



Item
Meeting 2015 July 20

COUNCIL REPORT

TO: CITY MANAGER **DATE:** 2015 July 20

FROM: DIRECTOR PARKS, RECREATION & CULTURAL SERVICES

SUBJECT: BURNABY SCHOOLS STRATEGIC PLAN

PURPOSE: To request approval for the endorsement of the Burnaby Community Schools Strategic plan.

RECOMMENDATION:

1. THAT Council endorse the Burnaby Schools Strategic Plan as outlined in the attached report.

REPORT

At its 'Open' Meeting of 2015 July 15, the Parks, Recreation and Culture Commission received the attached report and adopted the two recommendations contained therein.

A handwritten signature in black ink that reads "D. Ellenwood".

Dave Ellenwood
DIRECTOR PARKS, RECREATION AND CULTURAL SERVICES

DE:km

Attachment

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Copied to: Director Finance
City Solicitor



Item	5
Director's Report No.	7
Meeting	2015 July 15

COMMISSION REPORT

TO: CHAIR AND MEMBERS
PARKS, RECREATION & CULTURE COMMISSION

FROM: DIRECTOR PARKS, RECREATION &
CULTURAL SERVICES

SUBJECT: BURNABY COMMUNITY SCHOOLS STRATEGIC PLAN

RECOMMENDATIONS:

2. **THAT** Commission endorse the Burnaby Community School Review titled, "Developing an Enhanced Model of Community Schools", as detailed in this report.
3. **THAT** City Council be requested to concur.

REPORT

In 2014 January, the Parks, Recreation and Culture Commission and Council endorsed the City's involvement in the Burnaby Community Schools Strategic Planning process. Terms of Reference (Attachment #1) were used to establish a steering committee to lead the process and make recommendations to the District Community School Advisory and Coordinating Committee (DCSACC), an advisory body to the School District and City on the community school program. The DCSACC consists of a chairperson from the community, representatives from Burnaby's eight community schools, a School Trustee, a City Councillor (Councillor Calendino) and a Parks Commissioner. Members of the steering committee and DCSACC are listed in Attachment #2.

The Community School Strategic Plan steering committee met four times in 2014-2015 and the following topics were examined:

- Current demographics and changes in neighbourhoods with community schools;
- Changes in school populations;
- Community school models from Vancouver, Surrey, and Manitoba; and
- Burnaby's existing model and a newly developed family of schools program involving Second Street Community School, Armstrong Elementary and Cariboo Secondary School.

From these sessions and feedback obtained from students, parents, teachers and community partners, key strategic areas were identified and developed to create the foundation for the final report - Developing an Enhanced Model of Community Schools (Attachment #3). The key strategic areas are:

- Increase the competencies of staff and community members through education and development.
- Enhance the Family of Schools model.
- Increase youth leadership in community schools and non-community schools.
- Expand community school goals and elements into other schools.
- Maximize available resources.

The community school program has successfully serviced Burnaby for almost 40 years. The strategic plan embraces the core elements of the program and identifies areas to enhance the service to communities and the City as a whole. These changes to the community school model in Burnaby will be made within the current funding structure.

The District Community School Advisory and Coordinating Committee has approved the direction proposed by the strategic plan. The plan was then endorsed by the Burnaby School Board in 2015 May.

It is recommended that the Commission and Council endorse the new strategic plan for Burnaby community schools, as presented in Attachment #3.



Dave Ellenwood
DIRECTOR PARKS, RECREATION & CULTURAL SERVICES

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EB:CC:mg
Attachments (3)

cc: Social Planning Committee
Director Planning and Building

Proposed Terms of Reference

Burnaby Community School Strategic Plan Steering Committee

Burnaby's first community school was designated in 1976. Community Schools have successfully been incorporating resources of the broader community to enrich educational programs and assisting in the planning for and access to community services for over 35 years. As community needs and goals have evolved over the years, it becomes necessary to ensure the model remains both relevant and responsive to changing community needs and funding opportunities.

