

DISTRICT OPERATIONS – ADMINISTRATIVE SERVICES
Reporting to Public Session, Tuesday, February 25, 2025

1. Field Experiences – February 25, 2025

The following routine report, based upon administration of the Board’s policies, is presented for the period up to February 25, 2025.

- Field Experiences

Recommendation:

THAT the Board of Education receive and approve the report presented in the Superintendent’s District Operations – Administrative Services Report dated February 25, 2025.

2. Board / Authority Authorized (BAA) Course

The attached proposed BAA Course is being brought forward for formal Board approval.

Recommendation:

THAT the Board of Education receive this information and approve the new Board/Authority Authorized Course.

3. Administrative Procedures Process

As part of the Burnaby Board of Education’s policy review, some current policies are being converted to administrative procedures. Regular review and development of administrative procedures supports effective operations within the school system.

As administrative procedures are reviewed, they will be appropriately categorized under the following sections:

- 100 Administration
- 200 Community
- 300 Personnel
- 400 Instruction
- 500 Facilities

The following administrative procedures have been reviewed, updated, and categorized:

- 100 Development and Review of Administrative Procedures
- 300 Recruitment, Selection, and Transfer of Personnel
- 400 Selection of Learning Resources
- 401 Field Experiences
- 402 Physical Restraint and Seclusion in School Settings

- 403 Sexual Orientation, Gender Identity and Gender Expression
- 404 Weapons
- 500 Naming or Renaming of District Facilities

Additional administrative procedures will be brought forward in June.

Recommendation:

THAT the Board of Education receive this information.

FIELD EXPERIENCES REPORT

Date: FEBRUARY 25, 2025

All field trips will follow the safety guidelines outlined in Administrative Regulations and Procedures 6.60.01. All Provincial Communicable Disease Guidelines for K-12 settings in place at the time will be followed.

A. FINAL APPROVAL

1. School	Burnaby Youth Hub, Royal Oak Secondary
Grades	10 – 12
Destination	Pitt Meadows, BC
Date of Field Trip	May 13 – 15, 2025
No. of Students	10
No. of Teachers	1
No. of District Support Staff	1
No. of Volunteers	2
	FUNDING
Est. Pupil Cost	-
Est. TOC Cost	-
Est. School Fund Cost	-
Est. Total Cost	-
Purpose & Objectives	Students will engage in an alternate physical activity while canoeing with their peers as well as connect with nature, learn outdoor skills and build community at Pitt Lake.

2. School	Alpha Secondary
Grades	8 – 12
Destination	Dallas Texas, USA
Date of Field Trip	May 6 – 14, 2025
No. of Students	25
No. of Teachers	1
No. of District Support Staff	-
No. of Volunteers	4
	FUNDING
Est. Pupil Cost	\$3,000
Est. TOC Cost	-
Est. School Fund Cost	-
Est. Total Cost	\$75,000
Purpose & Objectives	Students in the Robotics team will compete at the VEX Robotics World Championship and will represent Canada. Students will present their robot's design, see robots from other teams and further their learning and career exploration.

FIELD EXPERIENCES REPORT

Date: FEBRUARY 25, 2025

3. School

District – International Education

Grades 8 – 12
Destination Richmond, BC
Date of Field Trip May 23, 2025
No. of Students 50
No. of Teachers 7
No. of District Support Staff -
No. of Volunteers -

FUNDING

Est. Pupil Cost \$279
Est. TOC Cost -
Est. School Fund Cost -
Est. Total Cost \$13,950

Purpose & Objectives International students will engage in a cultural experience while visiting Steveston Village and whale watching with their peers.

4. School

Suncrest Elementary

Grades 6 – 7
Destination Vancouver, BC
Date of Field Trip May 16 / June 20, 2025
No. of Students 48
No. of Teachers 4
No. of District Support Staff 2
No. of Volunteers 6

FUNDING

Est. Pupil Cost \$80
Est. TOC Cost -
Est. School Fund Cost -
Est. Total Cost \$3,840

Purpose & Objectives Students will build community and engage in an alternate physical activity while learning to sail with their peers at Jericho Beach in Vancouver.

FIELD EXPERIENCES REPORT

Date: FEBRUARY 25, 2025

5. School	BC School for the Deaf (BCSD)
Grades	5 – 7
Destination	Deer Lake, BC
Date of Field Trip	May 13 / 20 / 27, June 3, 2025
No. of Students	15
No. of Teachers	2
No. of District Support Staff	4
No. of Volunteers	-
	FUNDING
	Est. Pupil Cost \$45
	Est. TOC Cost -
	Est. School Fund Cost -
	Est. Total Cost \$675
Purpose & Objectives	Students will engage in an alternate physical activity while learning to canoe with their peers.

6. School	Aubrey Elementary
Grades	6 – 7
Destination	Deer Lake, BC
Date of Field Trip	May 26, 2025
No. of Students	77
No. of Teachers	3
No. of District Support Staff	5
No. of Volunteers	5
	FUNDING
	Est. Pupil Cost \$8
	Est. TOC Cost -
	Est. School Fund Cost -
	Est. Total Cost \$616
Purpose & Objectives	Students will engage in an alternate physical activity while learning to canoe with their peers.

FIELD EXPERIENCES REPORT

Date: FEBRUARY 25, 2025

7. School

Cariboo Hill Secondary

Grades 10
Destination Deer Lake, BC
Date of Field Trip April 23 / May 8, 2025
No. of Students 25
No. of Teachers 2
No. of District Support Staff 2
No. of Volunteers 1

FUNDING

Est. Pupil Cost \$26
Est. TOC Cost -
Est. School Fund Cost -
Est. Total Cost \$650

Purpose & Objectives Students will engage in an alternate physical activity while learning to canoe with their peers.

