

**COMMITTEE OF THE WHOLE - PUBLIC  
SCHOOL DISTRICT 41 - BURNABY  
AGENDA**

Monday, April 8, 2024, 3:30 pm  
Video Conference

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	<b>Pages</b>
<b>1. Confirmation of Agenda</b>	
<b>2. District Literacy Framework</b>	1
<b>3. Burnaby Mental Health Supports and Training</b>	16
<b>4. Updates from Burnaby Community Committees:</b>	
1. Public Safety Committee	17
2. Transportation Committee	19
<b>5. Adjournment</b>	

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# Committee of the Whole Report

Date: Monday, April 8, 2024  
To: Board of Education – Public Meeting  
From: Brandon Curr, Assistant Superintendent  
Subject: District Literacy Framework

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## **Background:**

The Burnaby Board of Education's 2019 - 2024 Strategic Plan contains the following objective under the key priority "**Thriving Students**", Goal 1 – Engage students in individualized, relevant and innovative learning opportunities:

- iii) Build teachers' understanding of the updated District Literacy Framework to ensure it is used in implementing the Curricular Competencies within the curriculum.

## **Introduction:**

Beginning in the 2022/23 school year District staff, members of the Staff Development Team, and Literacy Enhancement Teachers embarked on the journey of revising the Burnaby School District's existing Literacy Framework. The process reviewed relevant research and incorporated current trends in literacy.

The new District Literacy Framework focuses on Kindergarten to Grade 7 and is intended to build upon the robust literacy practices educators already have in place within their classrooms. The Framework focuses on reading, writing, as well as oral and expressive languages. Each of these areas of the Framework are supported by strategies, resources, and tools that educators can utilize to meet the diverse needs of all learners within their classrooms.

## **Considerations:**

Over time it is expected that the revised District Literacy Framework will grow as more resources are created. It is also intended to be a living document that can shift as the research in literacy evolves.

## **Recommendation:**

THAT the Board of Education receive this information.

# District Literacy Framework

Committee of the Whole – Public Meeting  
Kelly Chow, Director of Instruction  
Monday, April 8, 2024

## Vision

The vision of this framework is to empower educators to implement responsive and inclusive literacy practices to meet the diverse needs of all learners. The goal is to ensure that every student has access to effective and engaging literacy education.

It focuses on evidence-based pedagogies and nurturing a comprehensive understanding of literacy that spans multiple curricular areas, encompassing critical thinking, digital literacy, and communication skills.