Purpose

The Burnaby Community School Strategic Plan Steering Committee is a time-limited working group struck to advise the Burnaby School District and the City of Burnaby on an approach for maximizing the effectiveness of Burnaby's Community School Model to meet the needs of children, youth, families and other Burnaby citizens through the development of a Community School Strategic Plan.

Objectives

To formulate recommendations for a Community School Strategic Plan which:

- maximizes the effectiveness of current resources allocated to the community school model;
- maximizes the ability and flexibility of the community school model to meet current and changing community needs;
- ensures that the goals of the community school model align with the City's goals and objectives as set out in the Burnaby Social Sustainability Strategy;
- establishes clear evidence-based practice, data collection tools, and regular evaluation of progress;
- increases the understanding of the role of community schools and their key personnel on the part of School District and City representatives, and the community-at-large.

Workplan

The Steering Committee will:

- review contextual information provided including:
 - a history of community schools in Burnaby and the City/School District partnership;
 - an assessment of the effectiveness of the current community school model in meeting the identified goals of community schools;
 - an overview of other local community school models;
 - data collection processes and tools;
 - an overview of available Burnaby demographic information and information on child development, and the local service/program environment;
 - a statement of the role of community school co-ordinators and community school administrative staff;

- an assessment of the alignment between the School District's goals for Community Schools and the City's goals and objectives as set out in the Burnaby Social Sustainability Plan.
- analyze and synthesize data results
- discuss and formulate recommendations for a Community School Strategic Plan.

Membership

The Steering Committee will be composed of 11 individuals including:

- two principals from existing community schools;
- one current community school co-ordinator;
- two community school council members of the District Community School Advisory Committee;
- two community members-at-large;
- one community programmer/co-ordinator from the Parks, Recreation and Cultural Services Department;
- one School Trustee;
- one member of the Parks, Recreation and Culture Commission
- one City Councillor.

A Chair will be identified from among the Steering Committee members.

Resources

The Steering Committee will be supported in its work by two staff from the Burnaby School District: the Co-ordinator of Community Services and the Director of Instruction, and two staff from the City of Burnaby: the Manager of Recreation Services and the Senior Social Planner.

It is not anticipated that a budget will be required for the preparation of the Strategic Plan.

Meeting Frequency

We anticipate that the Steering Committee will meet a minimum of three times commencing Feb 2014. Meetings will last a maximum of 2.5 hours.

District Community School Advisory and coordinating Committee Members

Margaret Widmer: Chair

Naz Jakir, Ellen James, Christine Stover : Byrne Creek Community School

Shams Chowdhury, Tammy Johnson, Pam Venkataya :Edmonds Community School

Bill Brassington, Kim Ovsenek: Gilmore Community School:

Nicole Charlie, Lisa Proto: Lochdale Community School:

Michelle Madden, Devangini Patel: Maywood Community School:

Jim Senay, Roger Mlait : Second Street Community School :

Laurie Henderson, Julia Trasler: Stoney Creek Community School:

Stride Avenue Community School: Christine Allain, Zulikha Baloch

Trustee Narang – Burnaby School District

Councillor Calendino – City of Burnaby

Karin Alzner :Burnaby Parks and Recreation Commissioner.

Staff:

Wanda Mitchell :Assistant Superintendent Burnaby School District:

Peter Dubinsky: Director of Instruction, Burnaby School District:

Doreen George – Coordinator of Community Services, Burnaby School District

Margaret Manifold – Senior Social Planner, City of Burnaby

Eric Bientjes – Manager Recreation Services, City of Burnaby

Burnaby Community School Working Group/ Strategic Plan Steering Committee

Sue Montabello – Principal, Cariboo Secondary

Kathryn Yamamoto – Principal, Maywood Community School

Gayle Beavil – Coordinator, Maywood Community School

Margaret Widmer – District Community School Advisory Council Committee (DCSACC) Chair