8. School

Second Street Community School

Grades 7
Destination Gibsons, BC
Date of Field Trip June 4 – 5, 2025
No. of Students 53
No. of Teachers 4
No. of District Support Staff 2
No. of Volunteers 2

FUNDING

Est. Pupil Cost \$220
Est. TOC Cost -
Est. School Fund Cost -
Est. Total Cost \$11,660

Purpose & Objectives Students will engage in an alternate outdoor education experience while exploring the forest and shoreline with their peers at Camp Elphinstone.

FIELD EXPERIENCES REPORT

Date: FEBRUARY 25, 2025

9. School

Burnaby Central Secondar

Grades 11 – 12
Destination Port Moody, BC
Date of Field Trip June 5, 2025
No. of Students 30
No. of Teachers 1
No. of District Support Staff 1
No. of Volunteers 5

FUNDING

Est. Pupil Cost \$35
Est. TOC Cost -
Est. School Fund Cost -
Est. Total Cost \$1,050

Purpose & Objectives Students will build community and engage in an alternate physical activity while kayaking with their peers at Rocky Point Kayak.

10. School

Armstrong Elementary

Grades 4 – 7
Destination Whistler, BC
Date of Field Trip April 3, 10, 2025
No. of Students 44
No. of Teachers 1
No. of District Support Staff 1
No. of Volunteers 5

FUNDING

Est. Pupil Cost \$206
Est. TOC Cost -
Est. School Fund Cost -
Est. Total Cost \$9,064

Purpose & Objectives Students will engage in an alternate outdoor physical education experience while skiing/snowboarding with their peers.

FIELD EXPERIENCES REPORT

Date: FEBRUARY 25, 2025

11. School

Burnaby South Secondary

Grades 11 – 12
Destination North Vancouver, BC
Date of Field Trip May 13, 2025
No. of Students 24
No. of Teachers 2
No. of District Support Staff 2
No. of Volunteers 1

FUNDING

Est. Pupil Cost \$10
Est. TOC Cost -
Est. School Fund Cost -
Est. Total Cost \$240

Purpose & Objectives Students will engage in an alternate outdoor activity while hiking at Dog Mountain.

12. School

Burnaby Mountain Secondary

Grades 10
Destination New Westminster, BC
Date of Field Trip May 1, 2025
No. of Students 25
No. of Teachers 1
No. of District Support Staff 1
No. of Volunteers 2

FUNDING

Est. Pupil Cost \$20
Est. TOC Cost -
Est. School Fund Cost -
Est. Total Cost \$500

Purpose & Objectives Circus School?
Students will build community and engage in an alternate physical activity while learning different circus disciplines with their peers at Vancouver Circus School

FIELD EXPERIENCES REPORT

Date: FEBRUARY 25, 2025

13. School

Burnaby Mountain Secondary

Grades 10
Destination Port Moody, BC
Date of Field Trip May 15, 2025
No. of Students 24
No. of Teachers 1
No. of District Support Staff 1
No. of Volunteers 2

FUNDING

Est. Pupil Cost \$23
Est. TOC Cost -
Est. School Fund Cost -
Est. Total Cost \$552

Purpose & Objectives Students will build community and engage in an alternate physical activity while kayaking with their peers at Rocky Point Kayak.

14. School

Cascade Heights Elementary

Grades 7
Destination Gibsons, BC
Date of Field Trip May 21 – 23, 2025
No. of Students 80
No. of Teachers 3
No. of District Support Staff 3
No. of Volunteers 4

FUNDING

Est. Pupil Cost \$275
Est. TOC Cost -
Est. School Fund Cost \$6,000
Est. Total Cost \$28,000

Purpose & Objectives Students will engage in an alternate outdoor education experience while exploring the forest and shoreline with their peers at Camp Elphinstone.

FIELD EXPERIENCES REPORT

Date: FEBRUARY 25, 2025

15. School

Rosser Elementary
Grades 3, 4, 6
Destination Coquitlam, BC
Date of Field Trip April 9, 2025
No. of Students 4
No. of Teachers 1
No. of District Support Staff 1
No. of Volunteers 1

FUNDING

Est. Pupil Cost -
Est. TOC Cost -
Est. School Fund Cost \$116
Est. Total Cost \$116
Purpose & Objectives Students will develop their problem-solving skills as well as engage in an alternate physical activity while indoor rock climbing at Climb Base 5.

16. School

Forest Grove Elementary
Grades 7
Destination Gibsons, BC
Date of Field Trip June 4 – 6, 2025
No. of Students 46
No. of Teachers 2
No. of District Support Staff 2
No. of Volunteers 2

FUNDING

Est. Pupil Cost \$200
Est. TOC Cost -
Est. School Fund Cost \$7,590
Est. Total Cost \$16,790
Purpose & Objectives Students will engage in an alternate outdoor education experience while exploring the forest and shoreline with their peers at Camp Elphinstone.

FIELD EXPERIENCES REPORT

Date: FEBRUARY 25, 2025

17. School

Morley Elementary

Grades 7
Destination Gibsons, BC
Date of Field Trip April 30 – May 2, 2025
No. of Students 20
No. of Teachers 1
No. of District Support Staff 1
No. of Volunteers 1

FUNDING

Est. Pupil Cost \$250
Est. TOC Cost -
Est. School Fund Cost \$2,500
Est. Total Cost \$7,500

Purpose & Objectives Students will engage in an alternate outdoor education experience while exploring the forest and shoreline with their peers at Camp Elphinstone.