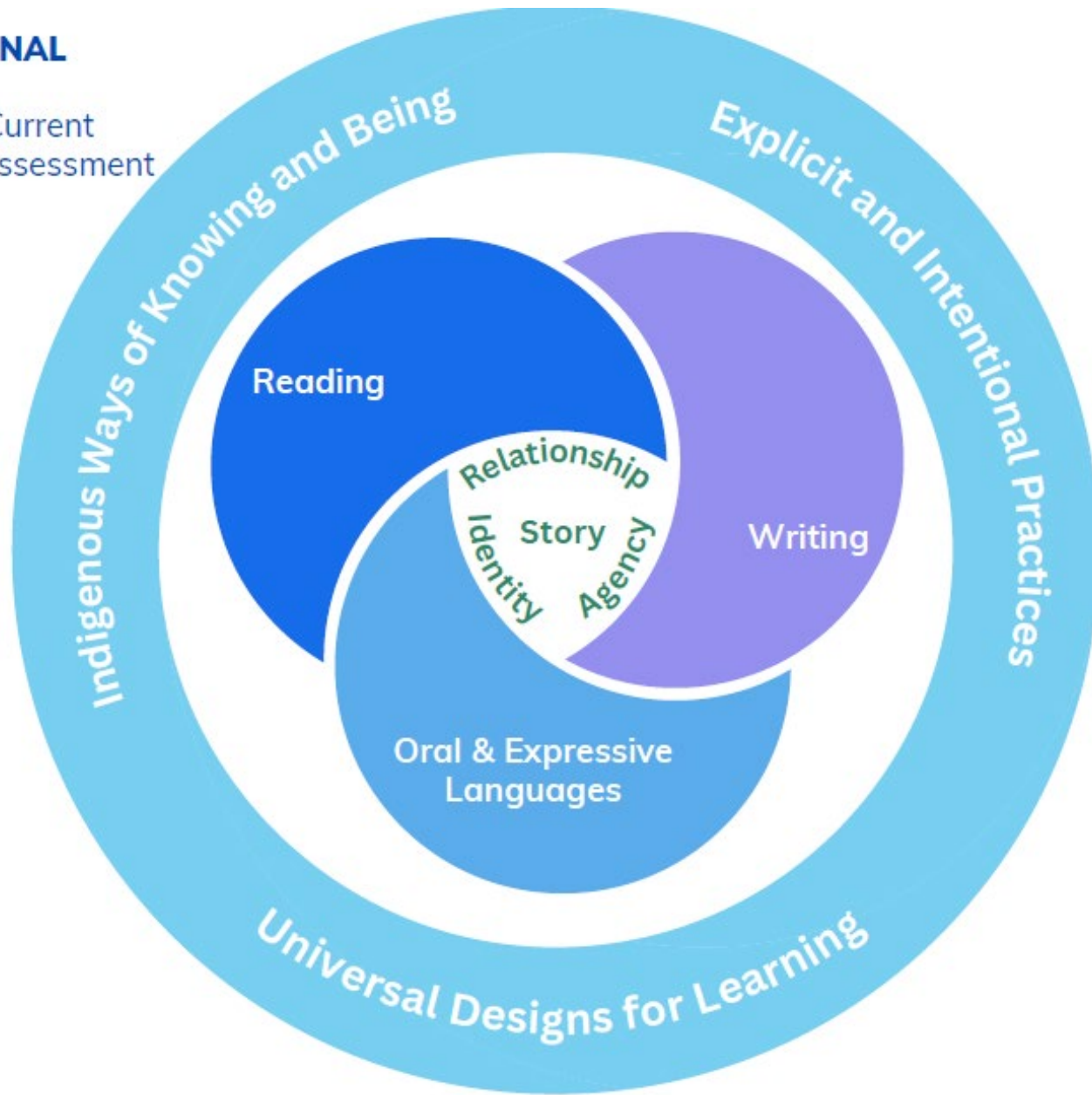
## Mission

This framework is intended to inspire educators to be critically reflective and flexible in deepening their understanding of literacy in all areas of the BC curriculum. It is an invitation to promote dialogue and collaboration while strengthening their practices.

It aspires to cultivate a community of educators committed to honouring the diverse gifts of every learner, fostering a lifelong love for literacy, and ensuring that education is a transformative experience for all.

# INSTRUCTIONAL PRACTICES

Informed by Current Research & Assessment



# READING

Literacy lives in all areas of the curriculum.



*There is no single way to develop literacy in young children. Teachers use their professional judgment to teach reading and writing strategies that are most effective and responsive for the children they teach. (Learning in the Primary Years, MOECC)*

Interactive  
Read Aloud

Word Study

Reading  
Workshop

Shared  
Reading

**Rich Routines  
& Structures**  
Reading

**K-3** **4-7**

Literature  
Circles/ Book  
Clubs

Morning  
Message

How am I ensuring that multiple perspectives and multiple languages are welcomed in my classroom?

Independent  
Reading

Word Study &  
Spelling

Concepts of  
Print\*

Comprehension

Phonological  
& Phonemic  
Awareness

**Skills &  
Strategies  
Reading**

**K-3 4-7**

Fluency

Phonics

These skills and strategies  
are informed by the  
Active View of Reading.

Critical & Ethical  
Users of Digital  
Media

\*Any oral, visual, or written communication, including digital... (MOECC ELA Intro.)



*Kidwatching/*  
Observation

Classroom Based  
Assessment

Reading  
Conferences

Phonemic  
Awareness  
Assessment

**Assessment  
for Learning  
Reading**

**K-3 4-7**

Phonics  
Assessment

Assessment is guided by thoughtful  
teachers and leverages students'  
knowledge, cultural histories, languages,  
lived experiences, and reading strengths  
and needs.

