started the year.

• The current and proposed Continuing Education programs in place through the Centre for Learning Alternatives.

Alternative programs are to flexibly address different educational population niches. Age, timing, location, learning styles.
CENTRE FOR LEARNING ALTERNATIVES
ALTERNATIVE PROGRAMS

• The current and proposed Distributed Learning programs are in place through the Centre for Learning Alternatives.

Alternative programs are to flexibly address different educational population niches (learning styles, timing, & location)

- Distributed Learning – Asynchronous support
- DL Courseware supports to schools
- DL supports to changes in teaching strategies – flipped & blended
- DL Courseware supports to individualized programs at CLA and other schools

CLA

CENTRE FOR LEARNING ALTERNATIVES
ALTERNATIVE PROGRAMS

• The Centre for Learning Alternatives hosts the following programs the province.

- Hospital
- Have/Slide
- Two Wolves
- Camp Trapping
- PRP’s

We have requested to operate YAP through the PRP funding option.

These two submissions, if approved, would begin in 2019 school year.

YAP

Bridges

Bridges is a new requested program to link students associated with Adolescent Psych unit and schools across the region.

CLA

Youth containment is going under a rapid shift.
(20 youth die in custody, 40 are on probation orders in BC)

Youth mental health has become a growing concern.
CENTRE FOR LEARNING ALTERNATIVES
ALTERNATE & ALTERNATIVE PROGRAMS

- The Centre for Learning Alternatives hosts numerous programs and services for the district, the region, and the province.

CLA

POFFASD
(Provincial Outreach Program for Fetal Alcohol Syndrome Disorder) - Provides provincial-wide supports.

Offices and staff moved to PGSS in fall. Elementary Programs run 2 days/week at CLA.

Learning Pathways - Opportunities!

How do we ensure each student succeeds?

Every student equipped and inspired to succeed
Learning Pathways - Opportunities!

Many forms of school support are coordinated 1:1.

My goal is to support, develop, and implement unique, cross-department supports in collaboration with Departments and Schools.
Learning Pathways - Opportunities!

My goal is to develop and implement unique, cross-department supports

Example: - Remotely delivered Night School Courses

Learning Pathways - Opportunities!

My goal is to develop and implement unique, cross-department supports

Example: Elementary Summer School Program with Aboriginal Recreation component.
Learning Pathways - Opportunities!

My goal is to develop and implement unique, cross-department supports.

Example: ProD sessions linked to Elementary Summer School Program with Aboriginal Recreation component.

Learning Pathways - Opportunities!

My goal is to develop and implement unique, cross-department supports.

Example: Using Courseware from Distributed Learning to provide an enriched, tech-based curriculum to support classrooms and students in catchment schools.
As we continue to move forward with the new curriculum, we will continue to change the focus as a district from...

...to where each child succeeds!
MEMORANDUM

TO: Board of Education

FROM: Education Programs and Planning Committee

SUBJECT: BOARD AUTHORIZED COURSE: HORTICULTURE 10

RECOMMENDATION

That Horticulture 10 be approved as a Board authorized course.

* * * * * * *

RATIONALE:

1. This is a new course in the district.

2. The new graduation program requires Grade 10-12 courses to be either Ministry authorized or Board authorized in order to count toward graduation.

/jc
### Board Authorized Course

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<th>School District/Independent School Authority Number (e.g. SD43, Authority #432):</th>
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<td>School District 57 (Prince George)</td>
<td>SD57</td>
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<th>Developed by:</th>
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<td>Mr. Dan Lawless</td>
<td>February 8, 2019</td>
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<th>School Name:</th>
<th>Principal’s Name:</th>
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<tr>
<td>Valemount Secondary School</td>
<td>Mr. Derrick Shaw</td>
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<tr>
<th>Number of Course Credits:</th>
<th>Number of Hours of Instruction:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>60</td>
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</table>