Bill Brassington – Gilmore Community Council Chair, (DCSACC member

Tony Wong – Community Member at Large (member of Alpha PAC)

Vicky Ma – Community Member at Large

Leslie White – Coordinator, Parks, Recreation and Cultural Services

Trustee Narang – Burnaby School District

Councillor Calendino – City of Burnaby

Matt Foley –City of Burnaby Parks and Recreation Commission

Staff:

Gina Niccoli-Moen –Superintendent, Burnaby School District

Margaret Manifold – Senior Social Planner, City of Burnaby

Eric Bientjes – Manager Recreation Services, City of Burnaby

Peter Dubinsky – Director of Instruction, Burnaby School District

Doreen George – Coordinator of Community Services, Burnaby School District

Burnaby Community School Review
Developing an Enhanced Model of Community Schools
PHASE TWO

Introduction and Phase One Review

Community Schools in Burnaby were established in 1976 as a result of a broad based task force that studied the community school concept. The School District and the City of Burnaby along with other key partners has supported this model and its sustainability for almost 40 years.

A Community school is the hub of the community. It is a place for people to get involved and where partnerships between schools and community are developed. Its integrated focus on school success, child and youth development, family support, and community development leads to improved student learning, strong families and vibrant, healthy communities.

There are six goals and nine program and service elements (in italic) that guide Burnaby's Community Schools

1. To use the school and other neighbourhood facilities more effectively for desired community programs (*Community Use of School Facilities*)
2. To strengthen the existing school curriculum through greater involvement and use of available human, physical and financial resources (*Supported and enhanced student learning*)
3. To develop a variety of educational, recreational, cultural and social opportunities for children, youth and adults in response to needs defined by the community (*Out of school time programs; early learning; youth connections; family support services*)
4. To encourage community residents to become involved in community activities, services and issues (*Community engagement; community and continuing education*)
5. To strengthen communication within the community (*Community engagement*)
6. To facilitate coordination and cooperation among the agencies and organizations in the delivery of community services (*Integrated services*)

Burnaby has gone through significant changes since the inception of Community Schools in 1976. Population increases, social economic changes, new immigrants and refugees to mention a few; resulting in different needs in many neighbourhoods.

To remain relevant and responsive to all the changes over the past forty years, the School District through the Community School Management Team (CSMT) and District Community School Advisory Coordinating Committee (DCACC) initiated a two-phase review of Community Schools.

The first phase was completed in the spring of 2014. It examined how students, parents, teachers, and community partners felt about their school's level of success in achieving the six Community School goals.

The review showed that Community Schools are effective at meeting the changing needs of their communities. Respondents felt very positive about the role the Community School plays in their neighbourhoods. The following chart highlights the results of the first phase based on the six Community School goals:

Six Community School Goals	Highlights of Findings
To use the school and other neighbourhood resources and facilities more effectively for desired community programs	Community schools maximize the use of space providing multiple programs and services for the community school hours and beyond (evenings/weekends) The building is a shared collective space that often acts as a hub (i.e. childcare, youth centre)
To strengthen the existing school curriculum and programs through greater involvement and use of available human, physical and financial resources	Resources, both monetary and volunteer, enhance programs, curricula and learning (84% of staff responded that student classroom learning is enhanced by out of school programs) Parents and community members take an active role in student learning (72% of parents responded that they are encouraged to take an active role in their child's learning)
To develop a variety of educational, recreational, cultural and social opportunities for children, youth and adults in response to needs defined by the community	Community schools have unique programming designed to meet the specific educational, recreational, cultural and social needs defined by the area they serve Community schools provide over 100 different types of activities and programs for children, youth and adults
To build community capacity as residents become involved in community activities, services and issues	Volunteerism benefits the school and builds capacity for those participating Former students from community schools often return to volunteer and "give back"
To strengthen communications and engagement within the community	Students, staff, parents and service providers spoke highly of the nature and style of communication that occurs Parents and caregivers report (86%) that the school uses effective ways to communicate with their family
To facilitate interagency coordination, cooperation, and collaboration	Burnaby community schools partner with approximately 50 local agencies and organizations Service providers work closely with the schools and each other to strategically plan services and programs around the needs of the community

It is important to note that the six goals of Community schools are very similar to the goals and strategic priorities described in the City's Social Sustainability Strategy. The similarities of both plans are mutually beneficial for community development.