-Elish-Piper, Matthew, & Risko

Reading  
Behaviour  
Assessment



Word Study  
Assessment

# Pathways for Engaging with Reading

## Rich Routines & Structures

K-3

4-7

Pathways	Process	Critically Reflective Questions
<p><b>Interactive Read Aloud</b> Talking our way through texts</p> <p> Use personal experience and knowledge to connect to <u>stories</u> and other <u>texts</u> to make meaning</p> <p> Explore different <u>perspectives on people, places, issues, or events in their lives (perspective)</u></p>	<p>Teacher purposefully plans and models the reading process through think aloud and interactive discussion to support children’s engagement with books. Reading aloud from a variety of texts, modeling your thinking, how you build understanding, decode unknown words, connect with your background knowledge.</p> <p>Children learn vocabulary and ideas and converse about texts that are beyond their reading level.</p>	<p>How do I engage learners during the read aloud process?</p> <p>How do I nurture/foster dialogic conversations that are inclusive of all perspectives?</p> <p>Are students given opportunities to strategically think about text (comprehension strategies)?</p> <p>How are you making space and time for students to actively use transanguaging* to deepen their understanding?</p>



How can I learn more about Interactive Read Aloud?



# Pathways for Engaging with Reading

## Rich Routines & Structures

K-3 4-7

Pathways	Pathway Process	Critically Reflective Questions
<p><b>Morning Message</b> Reading and Writing <i>TO</i> and <i>WITH</i> children</p> <p> Use sources of information and <u>prior knowledge</u> to make meaning</p> <p> Visualize to explore mathematical <u>concepts</u></p>	<p>Teacher purposefully plans the focus of an engaging message that includes words and phonics patterns that children are learning.</p> <p>As a community of readers and writers, children have opportunities to read the message and fill in blanks (letters and words) and answer questions orally and in writing.</p>	<p>How might I engage and differentiate for all learners during the morning message routine?</p> <p>How might I nurture dialogic conversations* that are inclusive of all perspectives?</p> <p>How might I create multiple entry points for students to access the morning message and make connections as readers and writers? In what ways can students' home languages be shared and celebrated?</p>

How can I learn more about Morning Message?

Videos

Pictures of Practice

Podcasts


Mentor Texts

Professional Reading

# Pathways for Engaging with Reading

## Skills & Strategies

K-3

Pathways	Process	Critically Reflective Questions
<p><b>Phonemic Awareness</b></p> <p>Phonemic awareness is the ability to identify and manipulate (blend/segment/delete/substitute) phonemes, the smallest unit of sound in the spoken language.</p> <p> <u>Phonemic awareness is a specific aspect of a learner's phonological awareness: a child's ability to segment spoken words into phonemes (e.g., c / a / t) and to blend phonemes into words indicates a developing phonemic awareness.</u></p>	<p>Teachers begin with simpler tasks and build to increasingly more difficult phonemic awareness tasks.</p> <p>The difficulty of the phoneme task is influenced by the placement of the phoneme in the word as well as the phoneme manipulation children are being asked to engage in.</p>	<p>How am I teaching phonemic awareness explicitly, systematically, and playfully?</p> <p>What opportunities do children have to listen, blend, segment, and manipulate the sounds in our language in small groups and throughout the day?</p> <p>How might I include multi-sensory and interactive scaffolds such as whole-body word blending, elkonin boxes, picture cards and alphabet sound tubs?</p>

How can I learn more about Phonemic Awareness?



# WRITING

“...It is our duty as educators to not just teach skills, but also to teach students to know, validate, and celebrate who they are.”  
-Dr. Gholdy Muhammad



## ORAL & EXPRESSIVE LANGUAGES

Authentic dialogue (even if that dialogue is with materials) contributes to the development of agency and self-efficacy.  
- Susan Harris MacKay (p.15)



*All children benefit from learning through conversation, which is essentially learning through relationships with others, both adults and children.*

- Lisa Burman (p.31)

# Next Steps

- Soft launch -- May and June
- Official launch –September
- Feedback for continuous development



Thank You





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# Committee of the Whole Report

Date: Monday, April 8, 2024  
To: Board of Education – Public Meeting  
From: Roberto Bombelli, Deputy Superintendent  
Subject: Burnaby Mental Health Supports and Training

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## **Background:**

The Burnaby Board of Education's 2019 - 2024 Strategic Plan contains the following objective under the key priority "**An Inclusive and Caring Community**", Goal 2 – Increase understanding and support of mental health and well-being:

- i) Provide opportunities for teachers, administrators, and support staff to increase their understanding of trauma-informed practice so that learning environments are both physically and emotionally safe.
- ii) Expand opportunities for school staff, parents, and caregivers to increase their understanding of mental health literacy.
- iii) Enhance community partnerships to align mental health strategies with community services and support.