**Board/Authority Prerequisite(s):**

None

**Special Training, Facilities or Equipment Required:**

No special training required but knowledge of botany and gardening experience is certainly helpful. The course has certain physical elements related to the planting and care of plants. Special equipment includes heating pads and florescent lighting for propagation, as well as gardening tools (shovels, rakes etc.). A greenhouse is helpful but not necessary. Valemount Secondary School currently has a greenhouse that has been used in the past for a similar course.
Course Synopsis:

Agriculture is deemed to be one of the four industrial pillars upon which the province of British Columbia is founded. With that in mind, Horticulture 10 provides an introductory hands-on learning experience for students interested in developing skills in the field of horticulture. Students will gain knowledge and skills in greenhouse operation as well as garden development and maintenance. Core units for this course include basic botany, soil characteristics, plant identification and the recognition of hazards relative to this area of study. Additional units include plant propagation, aboriginal sustainable approaches, vegetable gardening techniques and job opportunities in horticulture.

Practical work is a major component of this course and students will participate in the development and nurturing of nursery stock in preparation for a plant marketing activity. This activity provides an opportunity for students to develop skills in working with the public while sharing their recently acquired knowledge with community members.

Goals and Rationale:

The agricultural industry is a major part of the provincial economy and many students are connected to, or interested in pursuing employment in this area. This course teaches fundamental skills and knowledge which would be beneficial to students pursuing this field or want to future their understanding of horticultural practices for their own enjoyment. It should be noted that this class is of added value to the special education students, as learning about horticulture occurs on many levels, according to the abilities of the individual. Students participating in this class will gain appreciation for the benefits of working outdoors, developing and maintaining green areas both on and off the school grounds, and the value of natural environment to both wild life and the surrounding community.

Aboriginal Worldviews and Perspectives:

Declaration of First People’s Principles of Learning

The Horticulture 10 Course embeds the following principles:

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
Learning involves recognizing the consequences of one’s actions.
Learning involves generational roles and responsibilities.
Learning recognizes the role of indigenous knowledge.
Learning is embedded in memory, history, and story.
Learning involves patience and time.
Learning requires exploration of one’s identity.
Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.

Declaration of Aboriginal Worldviews and Perspectives

One of the fundamental aboriginal worldviews is the importance of stewardship of the land and sustaining and developing life in its many forms including through agricultural practices. Traditional knowledge teaches the purpose of every plant within an ecosystem and in particular the interrelatedness of the plant species relative to its environment. The history of certain traditional crops (i.e., beans, corn and squash – the three sisters) as well as the harvesting of traditional plants and berries will be used to explore and understand traditional agricultural practices as well as their ceremonial importance.
### BIG IDEAS

| Plants are living organisms that have specific requirements for growth and development |
| Soil is composed of several fundamental components and each affects plant development in specific ways |
| Plant propagation can be achieved through a variety of techniques, each with its own benefits and drawbacks |
| Many traditional aboriginal worldviews are tied to agricultural practices |
## Learning Standards