Phase Two Review – Terms of Reference

After a successful first phase review of the current Community Schools, the School District and the City of Burnaby agreed to continue to explore how the current Community School Model could be expanded. They agreed to establish a multi stakeholder working group to oversee and make recommendations to DCSACC, the School District, and the City of Burnaby.

The Working Group is comprised of parents, community members, principals, teachers, elected officials and senior staff from the Burnaby School District and the City of Burnaby.

The Working Group agreed to be guided by the following assumptions:

- To incorporate all existing Community Schools as well as expand into other schools in Burnaby
- To consider both the changing demographics and school needs in Burnaby
- To support any Burnaby school in examining the six goals and nine community school elements and identifying areas of potential focus
- To operate within the current funding structure
- To consider a variety of ways in which Community School Coordinators, Partners and District Staff can facilitate some of the goals and key elements of Community Schools in other schools

Methodology (November 2014 – February 2015):

The Working Group began its work by examining the current demographics in Burnaby.

The City's Social Planning department provided some important trends over the past 30 years. It examined:

- the changing population from 1981 – 2011; with the neighbourhood of Maywood demonstrating the largest increase
- the changes in school population; with a 26% increase over 30 years
- the school population changes in the 7 Community Schools with Gilmore decreasing by 5% to Maywood increasing by 100%
- the % of population with English as a Mother Tongue (35% decrease over 35 years)
- the % of the population who are immigrants from 1981 – 2011 (23 % increase over 30 years)
- the incidence of low income at the seven Community Schools (highest was Maywood at 39%)
- the percentage of families headed by lone parents (highest at Stoney Creek at 20%)
- the percentage of dwellings that are owner occupied between 1981 – 2006 was 61% compared to 55% in 1981.

The Working Group also began to look at the changing school needs over the years.

As the City's demographics have changed, so have the demographics in schools. By looking at school **vulnerability data** as well as results from Early Years Development Instrument (**EDI**) and the Middle Years Development Instrument (**MDI**) the District is able to identify the changing needs in Burnaby schools. The information collected identifies that there are student needs in all schools but that there are some schools with more significant needs than others. At this time, not all of Burnaby's Community Schools are located in areas of highest needs.

The Working Group wanted to learn what other School Districts were doing and how they were deploying their community school resources. They received presentations from Surrey's Community School Partnerships and Vancouver's Community School Team approach. The Committee also examined the Family of Schools model in Burnaby operating at Cariboo Hill, Armstrong and Second Street.

Surrey Model:

- Operates a centralized Community School department with 40 staff. It is aligned with other departments (e.g. Business Development, Grant Writing, Research)
- Operates in four zones with one Community School Coordinator for each zone, for a total of 101 schools
- Focuses on out-of-school time programming
- Works with other staff (school principal, district staff) the Community School Coordinator and community partners, determines needs and creates programming for each school
- Employs Outreach Workers (20) to help to run breakfast programs, out-of-school programs, and help identify needs
- Focuses on partnerships and pools resources for a collaborative model
- Contracts out some programs to community agencies

Vancouver Model:

- Operated by a designated department – **CommunityLINK**
- Operates a hub model (2 or 3 secondary schools with multiple elementary schools). The secondary schools are the hub for the elementary schools.
- Employs a Coordinator, Programmer and Youth and Family Worker in each hub; some hubs have additional staffing
- Employs 16 Youth and Family Workers
- Works with youth to support the out-of-school hours – has a well-established youth leadership training model
- Focuses on sustainability and not pilot projects
- Engages in multiple partner organizations