The Burnaby School District Safe and Caring Schools Team has expanded community partnerships to offer services to increasing mental health needs. The Burnaby Mental Health Literacy and Well-being Team was created to support schools to help build capacity for staff and students in the area of mental health. District-wide training in mental health, trauma-informed practice, and compassionate systems is ongoing with staff in the district. Schools are asked to use the training and materials to further promote mental health literacy in the District.

## **Introduction:**

The Safe and Caring Schools Team and the Burnaby Mental Health Literacy and Well-being Team are made up of district and school-based staff from the Safe and Caring Schools and Inclusive Education Departments. They meet regularly to promote awareness, create resources, build capacity, and offer professional development for Burnaby staff and students to enhance the following goals:

- Supporting Compassionate Learning Communities
- Building Mental Health Literacy
- Strengthen Community Relationships and Partnerships to Promote Aligned Mental Health Services and Supports

The teams provide direct supports and training for staff and students. In addition, the teams build partnerships to extend supports for families into the community.

## **Recommendation:**

THAT the Board of Education receive this information.



## LIAISON TRUSTEE REPORT

**Name of Committee/Organization: Burnaby Public Safety Committee**

**Liaison Trustee: Gary Wong**

**Date of Meeting: Feb. 28, 2024**

### **Topics Discussed Most Relevant to the School District**

#### Burnaby RCMP report:

During the month of October, Traffic Services conducted over 30 speeding operations, including 10 enforcement operations in school zones, resulting in a total of 512 violation tickets being issued to the violating drivers.

#### Burnaby Youth Section

Youth Section officers continued with their proactive policing as well as criminal investigations during the months of October and November. The table below provides the statistics on the unit's activities during this report period.

<u>Months of October &amp; November</u>	<u>Total</u>
Calls for Service (mandate)	42
Assist Frontline Files	23
Assist - Other (not Frontline)	3
Meet with At-Risk Youth	4
Pro-Active School Visit	74
Curfew Checks	0
Internet Safety Presentations	4
School Presentation - Other	15
Traffic Enforcement/School Zones	44
Foot Patrols	0
Community Partner Engagement	3

Education was a big part of Youth Section duties for the month of October. Youth Section officers held two internet safety presentations at Maywood Community School for grade 6 and 7 students. As well, Youth Section officers held two law and safety presentations for international students at Moscrop and Burnaby South Secondary Schools.

Youth Section officers participated in community outreach by participating in the Burnaby Detachment Open House and a pro-active information and recruiting booth at The City of Lougheed Shopping Centre.

Traffic safety was also a big part of Youth Section Officer duties during October, with 28 school zone enforcement campaigns and 3 pedestrian safety presentations at Stride Avenue Community School in partnership with ICBC.

Throughout the month, Youth Sections Officers focused on youth education by participating in or leading various initiatives such as Internet Safety presentations, a Career Development presentation, and guest speakers at grade 12 Social Justice courses.

The Restorative Justice Program continued to work on building and promoting the program to increase referrals. In November an agreement with the Burnaby School District was finalized to provide restorative justice services in schools.

#### Burnaby Firefighters report:

- On-Going Burnaby School Outreach Engagement. Robotic dog acquired and painted ready to roll out with the public education, school, and community outreach program.
- 2023 school program begin bookings for teachers in elementary school.
- Received a new electric city vehicle, which will be wrapped for school presentations.
- Engaging and providing fire education to new Burnaby residents Coordinated community and city outreach for Halloween with all community partners, City of Burnaby, bylaws, parks, RCMP, and city security. Participation at all the high schools.

#### Community Outreach and Public Education Zoom Presentations

Fire Station and 1 Zoom

Participated in the following community outreach events:

- School presentations: 8 schools/250 elementary students
- Group presentations: BSD ESL adults – 3 groups/60 people

October to November 2023 Burnaby Fire Department Youth Academy Preparation.

April 2024 working with the Burnaby School District to provide students an opportunity to learn and experience the wide range of careers in firefighting.



Meeting March 27, 2024

File: 38000-01

COMMITTEE REPORT

**TO:** TRANSPORTATION COMMITTEE (TC)  
**FROM:** GENERAL MANAGER ENGINEERING  
**SUBJECT:** **ACTIVE SCHOOL TRAVEL PLANNING STRATEGY UPDATE**  
**PURPOSE:** To present an update on the Active School Travel Planning Strategy project.

## RECOMMENDATION

**THAT** the report titled “Active School Travel Planning Strategy Update” dated March 27, 2024, be received for information.