<table>
<thead>
<tr>
<th>Curricular Competencies</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students are expected to do the following:</strong></td>
<td><strong>Students are expected to know the following:</strong></td>
</tr>
<tr>
<td><strong>Questioning and predicting</strong></td>
<td><strong>BASIC BOTANY</strong></td>
</tr>
<tr>
<td>• Demonstrate a sustained intellectual curiosity about a scientific topic or problem of personal interest</td>
<td>Seeds: Structure, Activation, Collection and Storage</td>
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<tr>
<td>• Make observations aimed at identifying their own questions, including increasingly complex ones, about the natural world</td>
<td>• Cotyledon, Epicotyl, Micropyle</td>
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<tr>
<td>• Formulate multiple hypotheses and predict multiple outcomes</td>
<td>• Interactions of seeds and the environment</td>
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<tr>
<td><strong>Planning and conducting</strong></td>
<td>• Traditional seed collection practice and storage for future use.</td>
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<tr>
<td>• Collaboratively and individually plan, select, and use appropriate investigation methods, including field work and lab experiments, to collect reliable data (qualitative and quantitative)</td>
<td>Roots: Structures and Functions</td>
</tr>
<tr>
<td>• Assess risks and address ethical, cultural, and/or environmental issues associated with their proposed methods and those of others</td>
<td>• Four types of root structures</td>
</tr>
<tr>
<td>• Select and use appropriate equipment, including digital technologies, to systematically and accurately collect and record data</td>
<td>• Five functions of roots</td>
</tr>
<tr>
<td>• Ensure that safety and ethical guidelines are followed in their investigations</td>
<td>Leaves: Structures and Functions</td>
</tr>
<tr>
<td><strong>Processing and analyzing data and information</strong></td>
<td>• Basic structures</td>
</tr>
<tr>
<td>• Experience and interpret the local environment</td>
<td>• 4 primary functions</td>
</tr>
<tr>
<td>• Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information</td>
<td><strong>PROPAGATION</strong></td>
</tr>
<tr>
<td>• Analyze cause-and-effect relationships</td>
<td>• Techniques to activate seeds</td>
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<tr>
<td>• Use knowledge of scientific concepts to draw conclusions that are consistent with evidence</td>
<td>• Sexual reproduction</td>
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<tr>
<td></td>
<td>• Asexual reproduction</td>
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<tr>
<td></td>
<td>• Cuttings</td>
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<tr>
<td></td>
<td>• Division</td>
</tr>
<tr>
<td></td>
<td>• Grafting (whip technique)</td>
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<tr>
<td></td>
<td>• The role of heat and moisture</td>
</tr>
<tr>
<td></td>
<td>• The benefits of asexual reproduction</td>
</tr>
<tr>
<td></td>
<td><strong>SEEDLINGS</strong></td>
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<tr>
<td></td>
<td>• Seedling development</td>
</tr>
<tr>
<td></td>
<td>• The role of heat and light</td>
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<tr>
<td></td>
<td>• Lighting techniques</td>
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<tr>
<td></td>
<td>• Handling seedlings</td>
</tr>
<tr>
<td></td>
<td>• Potting on</td>
</tr>
<tr>
<td></td>
<td>• Nutrient requirements</td>
</tr>
</tbody>
</table>
Evaluating

• Evaluate their methods and experimental conditions, including identifying sources of error or uncertainty, confounding variables, and possible alternative explanations and conclusions

• Exercise a healthy, informed skepticism and use scientific knowledge and findings to form their own investigations and to evaluate claims in secondary sources

• Consider social, ethical, and environmental implications of the findings from their own and others’ investigations

Applying and innovating

• Contribute to care for self, others, community, and world through individual or collaborative approaches

• Transfer and apply learning to new situations

• Contribute to finding solutions to problems at a local level through inquiry

Communicating

• Formulate mental models to describe a phenomenon

• Express and reflect on a variety of experiences, perspectives, and worldviews through place (i.e., any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives)

SOIL

• Soil elements
• Amend soil with organic matter
• Relationship between soil, air and moisture
• Effective hydration

LIGHT

• Colour
• Intensity
• Direction
• Phototropism
• Forced blooming

PLANTING

• Planting from seed
• Transplanting
• Watering techniques
• Site location

BASIC VEGETABLE GARDEN CARE

• Macronutrients
• Micronutrients
• Crop specific needs
• Crop rotation
• Greenhouse environment control
• Spacing and thinning
• Local aboriginal harvesting

SAFETY – RECOGNIZING HAZARDS

• Handling and caring for gardening tools
• Hazards related to nutrients

CAREER OPPORTUNITIES IN HORTICULTURE

• Career opportunities related to the field of horticulture
**Big Ideas – Elaborations**

**Plant Growth and Development:** The successful growth and development of plants is dependent upon a wide variety of interrelated internal and external factors such as the internal structure of the plant itself and external environmental elements. Healthy plant growth requires a balance between these basic elements. By manipulating these factors, we can also affect growth patterns.