Burnaby Family of Schools Model:

- Builds capacity and connectedness of the two elementary schools that surround Cariboo Hill and creates a 'ground up' movement to better support the children and families in the entire community
- Focuses on addressing the identified strengths, needs and concerns of the community
- Located in the Cariboo/Armstrong/Second Street neighbourhood
- Receives support from Eastside Opportunities, a not-for profit neighbourhood organization that is based at Second Street Community School

Current Burnaby Community School Model

- Operates with one Coordinator for each community school (one exception is that in addition to Lochdale, the Coordinator supports Windsor Elementary school)
- Implements the six Community School goals and nine elements
- Responds to the assets and needs of each community
- Connects each community school council with the community
- Focuses on the areas of community development, interagency collaboration and out-of-school programming

Proposed Direction: Key Strategic Areas

The Working Group determined that there are five key strategic areas that could enhance the Community School model in Burnaby.

They were:

- ***Increase the Competencies of staff and Community Members through Education and Development***
- ***Enhance the Family of Schools Model***
- ***Increase Youth Leadership in Community Schools and Non Community Schools***
- ***Expand Community School Goals and Elements into Other Schools***
- ***Maximize Available Resources***

Increase the Competencies of Staff and Community Members through Education and Development

Current Situation:

Through the years there has been limited education and training offered to community schools or other school personnel and community members. There is limited training or orientation for new Community School Coordinators and no specific training for Principals and staff.

Long Term Goal:

To increase the **Community Education** competencies (attitudes and skills) of staff and community members.

Objectives	Proposed Actions	Outcomes
<ul style="list-style-type: none"> All Community School leadership teams and District staff connected to community schools have opportunities for experience and training in operating a Community School or Family of Schools 	<ul style="list-style-type: none"> To define the attitudes and skills (core competencies of Community Education) of all staff working in a Community School or Family of Schools (e.g. facilitation; social/emotional intelligence; attachment theory; community engagement; community development) To develop and maintain an effective orientation program and ongoing Professional Development opportunities for all Community School Principals and Coordinators To continue to have Community School Principals and Coordinators meet regularly and share best practices, challenges and successes 	<p>There will be ongoing education so that District and Community School staff continue to build competence and have the ability to share their understanding and work in community schools</p>
<ul style="list-style-type: none"> To have specific education and development programs for staff and others involved and/or interested in Community Education and Community Schools 	<ul style="list-style-type: none"> To develop an understanding and build capacity of Community Education/Community Schools using the goals and elements of Community Schools. Orientation/training would involve principals, teachers, coordinators, community members, parents, students, office personnel, custodians, and partner groups To design multiple learning opportunities for staff and interested community members e.g. the development of a Summer Institute; mentoring program; job shadowing; in - service training To provide orientation and training for community members volunteering in community schools To consider partnering with other school districts to develop/provide these learning opportunities 	<p>Specific resources and processes will be available to educate staff and community members involved and/or interested in community education and community schools</p>

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Objectives (con't)	Proposed Actions (con't)	Outcomes (con't)
	<ul style="list-style-type: none"> • To consider a resource library with training resources available for staff • To examine how this education can be integrated with the District's 'Building your Leadership Capacity program' 	
	<ul style="list-style-type: none"> • To utilize the competence and experience of existing community school staff to educate others interested in community education 	<p>A pool of staff will be interested and available to work in Community Schools or a Family of Schools</p>

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Enhance the Family of Schools Model

Current Situation:

In 2011, a **Neighbourhood Learning Coordinator** position was established to meet some specific needs identified at both Armstrong and Windsor Elementary Schools. The pilot was in place from 2011-2014 at which time the successes of reciprocal relationships, community involvement, and expanded programs and services that had developed in the Cariboo, Armstrong, Second Street area was evident. There was a decision to sustain and build a Family of Schools model. The success of this model is based on the input and participation of community members, the three principals, a Community School Coordinator, a **Connect Worker**, a **Youth Services Worker**, an Elementary Counselor, other interested staff and students, and Eastside Opportunities Society (neighbourhood association for SE Burnaby) all working together to better meet the needs of the students, families and community.