18. School

Morley Elementary

Grades 1 – 6
Destination Coquitlam, BC
Date of Field Trip April 10, 2025
No. of Students 2
No. of Teachers 1
No. of District Support Staff -
No. of Volunteers -

FUNDING

Est. Pupil Cost \$29
Est. TOC Cost -
Est. School Fund Cost -
Est. Total Cost \$58

Purpose & Objectives Students will develop their problem-solving skills as well as engage in an alternate physical activity while indoor rock climbing at Climb Base 5.

FIELD EXPERIENCES REPORT

Date: FEBRUARY 25, 2025

19. School

Gilmore Community School

Grades 5
Destination North Vancouver, BC
Date of Field Trip May 26, 2025
No. of Students 61
No. of Teachers 4
No. of District Support Staff 2
No. of Volunteers 2

FUNDING

Est. Pupil Cost \$110
Est. TOC Cost -
Est. School Fund Cost \$1,220
Est. Total Cost \$7,930

Purpose & Objectives Outdoor educational experience for leadership students where they can engage with their peers in team building, canoeing, kayaking, and high ropes at Camp Jubilee.

20. School

Gilmore Community School

Grades 7
Destination Maple Ridge, BC
Date of Field Trip June 9, 2025
No. of Students 62
No. of Teachers 4
No. of District Support Staff 2
No. of Volunteers 2

FUNDING

Est. Pupil Cost -
Est. TOC Cost -
Est. School Fund Cost \$7,440
Est. Total Cost \$7,440

Purpose & Objectives Students will develop their problem-solving skills as well as engage in an alternate physical activity while experiencing a high ropes adventure course at WildPlay.

FIELD EXPERIENCES REPORT

Date: FEBRUARY 25, 2025

21. School

Burnaby Mountain Secondary

Grades 10-12
Destination Japan
Date of Field Trip April 11 – 21, 2025
No. of Students 50
No. of Teachers 2
No. of District Support Staff -
No. of Volunteers 6

FUNDING

Est. Pupil Cost \$6,423
Est. TOC Cost -
Est. School Fund Cost -
Est. Total Cost \$321,150

Purpose & Objectives Students will explore and supplement their knowledge of music, culture, and language.

22. School

Marlborough Elementary

Grades 1
Destination Belcarra Regional Park
Date of Field Trip May 29, 2025
No. of Students 21
No. of Teachers 1
No. of District Support Staff 1
No. of Volunteers 1

FUNDING

Est. Pupil Cost \$30
Est. TOC Cost -
Est. School Fund Cost -
Est. Total Cost \$630

Purpose & Objectives Students will engage in a hands-on learning experience to observe and learn about marine life and ecosystems and how to protect these natural spaces.

FIELD EXPERIENCES REPORT

Date: FEBRUARY 25, 2025

23. School

Burnaby Youth Hub, Royal Oak Secondary

Grades

9 – 12

Destination

Deer Lake

Date of Field Trip

April 3, 2025

No. of Students

10

No. of Teachers

1

No. of District Support Staff

1

No. of Volunteers

1

FUNDING

Est. Pupil Cost -

Est. TOC Cost -

Est. School Fund Cost -

Est. Total Cost -

Purpose & Objectives Students will engage in an alternate physical activity while learning to canoe with their peers.

Board Report

Date: February 25, 2025
To: Board of Education – Public Meeting
From: Kevin Brandt, Director of Instruction, presented by Karim Hachlaf, Superintendent
Subject: Board/Authority Authorized Course

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:

- i) Expand program options that meet the needs and interests of our student population.

Board/Authority Authorized Approval Process:

Board/Authority Authorized (BAA) courses are offered to students in grades 10 to 12 and require Board of Education approval prior to the school year in which the course will be offered. BAA courses may be developed by educators who would like to explore content beyond the boundaries of the Ministry of Education and Child Care curriculum, respond to the local needs of schools and their communities, or provide choice and flexibility for students. Prior to BAA course approval, teachers must submit a BAA Course Framework Template that lists course title, grade level, and number of credits. The report also includes course synopsis, goals and rationale, Indigenous worldviews and perspectives, big ideas, curricular competencies and content, recommended instructional and assessment components, and learning resources.

As part of the engagement process, proposed BAA courses are first shared with department members and then department heads, if necessary. Once the school principal or designate has reviewed the BAA course and feedback has been gathered, it is forwarded to the Director of Instruction or Assistant Superintendent for presentation to the Committee of the Whole.

Proposed BAA Course:

Applied Digital Tools 11

Applied Digital Tools 11 equips students with essential skills for data management, mathematical modeling, document creation, visual design, and effective communication. Covering a range of tools – such as Word, Excel, Google Sheets, Desmos, PowerPoint, Canva, and Google Forms – students will develop skills in data analysis, document formatting, digital communication, and collaboration. The course emphasizes practical applications, helping students learn tools and techniques relevant to both academic and career settings.

Recommendation:

THAT the Board of Education receive this information and approve the new Board/Authority Authorized Course.