**Plant Propagation:** Plants can be produced and reproduced through a variety of propagation techniques including seed growth, division, and grafting. Each technique has certain benefits and drawbacks that make one technique more appropriate for certain types of plant production.

**Soil Composition:** Soil is typically the basic medium in which plants propagate, grow and develop. Soil is composed of relatively few elements. Each element, or combination of elements, can have either a beneficial or unhealthy impact on how a plant grows. We can manipulate those elements to improve overall growth and development.

**Aboriginal Harvest Practices:** Aboriginal communities have an ancient understanding of the relationship between plants and the larger ecosystem. Local communities harvest, process and develop a variety of plants for both consumption as well as ceremonial and medicinal purposes.

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**Curricular Competencies – Elaborations**

**Questioning and Predicting**
*Sample questions to support inquiry with students:*
- What factors are required to begin the process of germination?
- Why do some plants thrive in certain locations and not others?
- How do different soils affect hydration?
- Do can we determine if plants see different colours?
- What are the benefits of growing your own food?

**Planning and Conducting**
*Sample questions to support inquiry with students:*
- How would you gather data to determine a good location for developing a vegetable garden?
- What tools are needed to facilitate faster germination?
- How would you design an experiment to measure the roll of light in seedling growth?
- What criteria is required to select appropriate soil conditions for different plants?
Processing and Analyzing Data and Information

Sample questions to support inquiry with students:
- How would you use character traits to predict traits of cuttings?
- How can you compare the acid / alkaline levels of various soil samples?
- How can you represent the effects of nutrient levels relative to growth?
- What lighting variables (intensity, direction, colour) are most effective for seedling development?
- How are First Peoples traditional medicines prepared in your local area?
- How has the diversity of plants in your local area benefited First Peoples?

Evaluating

Sample questions to support inquiry with students:
- What factors contribute to the increase of growth rates in plants?
- How do macronutrients affect appearance (colour, girth, leaf production)?
- When is it appropriate to delay growth?
- How does thinning and spacing contribute to the overall health of a plant?

Applying and Innovating

Sample questions to support inquiry with students:
- How are new technologies being used to increase productions rates in crops?
- How can you use what you know about the plant life cycle to make a game or activity to help other students learn about the growth and functions of a plant?
- How can First Peoples traditional knowledge be incorporated into crop development?
- How much fresh produce can you grow in your own backyard?

Communicating

Sample questions to support inquiry with students:
- How can you prepare for a debate on the use of organic versus non-organic fertilizers?
- How would you present the effects of a community garden to the local city council?
- How would you explain to elementary students how to propagate and care for a plant?
- How would you convince your parents or guardians of the benefits of putting in a garden in the yard?
Basic Botany

- Identify roots, stems, leaves, flowers, fruits, and seeds.
- Explain the functions of the leaf.
- List the four fundamental root types
- Provide examples of plant life cycles.
- Analyze the processes of respiration, transpiration, and photosynthesis in plants.
- Summarize the processes of fertilization and pollination.

Fundamental Soil Characteristics

- Identify separate soil samples
- Construct soil charts
- The structural types of soil
- Communicate the function of organic matter

Safety – Recognizing Hazards

- Identify potential safety hazards related to handing gardening equipment
- Identify hazards related to handing nutrients

Plant Production

- Grow a healthy plant
- Identify four different ways that plants are propagated
- Develop and share the skills required to cultivate and nurture different plants
- List the fundamental characteristics of light and its role in propagation
- Explain the role of hydration in plant development

Career Opportunities in Horticulture

- Develop a list of career opportunities related to the field of horticulture
- Explore post-secondary opportunities for further studies in agriculture
- Identify personal skills and interests that may lead to career exploration
- Determine skills and interests that would enhance occupational choices
Aboriginal Harvesting Practices

- list local plants harvested by local aboriginal community
- identify how local plants were harvested by local aboriginal community members
- identify how local plants were processed for consumption, ceremonial practices and medicinal practices

Vegetable Gardens

- Determine possible locations for a vegetable garden
- Select a site for a vegetable garden on a landscaped property
- Choose different vegetables and plant varieties suitable for a vegetable garden
- Investigate the benefits of traditional garden plots compared to raised bed gardens
- Experiment with different methods for improving the productivity of the soil to increase the yield.

