

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

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

**1. SOGI Gender-Neutral Washrooms and Change Rooms**

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

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

**2. Childcare Consultation Plan**

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

Recommendation: THAT the Board of Education receive this information.

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

**3. Capital Projects Report**

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

Recommendation: THAT the Board of Education receive this information.

#### **4. BC Hydro Statutory Right of Way Bylaw - Montecito**

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

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

#### **5. Next Meeting**

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

#### **6. Adjournment**

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

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

**1. Digital Animation Program (DAP)**

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

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

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

Recommendation: THAT the Board of Education receive this information.

**2. BAA Courses**

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

*Specific Conditioning 12, Baking 11, Applications of Leadership - Music 11, Applications of Leadership - Music 12, Leadership Event Management 11, Leadership Event Management 12, Polynesian Dance 11, Polynesian Dance 12, Health Sciences 12A Theory, Health Sciences 12B Laboratory, Fitness Leadership Theory 11, Fitness Leadership Theory 12, Fitness Instructor 12, Tourism & Event Management 12A, Tourism*

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

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

### **3. Adjournment**

The meeting adjourned at 5:30 pm.

### **4. Next Meeting**

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

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

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

SUSTAINABILITY TOOLBOX 12
SPORTS SPECIFIC CONDITIONING 11
SPORTS SPECIFIC CONDITIONING 12
BAKING 11
APPLICATIONS OF LEADERSHIP - MUSIC 11
APPLICATIONS OF LEADERSHIP - MUSIC 12
LEADERSHIP EVENT MANAGEMENT 11
LEADERSHIP EVENT MANAGEMENT 12
POLYNESIAN DANCE 11
POLYNESIAN DANCE 12
SELF-EFFICACY 10
SELF-EFFICACY 11
HEALTH SCIENCES 12A – THEORY
HEALTH SCIENCES 12B - LABORATORY
FITNESS LEADERSHIP THEORY 11
FITNESS LEADERSHIP THEORY 12
FITNESS INSTRUCTOR 12
TOURISM & EVENT MANAGEMENT 12A
TOURISM & EVENT MANAGEMENT 12B
TOURISM & EVENT MANAGEMENT 12C
WORKPLACE TR





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

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

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

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

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

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



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

**APPLICATIONS OF LEADERSHIP - PHE 12** supports and encourages students to

## **RECREATION**

**PEER MENTORING 12** provides students the opportunity to further develop and refine their mentorship skills and to be proactive in their learning process. It will also support student success in core academic areas and assist in the development of positive relationships and social-emotional well-being. The focus on communication, conflict resolution, and presentation skills will provide a foundation for successful school completion and continued development of mentorship relationships over the lifetime. Students who have taken Peer Mentoring 11 will have the opportunity to further develop their mentorship skills through mentoring classmates in the grade 12 iteration of this course.

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

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

**GLOBAL AND INTERCULTURAL EXPERIENCE 12** is designed to assist students in: adapting to the global community; acquiring a knowledge and skill-set transferable to

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

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

**APPLIED INTERDISCIPLINARY DESIGN 12** is designed for students who plan to enter a career or post-secondary program in design. The senior design students in AiD 12 will be given more opportunities to be design leaders and mentors in and outside the classroom. AiD 12 students will lead design teams, run design meetings and presentations, and offer mhwho

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

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

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

**APPLICATIONS OF LEADERSHIP - MUSIC 11** is designed to give students the opportunity to develop their individual music and leadership skills. By successfully





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

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

**SELF-EFFICACY 10** is designed to prepare students to develop/enhance self-efficacy and regulation while preparing them for post-secondary life. Determining the beliefs a person holds regarding their power to affect situations will influence both the power a student has for facing challenges competently, and the choices they are likely to make. Learning outcomes for the course are grouped under social-emotional learning themes, focusing on the development of self/social awareness, self and relationship management skills, and personal/professional development. By working to identify personal strengths, while developing “real world” skills, students will develop strategies and abilities needed to be successful in their chosen paths beyond secondary school. As part of this end-goal, students will build their skills in communication, interp-~~u~~61m s47n202(in )-201(c)4(omm)-~~u~~n(in )-2

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

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

**HEALTH SCIENCES 12B LABORATORY** is one of three that comprise the Health Sciences program, along with Anatomy & Physiology 12 and Health Sciences 12A – Theory. The intent of this course is to extend the depth of student knowledge in the field of Health Sciences and the associated technologies. It is a laboratory course taught at BCIT by a post-secondary instructor supported by a SD41 teacher.







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

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

The Finance Committee met on Tuesday, April 9, 2019 at 5:35 pm. In attendance were Trustees Gary Wong (Chair), Bill Brassington, Peter Cech, Christine Cunningham, Larry Hayes, Jen Mezei and Ryan Stewart; Superintendent Gina Niccoli-Moen, Secretary-Treasurer In 201







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

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

**1. Policy No. 5.10.00 Violence, Threats and Intimidation**

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

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

**2. Policy No. 3.10.00 Financial Management**

Mr. Russ Recommendation: THAT the Board of Education receive this information.

**3. Policy Manual Review**

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

Recommendation: THAT the Board of Education receive this information.

**4. Adjournment**

The meeting was adjourned at 6:02 pm.

**5. Date of Next Meeting**

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

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

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

**1. Reports from Community Committees**

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

**Environment and Social Planning**

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

**Parks & Recreation**

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

**Healthy Communities Partnership**

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

**District Student Advisory Council (DSAC)**

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

Recommendation: THAT the Board of Education receive this information.

**2. Menstrual Products Report**

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

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

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

### **3. Choose Your Ride**

*Choose Your Ride* is a police coordinated initiative to promote safe decision making around student graduation celebrations. It will be an interactive presentation to