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Burnaby School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD41
Developed by: Lani Mintz	Date Developed: November 15, 2024
School Name: Moscrop Secondary School	Principal's Name: Mr. Andy Chin
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Applied Digital Tools 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120

Board/Authority Prerequisite(s):

Special Training, Facilities or Equipment Required:

Computer lab or classroom set of laptops full-time

Course Synopsis:

Applied Digital Tools 11 equips students with essential skills for data management, mathematical modeling, document creation, visual design, and effective communication. Covering a range of tools—such as Word, Excel, Google Sheets, Desmos, PowerPoint, Canva, and Google Forms—students will develop skills in data analysis, document formatting, digital communication, and collaboration. The course emphasizes practical applications, helping students learn tools and techniques relevant to both academic and career settings.

Goals and rational:

Goals:

By the end of the course, students will be able to:

- Organize, analyze, and visualize data using Excel / Google Sheets
- Collect data through Google Forms and model it in Desmos or Excel / Google Sheets for analysis
- Create polished, professional documents in Word / Google Docs
- Design visually compelling presentations and infographics using PowerPoint and Canva
- Integrate and utilize all programs in conjunction with one another

Rational: Applied Digital Tools 11 focuses on developing digital literacy, an essential skill set in today's academic and professional environments. As digital tools become increasingly integral to communication, data analysis, and creative problem-solving, this course prepares students to effectively navigate and utilize a wide range of technologies. By focusing on practical applications, such as spreadsheet data manipulation, professional document creation, graphing and modeling, and visual design, students gain technical proficiency alongside critical thinking and creativity.

This course connects to disciplines such as mathematics, science, business, and the arts, enabling students to apply their skills across various subjects. For example, students can analyze experimental data in a science class, model real-world scenarios in math, or create compelling visuals for a humanities project. The ability to integrate and apply digital tools fosters interdisciplinary learning, aligning with British Columbia's cross-curricular competencies of critical thinking, communication, and personal and social responsibility.

Additionally, Applied Digital Tools 11 reflects the values of the Educated Citizen by preparing students to participate meaningfully in a technology-driven society. The course emphasizes collaboration, ethical use of technology, and adaptability, ensuring students are equipped for the demands of post-secondary education and modern workplaces. Through hands-on, project-based learning, students will develop skills that are essential for success in diverse fields, contributing to their growth as informed, capable, and responsible individuals.

This course aligns with the British Columbia Applied Design, Skills, and Technologies (ADST) curriculum by focusing on applied skills, critical thinking, and creativity.

Aboriginal Worldviews and Perspectives:

In line with the First People's principles of learning, the **Applied Digital Tools 11** course is designed to foster a holistic and inclusive educational environment. This approach enriches the curriculum by connecting students' technical skills to broader relational, cultural, and ethical contexts. It does this through the following:

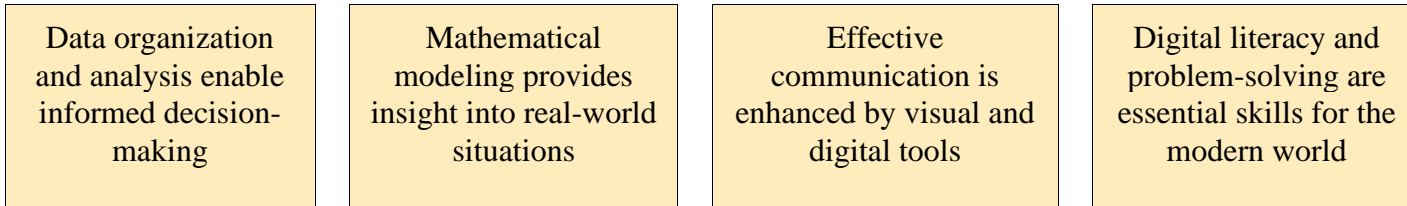
1. Learning is holistic, reflexive, reflective, and experiential.

- Students will engage in hands-on projects using tools to analyze and present data related to real-world and cultural contexts, including Indigenous knowledge systems and land-based data (e.g., tracking environmental trends or historical narratives).
- The process of creating digital tools, such as infographics or presentations, is reflective and encourages students to think critically about how their work relates to their communities and lived experiences.

2. Learning requires exploration of one's identity, as well as respect for others' identities.

- Students will examine how digital tools can be used to amplify their own voice and identities and those of others. Assignments may involve collaborative projects where students present their perspectives alongside those of Indigenous or other diverse communities to foster mutual respect and understanding.

BIG IDEAS



Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Applied Design</p> <ul style="list-style-type: none"> • Understanding Context <ul style="list-style-type: none"> ○ Recognize the purpose and impact of different digital tools in academic, personal, and professional contexts ○ Identify how digital tools can support effective data management, communication, and visual storytelling • Defining <ul style="list-style-type: none"> ○ Define project goals, requirements, and specific needs based on the context and audience • Ideating <ul style="list-style-type: none"> ○ Explore multiple approaches to organizing, analyzing, and presenting information with digital tools ○ Generate ideas for layout, visualization, and design that will best communicate insights and engage the audience • Prototyping <ul style="list-style-type: none"> ○ Create initial drafts and iterations, refining as needed ○ Test various digital features (e.g., chart types, layout templates) to ensure they align with project goals 	<p><i>Students are expected to learn the following:</i></p> <p>Document Creation and Professional Formatting (Word / Google Docs):</p> <p>Data Collection and Management (Google Forms)</p> <p>Data Management Fundamentals (Excel/Google Sheets)</p> <p>Advanced Data Analysis and Visualization (Excel)</p> <p>Mathematical Modeling and Graphing (Desmos/Excel)</p> <p>Visual Design and Presentation (Canva/PowerPoint)</p>

- **Testing**
 - Evaluate projects to confirm data clarity, visual appeal, and alignment with defined requirements
 - Gather feedback on initial drafts, adjusting projects based on peer and instructor input to improve effectiveness
- **Making**
 - Complete final digital products, integrating feedback to ensure clarity, accuracy, and professional quality
- **Sharing**
 - Share progress while creating to increase opportunities for feedback
 - Present work to peers, emphasizing effective communication and audience engagement
 - Reflect on completed projects and processes, identifying strengths and areas for improvement

Applied Skills

- Identify and assess skills needed for design interests, and develop specific plans to learn or refine them over time
- Develop proficiency in creating various types of documents to present data effectively
- Demonstrate adaptability and creativity when faced with technical challenges, using problem-solving skills to find solutions.