## 1.0 POLICY SECTION

The Active School Travel Planning Strategy project supports the City of Burnaby’s Corporate Strategic Plan and goals for a safe, connected, healthy, and dynamic community. The project is also aligned with Council-adopted goals, policies, and targets within Burnaby’s Transportation Plan and the City’s Climate Action Framework that supports a sustainable, safe, and accessible transportation system.

## 2.0 BACKGROUND

The City of Burnaby is home to the Burnaby School District No. 41, which is the fourth largest school district in the province and one of the most culturally diverse school districts in Canada. As the City’s proportion of younger demographics continues to grow, developing a School Travel Planning Strategy for safe active school travel is important to not only promote sustainable mode shifts, but to also ensure that children and families have access to a safe and healthy transportation network that can support future growth.

In 2022, the City completed the Burnaby Elementary School Traffic and Safety Study that included all forty-one public elementary schools within School District No. 41. The study reviewed existing traffic conditions and identified improvement measures to address operational and safety concerns within the immediate vicinity of each elementary school. The Active School Travel Planning Strategy focuses on the primary grades between Kindergarten and Grade 7. This project will build upon the recommendations identified in the 2022 study and develop a strategic framework through which the City can identify the necessary resources, programs, and activities to encourage, support, and facilitate active school travel. This project is aligned with TransLink’s TravelSmart4Kids regional strategy and is partially funded through the Infrastructure Canada’s Active Transportation Fund.

### **3.0 GENERAL INFORMATION**

#### **3.1 Existing Conditions Key Takeaways**

The project team has completed an initial review of existing conditions, including current demographic trends, school district profiles, school attendance patterns, and travel mode share. A summary of the key takeaways is described below.

##### ***School Attendance Patterns***

Approximately 75% of students attend school within their catchment area. This means most students at the elementary school level live within a walkable or bikeable distance from their school. The proportion of students attending a school outside their catchment area and the high number of specialty programs with larger catchment areas suggest a need to create programs and initiatives that support longer multimodal trips.

##### ***Demographic Trends***

Burnaby is a diverse community where 50% of the population are immigrants, almost 70% identify as a visible minority and 35% speak a language other than English at home. Programmatic activities aimed at increasing active travel should reflect this diversity and be culturally sensitive. Activities targeting new immigrants or translation of some key materials will be important to promote active and sustainable travel behaviours.

##### ***Travel Mode Share***

On average across the City, approximately 60% of students are being driven to school with approximately 32% of students walking. This suggests a solid foundation for active transportation and high potential to encourage more students to walk, cycle, or use other micromobility devices. Early education can target younger students to prepare them for future years when they have more autonomy in their travel mode choices.

#### **3.2 Program Development**

Collaborating with various stakeholders including staff at Burnaby School District No. 41 and RCMP, the project team is currently developing the elementary school framework for the Active School Travel Planning Program. Based on information gathered from the existing conditions and ongoing stakeholder engagements, the framework will identify core strategies and specific actions that can be applied through a toolbox of measures to support and grow the Active School Travel Planning Program in the City. The final program will also include success indicators, resourcing and funding streams, and a monitoring/evaluation plan.

### **4.0 COMMUNICATION AND COMMUNITY ENGAGEMENT**

The project team conducted interviews with core stakeholders, including School District No. 41, TransLink, and RCMP, and a virtual summit was held on December 11, 2023, where all the stakeholders, including ICBC and Fraser Health, were brought together

and co-created a vision and goals for the Active School Travel Planning Program. The interviews and virtual summit helped the project team to better understand current opportunities and challenges in the development of this city-wide program. Ensuring continued collaboration and participation from these core stakeholders will be key to developing a strategic framework that is actionable and can respond to existing needs and realities in the City.

The stakeholder engagement process is currently ongoing, and a survey will be shared with core stakeholder members to solicit feedback on topics that will help the project team develop the overarching framework for the Active School Travel Planning Program.

## **5.0 FINANCIAL CONSIDERATIONS**

The Infrastructure Canada's Active Transportation Fund has approved \$50,000 for this project.

Respectfully submitted,

May Phang, P.Eng., General Manager Engineering

## **REPORT CONTRIBUTORS**

This report was prepared by Po Sun, M.Sc., ACIP, Transportation Planner, and reviewed by Kathy Ho, P.Eng., PTOE, Senior Manager, Transportation, and Amy Choh, P.Eng., PMP, Director Engineering, Transportation.