One of the key elements of this model is the leadership development opportunities for Cariboo Hill students and the reciprocity of this work in supporting our elementary students. Cariboo Hill is becoming a 'hub for programming for elementary students' e.g. dance/soccer/drama programs are offered at Cariboo Hill by Cariboo Hill students for Armstrong and Second Street students.

This model requires a commitment to work together to develop initiatives that are responsive to children, youth and adults. The model also requires staff to work collaboratively and share their resources.

Currently Windsor Elementary is being supported by the coordinator at Lochdale Community School.

Long Term Goal:

To have the Family of Schools model expand and operate effectively

Objectives	Proposed Actions	Outcomes
<ul style="list-style-type: none"> To have the Family of Schools model operating at Cariboo, Armstrong and Second Street Community School go through the process to be formally recognized 	<ul style="list-style-type: none"> To describe and review this model and determine the key factors that make it successful (e.g. common vision and direction, strong committed leadership in each school, proximity of schools, community support) To describe how this model is successful and identify how it can be sustainable for the long term 	<p>A fully functioning Family of Schools model will operate successfully in the Cariboo Hill, Armstrong and Second Street area</p> <p>An evaluation of the Family of Schools model will support expansion of the model</p>
<ul style="list-style-type: none"> To expand this model by using another secondary school and a maximum of 2 to 3 neighbouring elementary schools 	<ul style="list-style-type: none"> To identify a location, and determine interest in developing, where the next Family of Schools model could be developed considering the key factors described above 	<p>A second Family of Schools is operating</p>

Increase Youth Leadership in Community Schools and Non-Community Schools

Current Situation:

The School District is presently developing strong connections between some secondary, elementary and community schools. There are a number of agencies that currently offer youth leadership programs e.g. Parks, Recreation and Cultural Services and Burnaby Neighborhood House.

Long Term Goal:

To actively encourage and engage our youth to be trained to work with students and to take leadership roles both in the schools and in the broader community.

Objectives	Proposed Actions	Outcomes
<ul style="list-style-type: none"> • To continue to develop youth leadership skills 	<ul style="list-style-type: none"> • To continue to educate youth to the benefits of participation and volunteerism • To work with existing secondary school leadership courses to embed leadership training programs • To develop secondary school leadership opportunities (clubs, courses, and other programs that involve training that benefit secondary students, elementary students, schools and community) • To continue to take advantage of the youth leadership opportunities in the community (e.g. Burnaby Neighborhood House, Parks, Recreation and Cultural Services) • To continue to use elementary school students as junior leaders and to foster their on-going development as leaders • To have Community Schools work with secondary schools to expand opportunities for youth leadership 	<p>Youth will develop life-long leadership skills and contribute both in schools and in the community</p>
<ul style="list-style-type: none"> • To further provide quality programs for children which are supported by trained youth leaders 	<ul style="list-style-type: none"> • To support Connect Workers to be trained in High Five or equivalent training • To have a variety of training opportunities available for youth • To have Community Schools work with secondary schools to expand opportunities for youth leadership through training and placement in volunteer opportunities 	<p>Youth leaders will provide quality programs for children</p>

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Expand Community School Goals and Elements into Other Schools

Current Situation:

There are two Community School Coordinators working in their home school and one other non-community school; one is involved at Armstrong Elementary, the other is at Windsor Elementary.

Long Term Goal:

To build the capacity of Burnaby School communities to work toward the Burnaby Community School goals and elements.