Applied Technology

- Explore existing, new, and emerging tools, technologies, and systems and evaluate their suitability for the task at hand
- Manage digital files and use cloud storage tools responsibly for easy access and sharing
- Evaluate data sources critically, ensuring accuracy, reliability, and ethical usage
- Practice ethical use of resources, including responsible sourcing of images and adherence to data privacy standards

Big Ideas – Elaborations

- **Data organization and analysis enable informed decision-making:** Students learn to gather, organize, and interpret data to make meaningful conclusions.
- **Mathematical modeling provides insight into real-world situations:** Using Desmos and Excel, students explore mathematical functions and relationships, learning how mathematical models can represent complex systems and predict outcomes.
- **Effective communication is enhanced by visual and digital tools:** Students use PowerPoint and other digital presentation tools to communicate their findings clearly and persuasively.
- **Digital literacy and problem-solving are essential skills for the modern world:** Through hands-on work with digital tools, students build essential skills in technology use, project management, and adaptability.

Curricular Competencies – Elaborations

Digital tools: For example, Microsoft Word, Google Docs, Desmos, Excel, Google Sheets, Google Forms, PowerPoint, and Canva.

Feedback: For example, does the layout of the spreadsheets and reports best fit the task at hand? Is the information shown accurately? Does the information presented tell the correct “story” that the student is trying to tell?

Content – Elaborations

Document Creation and Professional Formatting (Word / Google Docs):

- Formatting essentials (headers, footers, tables, fonts, and styles)
- Creating tables of contents and using references for structured documents
- Integrating images, charts, and data to enhance content

Data Collection and Management (Google Forms)

- Survey creation, question types, and branching logic
- Exporting responses to spreadsheet software for analysis

Content – Elaborations

Data Management Fundamentals (Excel/Google Sheets)

- Introduction to Excel and Google Sheets interface and essential functions
- Exporting collected data to Excel/Google Sheets
- Data entry, organization, and formatting (e.g., sorting, filtering, and basic table creation)
- Working with basic formulas (e.g., SUM, AVERAGE, MIN, MAX)
- Introduction to cell references (absolute, relative, and mixed) for flexible data manipulation
- Introduction to conditional formatting for highlighting important data points

Advanced Data Analysis and Visualization (Excel)

- Using advanced formulas (e.g., IF, VLOOKUP, HLOOKUP, and data validation)
- Introduction to logical and lookup functions for complex data manipulation
- Visualizing data with charts and tables, using best practices for clarity and readability
- Conditional formatting for dynamic data insights and scenario analysis
- Introduction to pivot tables for summarizing and analyzing large datasets efficiently
- Introduction to VBA and macros

Mathematical Modeling and Graphing (Desmos/Excel)

- Graphing linear, quadratic, and exponential functions using functions and tables
- Adjusting sliders and parameters to explore function behavior
- Lines of best fit and regression lines
- Real-world applications, such as financial modeling or scientific data analysis

Visual Design and Presentation (Canva/PowerPoint)

- Canva for creating infographics, posters, and visuals
- Basic design principles: color, typography, and layout
- PowerPoint for data integration and storytelling

Instructional Components and Philosophy:

Collaborative Problem-Solving: The course places a strong emphasis on collaborative group activities and explorative learning, allowing students to work together to trouble-shoot different digital tools. This is particularly relevant when working with formulas and data manipulation in Excel and Google Sheets. This fosters a sense of shared discovery and encourages students to learn from one another.

Direct Instruction and demonstration: While collaborative learning is a significant part of the course, it also includes direct instruction to provide students with a structured understanding of using the various digital tools.

Peer Teaching: Students are encouraged to take on the role of peer teachers, sharing their insights and knowledge with their classmates. This approach not only reinforces their understanding but also promotes effective communication and teamwork.

Experiential and Explorative Learning: The course follows an experiential learning model, allowing students to learn through hands-on experiences and explorative activities with the various digital tools.

Recommended Assessment Components:

Formative assessment will be ongoing and based on practice assignments, observation of student progress, and informal feedback given on initial drafts of summative assessments.

Summative assessments will be composed of the following three main items:

1. **Oral Presentations:** Students will be required to research and present a new function in one of the digital tools with the rest of the class. This will assess their ability to understand the context of the function of the tools available in the program, while working on their communicating skills. This will be approximately 10% of the student's grade.
2. **Project-based assessments:** Each unit will have a unit project focusing on the specific digital tool introduced in that unit. As the course progresses, students will be required to integrate skills from various tools into cohesive data presentations. This will be approximately 60% of the student's grade.
3. **Final Capstone assessment:** This final assessment will utilize all of the skills the student has learned and conducted on a topic of interest to them. This will be approximately 30% of the student's grade.