Greenhouse Production

- Demonstrate safe greenhouse/workplace practices
- Describe the functional working of a greenhouse
- Manipulate climate environment within the greenhouse
- Plant and maintain and develop seedlings

Recommended Instructional Components:

- Experiential learning to immerse students in an environment that allows them to reflect upon and develop new skills, attitudes and ways of thinking
- Descriptive feedback to provide students with information about what they need to do to improve understanding and performance
- Student-in-role events where students become the instructors and mentors to others
- Powerful questions to begin a dialogue about possible outcomes and connections between curricular competencies
- Critical Thinking including the use of ("I can ..." investigations and explanations).
- Incorporate First Person Principles of story, land-based learning and the role of elders and local indigenous knowledge
Recommended Assessment Components: This course aligns with the *Principles of Quality Assessment*

- Creating a journal of ongoing self-assessment (i.e., “I can …” statements) of key concepts and techniques allows for student to demonstrate principles of knowing, doing, and understanding.
- Performance assessment is ongoing, timely, specific, and embedded in day to day instruction
- Student presentations will allow for a collection of student work to be gathered over time to provide a full profile of the learner and learning
- Clear development learning rubrics for curricular competencies ensure that assessment is transparent and fair.

Learning Resources:

*Introductory Horticulture (Sixth Edition - Delmar)* by E. Reiley & C. Shry
*Master Gardener Handbook – pdf (Alaska)*
*How A Plant Knows – Video Series from University of Tel Aviv*
SCHOOL DISTRICT NO. 57 (PRINCE GEORGE)

February 11, 2019

MEMORANDUM

TO: Board of Education

FROM: Sharel Warrington, Trustee, and Chair
Management and Finance Committee

SUBJECT: COMMITTEE REPORT – FEBRUARY 2019

RECOMMENDATION

That the report of the Expanded Management and Finance Committee
Meeting held on February 11, 2019 be received.

* * * * *

REPORT:

1) The Expanded Management and Finance Committee met on
February 11, 2019.

2) The Expanded Management and Finance Committee meeting’s agenda items were:
   
   a) Minutes of the Previous Meeting – The minutes of the previous meeting
      were approved as presented.

   b) Staffing Update – A year to date update was provided by the Director of
      Human Resources.

   c) Financial Update to January 31, 2019 - The Committee received a financial
      update for the first seven months of the school and fiscal year to
      January 31, 2019. The update indicates that all schools and departments are
      currently operating within their approved budget. The Committee will receive
      an update at each meeting through to June 2019 and it will continue to
      monitor the results of operations for the year.

   d) 2019-2020 Budget Assumptions - This item appears on this evening’s
      agenda for consideration of the Board’s approval.

   e) Funding Model Review Recommendations – The committee with the
      District Principal, Student Support Services in attendance discussed the
      Improving Equity and Accountability Report of the Funding Model Review
      Panel 2018. The committee will continue its review and discussion of the
      report at future meetings and will work to prepare the school district’s
      feedback to the Ministry of Education for Board approval. The report is
      available for viewing through the Ministry of Education’s website:

     https://www2.gov.bc.ca/assets/gov/education/administration/resource-
     management/k12funding/funding-model-
     review/independent_review_panel-final_report_2018.pdf
f) **Trustee Remuneration and Expenses** – Policy 8230 Trustee Remuneration and Expenses, Regulation No. 2 states that the annual remuneration for trustees will be reviewed by the Management and Finance Committee on an annual basis prior to March 31. The Secretary Treasurer reviewed and discussed the annual remuneration for trustees with the committee. The committee will review the trustee remuneration of British Columbia Boards of Education at its next meeting.

g) **Analysis of Trustee Travel Expenses** - A report was presented to the Committee on expenditures and/or reimbursements to date.