Objectives	Proposed Actions	Outcome
<ul style="list-style-type: none"> To engage in consultation with each Community School to identify what time and resources they have to provide outreach of their services and supports 	<ul style="list-style-type: none"> District staff with consult with each Community School to identify if and how they can provide outreach of community education beyond their school boundaries 	<p>Current community schools will share resources and supports with other non-community schools</p>
<ul style="list-style-type: none"> To share Community School goals and elements with other schools in Burnaby 	<ul style="list-style-type: none"> To engage interested schools in a dialogue around the Community School goals and how to implement these goals in their community (consider demographic, school and District data alongside community input) To have a consultation process whereby a non-community school, with the support of a Coordinator, works with parents, staff, community members and potential partners to outline readiness and focus To have the non-community school demonstrate a commitment to work on some of the community goals and key elements which are priorities for that school community To have the non-community school make a long-term commitment (i.e. between 3 – 5 years) in order to ensure successful implementation and on-going sustainability 	<p>Other schools in Burnaby will adopt and incorporate the Community School goals and elements</p>

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Maximize Available Resources

Current Situation:

As a major partner, the City of Burnaby Parks, Recreation and Cultural Services provides out-of-school programming and manages the allotment of space in the evenings and weekends in many of the Burnaby schools. Community use receives the first priority for the allocation of space.

There are five Parks, Recreation and Cultural Services Community Coordinators who work with both community and non-community schools to plan out-of-school programs in most elementary schools. In addition, there are four youth centres that provide afterschool/evening programming.

The School District works with a number of other partners to provide services and programs to our school and communities.

Long Term Goal:

To use School District and community resources (e.g. space, human resources) more efficiently to better support our students, families and the community.

Objectives	Proposed Actions	Outcomes
<ul style="list-style-type: none"> To continue to build and develop strong working relationships with a variety of partners 	<ul style="list-style-type: none"> To identify, develop and maintain effective partnerships to support students, families and communities both at the local school and District level To continue to identify and engage key partners in a variety of ways to discuss local assets and changing needs in communities (e.g. through zonal meetings, community meetings, community council meetings) 	<p>To continue to development and strengthening of relationships with a variety of partners</p>
<ul style="list-style-type: none"> To build strong relationships between non-community schools and Parks, Recreation and Cultural Services 	<ul style="list-style-type: none"> To examine how both the Parks, Recreation and Cultural Services and the School District could work more closely together to develop programs in non-community schools To coordinate formalized meetings for community coordinators, city coordinators and other partner groups for the purposes of information sharing, joint training, and potential programming 	<p>After school programming in non-community schools will be supported by Parks, Recreation and Cultural Services staff, school administration and community school coordinators</p>
<ul style="list-style-type: none"> To identify the functions and programs that could be centralized to improve efficiency and accessibility 	<ul style="list-style-type: none"> Examine which functions/actions can be centralized e.g. donations, out-of-school programs, breakfast programs To determine successful programs or services that can be replicated in other non-community schools effectively 	<p>Certain programs and functions will be centralized to improve administrative efficiency and ensure programs and services are placed in the appropriate school communities</p>

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Community School Working Group

Gayle Beavil – Coordinator, Maywood Community School
Bill Brassington – Gilmore Community Council Chair
Councillor Calendino – City of Burnaby representative
Matt Foley – City of Burnaby Parks Commission
Vicky Ma – Community Member at large
Sue Montabello – Principal, Cariboo Secondary School
Trustee Narang – Burnaby School District
Leslie White – Coordinator, Parks, Recreation and Cultural Services
Margaret Widmer – District Community School Advisory Council – Chair
Tony Wong – Community Member at large
Kathryn Yamamoto – Principal, Maywood Community School

Staff:

Gina Niccoli-Moen – Superintendent, Burnaby School District
Wanda Mitchell – Assistant Superintendent, Burnaby School District
Margaret Manifold – Senior Social Planner, City of Burnaby
Eric Bientjes – Manager Recreation Services, City of Burnaby
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