The marks for each summative assessment will include the following components:

- **Self-Assessment:** The course encourages students to reflect on their own learning and progress. Self-assessment helps them take ownership of their education, identify areas for improvement, and set personal goals, fostering a sense of accountability.
- **Peer Assessment:** Peer assessment is an integral part of the course's evaluation process and promotes collaboration and constructive feedback among students.
- **Teacher Assessment:** Teacher will provide detailed, constructive feedback, focusing on technical accuracy, creativity, and alignment with assignment objectives.

Learning Resources:

Learning resources will primarily be teacher-created resources such as step-by-step guides and demonstration based on online resources.

These online resources (also accessible to students for additional support) include, but are not limited to the following:

- Interactive templates available through all of the programs
- Khan Academy
- Desmos Classroom Activities and Tutorials
- Microsoft Support for Word, Excel, and PowerPoint
- Google Workspace Learning Center for Sheets, Forms, and Docs
- Canva Design School
- Desmos Help Center

Additional Information:

In my experience teaching and working with students, I've often seen how challenging it can be for them to create a simple graph or analyze data using spreadsheet software, especially in science and math classes. Many struggle to communicate experimental data effectively through presentations or reports. Additionally, on a personal level, one of the most practical transferable skills I used all through post-secondary school and in the work force has been the ability to use spreadsheet software and other digital tools. Because of this, a course that focuses exclusively on these skills will be extremely useful for students in many different applications.

ADMINISTRATIVE PROCEDURE 100

DEVELOPMENT AND REVIEW OF ADMINISTRATIVE PROCEDURES

BACKGROUND

A regular review and development of administrative procedures supports effective operations within the school system.

PROCEDURES

1. A review of administrative procedures will be carried out through the Office of the Superintendent on an annual basis.
2. Administrative Procedures will be appropriately categorized under the following sections:
 - 100 Administration
 - 200 Community
 - 300 Personnel
 - 400 Instruction
 - 500 Facilities
3. The annual review and development of administrative procedures may solicit input from partner groups and Host Nations as necessary and dependent on the specific topic. Input will be reviewed and considered as part of the decision-making process.
4. A review of a specific administrative procedure may be initiated at any time by a formal request from the Burnaby Board of Education.
5. The Superintendent shall determine an appropriate process for reviewing a specific administrative procedure when requested to ensure that fair and reasonable consideration is given to the request. Such a review is expected to be carried out by the Superintendent or designate.
6. Upon completing a review or developing an administrative procedure, the Board will be informed of any changes and provided an opportunity for feedback on those changes. Following, the updated or new administrative procedure will be communicated expeditiously to all partner groups and updated on the District website.

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Date Adopted: 2025-02

Cross References:

Date(s) Revised:

ADMINISTRATIVE PROCEDURE 300

RECRUITMENT, SELECTION, AND TRANSFER OF PERSONNEL

BACKGROUND

The Burnaby School District seeks to support the educational needs of students by ensuring qualified and capable personnel are recruited and selected for positions.

PROCEDURES

1. Recruitment, selection, and transfer of candidates will be done in accordance with collective agreements for unionized personnel and employment contracts and operational needs for non-unionized personnel.
 2. Recruitment, selection, and transfer processes will support the selection of qualified and capable candidates to ensure the educational needs of students are being met.
 3. The District will recruit qualified and capable personnel who have firsthand experience and a demonstrated commitment to creating a safe, inclusive, equitable, and accessible learning environment.
 4. Recruitment, selection and transfer of candidates will be done in accordance with the BC Human Rights Code. There will be no discrimination on the basis of characteristics protected by the BC Human Rights Code.
 5. When requested or required, candidates will be accommodated during the recruitment, selection, and transfer of personnel, to ensure barriers are removed when accessing positions in the School District. Where appropriate, this will include an individualized assessment of what reasonable accommodations are necessary in the circumstances.
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Date Adopted: 2025-02
Date(s) Revised:

Cross References:

ADMINISTRATIVE PROCEDURE 400

SELECTION OF LEARNING RESOURCES

BACKGROUND

The Administrative Procedure for the Selection of Learning Resources aims to select learning resources that support the educational goals and curriculum of the Burnaby School District.

The [Ministry of Education and Child Care's July 1, 2017 Policy](#) on Learning Resources specifies that school boards now hold the sole responsibility for determining how learning resources are chosen for use in their local classrooms. The Burnaby School District fully supports the Ministry's policy statement that "educators are best suited for determining the resources that are most appropriate for use in their classrooms."

Definitions

"**Learning Resource**" refers to any materials, print or digital, selected by teachers to support curricular objectives and student learning.

PROCEDURES

Primary Objectives of Selecting Learning Resources

1. To provide learners with access to materials that will allow them to engage with and explore the big ideas, as well as core and curricular competencies of a particular curricular area.
2. To recognize and reflect the diverse lives and experiences of our learners and the broader society.
3. To seek out and include various perspectives on issues to encourage opportunities to practice critical thinking.

Responsibility for Selection

1. Educators are responsible for using the [Focused Education Learning Resource Selection Model](#) criteria and applying their professional judgement when using currently available resources and when selecting new resources.
2. Teacher Librarians will annually review the Focused Education Learning Resource Selection Model with their school staff to ensure that all educators apply the model

when using current resources or selecting new resources.

3. Educators will ensure that the learning resources are compliant with Federal policies regarding copyright usage in schools, provincial policies such as the BC Freedom of Information and Protection of Privacy Act and the BC School Act, as well as District policies.
4. Teacher Librarians will review the appropriateness of Focused Education Learning Library Commons resources through yearly inventory and collection management processes.
5. The principal is responsible for coordinating the selection and purchase of school learning resources based on identified school priorities and available budgets.
6. An adequate record shall be kept of materials purchased.