3) The next Management and Finance Committee meeting will be held on March 11, 2019.
MEMORANDUM

TO: Board of Education

FROM: Management and Finance Committee

SUBJECT: 2019-2020 BUDGET ASSUMPTIONS

RECOMMENDATION

That in accordance with Policy 1160, Role of the Board, Regulation 8.2 the following assumptions be approved to guide the development of the 2019-2020 Annual Budget:

1. A balanced annual budget will be presented for approval by the Board of Education.

2. Schools will be allocated funding, and be expected to develop their 2019-2020 organization on the same basis as the prior year based on enrolment assumptions.

3. Departments will be expected to develop their 2019-2020 budgets on the same basis as the prior year.

4. Cost pressures, primarily from inflation and statutory requirements will be addressed for employee benefits, student transportation and utilities.

5. Salaries and wages will be budgeted based on known general wage increases and expected school district average salaries and wages.

6. In accordance with the scope outlined in the Terms of Reference for the Expanded Committee of the Whole, that Committee will consider:

   • The 2016-2021 Strategic Plan goals of Learning, Engagement, Opportunity and Sustainability based on initiatives prioritized by the Board of Education.

   • In the event that operating revenues exceed operating expenditures after compilation of a draft annual operating budget, the committee will provide input to the Board of Education as to options to be considered for additional expenditures in support of student learning.

   • In the event that operating expenditures exceed operating revenues after the compilation of a draft annual operating budget, the committee will provide input to the Board of Education as to options to be considered for additional revenue or reduced/decreased expenditures.
7. Salary, employee benefits, and defined overhead expenses incurred related to the actual cost of the language restored to the Collective Agreement with the Prince George District Teachers’ Association will be fully funded by the Ministry of Education through the Classroom Enhancement Fund.

8. Consideration of the implications of potential changes to the funding model as a result of the recommendations from the Funding Model Review Panel introducing risk into our budget.

* * * * * * *

RATIONALE

1. Policy 1160, Regulation 8, Fiscal Accountability in Regulation 8.1 indicates that the Board shall approve budget process and timelines at the outset of the budget process. The Board did so in approving the Expanded Committee of the Whole, Budget Consultation draft agenda and meeting schedule at the Board of Education meeting held on December 4, 2018.

2. Regulation 8.2 indicates that the Board shall, in collaboration with the Superintendent, identify budget assumptions and draft Board priorities to be used in the creation of the annual operating budget.

3. The Superintendent and Secretary Treasurer reviewed the 2019-2020 budget assumptions with the Management and Finance Committee on February 11, 2019.
MEMORANDUM

TO: Board of Education

FROM: Betty Bekkering, Chair
Policy and Governance Committee

SUBJECT: COMMITTEE REPORT – FEBRUARY 2019

RECOMMENDATION

That the report of the Policy and Governance Committee meeting held on February 5, 2019 be received.

REPORT:

1) The Policy and Governance Committee met on February 5, 2019.

2) The meeting’s agenda items were:

   a) Approval of the minutes of the previous meeting held.

   b) Policies Being Reviewed or Revised by Staff/To Do List – The committee discussed the Policy Development Status Report. The Superintendent reported on her discussions with other districts who have completed their policy review process or are undergoing a revision. Ms. Marquis-Forster noted there are a number of policies that are no longer relevant. The Committee requested that the Superintendent and Senior Administration review policies that are no longer relevant and prioritize policies that require revision to bring back to a future Committee meeting.

3) The next Policy and Governance Committee meeting is April 16, 2019.