Criteria for Selection of Resources

Criteria for selection of resources follows the Focused Education Learning Resource Selection Model:

1. Curriculum fit – aligned with big ideas, curricular and core competencies and content in the BC Curriculum.
2. Content - fits with emotional maturity, cognitive level and lived experience of the students.
3. Social considerations – reflective of the diverse experiences and perspectives of the students and the broader community.
4. Design - promotes engagement of the student.
5. Personal bias – personal opinions and bias are considered in the decision-making around learning resource selection.

Selection Process for Learning Resources

1. Core Learning Resources - Learning resources that are used as core components of instruction (i.e. Picture book sets, non-fiction text sets, novels, textbooks, etc.) are subject to the process outlined below:
 - a. Determine if the resource is specified in Ministry of Education curriculum guide or policy recommended by FNEESC or SOGI 123, reviewed by ShareEdBC or evaluated by Focused Ed Resources.
 - b. If yes, then educators use their professional judgment to determine the appropriateness of the resource for their students based upon their emotional maturity, cognitive level and lived experience.
 - c. If no, then educators use the Focused Education Learning Resource Selection Model and consult with their Teacher Librarian and principal.

Educators may also submit the resource to Focused Education for evaluation.

2. Supplemental Learning Resources - The District recognizes that educators also use occasional supplementary learning resources that may not be recommended or reviewed through the Ministry, Focused Education, ShareEdBC, SOGI123 or FNEESC. Examples include newspaper/magazine articles, unpublished works, teacher-made materials, AI generated content, online tools and websites, audio-visual resources, selected guest speakers and field trips.

Supplementary learning resources may be used if the educator has reviewed the Focused Education Learning Resource Selection Model and applied their professional judgement to determine the appropriateness of the resource for their students.

3. Digital Learning Resources - Selection of digital learning resources follows the same process as for print resources with additional considerations for collection and use of Personally Identifiable Information (PII) of students. If a learning resource requires account creation or collection of PII in order to access or use the resource, then a Privacy Impact Assessment (PIA) must be completed. Staff can review a list of digital learning resources that have already been approved through the PIA process on the District Resources SharePoint site: [District Resources - Home](#). If a learning resource is not already included in the approved list a school administrator may request approval through the Digital Tool Request Process.

This process involves:

- a. School based review of the digital learning resource using the Focused Education Criteria.
- b. District review of the digital learning resource by the District Privacy Assessment Committee.
- c. Resource is added to the list of approved digital learning resources and a Privacy Impact Assessment is completed.

4. Challenged Materials

- a. If the appropriateness of any particular learning resource is questioned by a student, parent or guardian, or staff member, they will first be directed to the educator using the resource.
- b. If the concern is not resolved, then they will be directed to the principal who will consult with district staff.
- c. If the concern is not resolved, then the principal will provide the form "Request for Review of Appropriateness of Learning Resources". It should be completed and submitted to the Superintendent or designate.
- d. The Superintendent or designate will form a committee consisting of two teacher representatives with relevant experience, two administrators and two district staff to review the resource.
- e. This team will review the form and the resource to determine if it meets criteria for selection. They will make a final decision on the appropriate use

of the resource and communicate with the educator, principal and person raising the concern.

Date Adopted: 1979-09
Date(s) Revised: 2025-02

Cross References:

ADMINISTRATIVE PROCEDURE 401

FIELD EXPERIENCES

BACKGROUND

Field experiences enrich students' learning when they have clear educational benefits, are well planned, inclusive, properly supervised, and designed with safety as a priority. Burnaby School District requirements and criteria that must be followed for any curricular or extra-curricular activities requiring students to leave the premises of their registered school.

All field experiences must be planned in accordance with Board policies, these Administrative Procedures, and the Burnaby School District Field Experience Portal.

PROCEDURES

Types of Field Experiences and Responsibilities

Approval deadlines for certain categories of field experiences are set annually through the [District Field Experience Calendar](#). Field experiences are categorized according to the following descriptions with corresponding timelines for approval:

1. Routine Field Experiences: Directly related to curriculum and completed within one calendar day.
 - a. These may proceed with the completion of the online routine field experience form and the authorization of the principal at least 30 days in advance of the field experience.
2. Competition Field Experiences: Overnight trips involving school team events or student competition within British Columbia.
 - a. These may proceed with the completion of the online competition field experience form, authorization of the principal in advance of the field experience, and authorization of the Superintendent or designate.
 - b. If the competition field experience involves travel outside of the province, authorization of the principal and the Superintendent or designate is required at least 30 days in advance.
 - c. If the competition field experience involves travel outside of Canada, the procedures and approval timelines for international field experiences outlined below must be followed.
3. High-Risk Field Experiences: Relates to curricular or extra-curricular activities that may include some potential risk of injury in the planned activity.

- a. These may proceed only with the completion of the online special/high-risk field experience form, and authorization of the Superintendent or designate at least 30 days prior to the event.
4. Overnight Field Experiences: Involves two calendar dates or more.
 - a. These may proceed only with the completion of the online special/high-risk field experience form, and authorization of the Superintendent or designate at least 30 days prior to the event.
5. International Field Experiences: All field experiences that occur outside of Canada for broadening students' understanding of other cultures and their Canadian identity.
 - a. Student travel to countries that are or become subsequently identified as having a travel advisory other than 'take normal security precautions' through travel advisories by the Government of Canada shall not occur during the period of such warning unless the District specifically approves such travel during this period with the additional security precautions.
 - b. Phase 1 authorization of the proposed international field experience must be provided by the school principal at least eight months prior to departure.
 - c. The phase 1 proposal form and required documentation is to be submitted for approval in principle by the Superintendent or designate seven months prior to departure.
 - d. No payments, binding contracts or financial commitments are to be made until approval in principle is obtained.
 - e. Following approval in principle, staff submit a phase 2 planning stage form and required documentation to allow for approval by the school principal and the Superintendent or designate at least three months prior to departure.
 - f. Following phase 2 approval, phase 3 final approval is required with authorization by the Superintendent or designate at least 30 days prior to the event, following deadlines outlined in the District Field Experience Calendar.

Supervision

Adult supervisor to student ratios must meet expectations as stipulated in these procedures.

1. At least one teacher shall accompany students on each field experience.
2. The staff person in charge of a field experience shall take steps necessary to inform teachers and adult supervisors of their duties while on the field experience.

All field experiences must be planned according to the following supervision ratios:

1. Routine Field Experiences

- a. Kindergarten to Grade 3: one teacher/supervisor for every 10 students.
- b. Grades 4 to 7: one teacher/supervisor for every 15 students.
Note: the principal may approve a ratio of one teacher/supervisor per class group for "walking" field trips.
- c. Grades 8 to 12: one teacher/supervisor for every 20 students.
Note: the principal may approve a ratio of one teacher/supervisor per class group

for field experiences occurring in Metro Vancouver.

2. Competition Field Experiences

- a. Kindergarten to Grade 7: one teacher/supervisor for every 15 students.
Note: a ratio of one teacher/ supervisor for every 8 students is required for overnight trips.
- b. Grades 8 to 12: one teacher/supervisor for every 20 students.
Note: a ratio of one teacher/supervisor for every 8 students is required for overnight trips.

3. High-Risk Field Experiences

- a. Kindergarten to Grade 12: one teacher/supervisor for every 8 students.

4. Overnight Field Experiences

- a. Kindergarten to grade 12: one teacher/supervisor for every 8 students.
Note: gender appropriate supervisors must accompany groups of students.

5. International Field Experiences

- a. Grades 4 to 12: one teacher/supervisor for every 8 students, and gender appropriate supervisors must accompany groups of students.
- b. For international field experiences, District staff are approved to be supervisors. Non-staff supervisors will only be considered in exceptional circumstances at the point of phase 1 approval in principle.

Personal Safety and Consent to Participate

The following should be planned for in all field experiences:

1. Student Conduct/Concerns

- a. Supervising staff must be aware of student needs, concerns, and know the approved procedures – such as mental health supports, safety plans and/or behaviour plans – to be prepared, should needs arise.

2. Unforeseen Circumstances

- a. Should a serious health concern, injury or misconduct occur, supervising staff must contact their school administrator immediately.

3. All required Consent to Participate forms must be completed and signed by parent(s) and/or guardian(s) and maintained during the field experience. The following consent forms are required depending on the type of field experience:

- a. Routine Field Experience Consent Form
- b. Special Field Experience High-Risk Consent Form
- c. Ski/Snowboard Field Trip Disclosure Form
- d. Special Field Experience High-Risk and/or Overnight Consent Form
- e. International Field Experience Form

4. No student shall participate in any field experience without the written and signed approval of their parent(s) and/or guardian(s).

5. Full instruction will be provided to students regarding safety considerations related to the field experience.
 - a. All ski/snowboard trips must be planned and carried out in accordance with District guidelines for Ski/Snowboard Field Experiences, and permission from parent(s) and/or guardian(s) must be received in writing using the District Ski/Snowboarding Parent Permission Form.

Student Fees

1. The fees charged to students for field experiences may be used to cover costs related to:
 - a. Transportation;
 - b. Rental of facilities;
 - c. Rental of equipment;
 - d. Admission charges; and
 - e. Teacher-on-call expenses for international field experiences and exceptional field experiences within Canada (such as a trip to Quebec).
2. Direct financial contributions to field experiences by the Board shall be limited to the funds allocated to each school for this purpose.
3. The funds for such experiences are used equitably for the benefit of all students.
4. Teachers and other adults acting as accompanying supervisors on field experiences may be expected to pay for the trip expense.
5. Administrative procedures for Fundraising Activities in Schools will be followed.

Volunteers and Student Transportation

1. All field experiences must be planned and carried out in accordance with related administrative procedures, including those governing Volunteers in District Schools and Transportation of Students.
2. Students are not authorized to act as volunteer drivers.
3. If a field experience requires bussing of students, only District approved vendors are authorized to transport students.

Relevance to Curriculum

All field experiences must be related to the BC Ministry of Education and Child Care curriculum. They must also meet the following criteria:

1. Provide students with experiences that cannot be presented effectively in the classroom.
2. Explicitly define instructional objectives in relation to the curriculum.

3. Evaluate the expected learning outcomes.

General

1. The District shall support field experiences for school curricular and extra-curricular programs subject to the following:
 - a. The field experience is inclusive, and no student is prevented from participating for financial reasons.
 - b. The field experience is planned and organized to minimize the disruption of other schedules and events within the school.
 - c. Appropriate arrangements are made for the instruction of any students not participating in the field experience.
 - d. Each student shall fulfill the preparatory requirements at an appropriate level of performance, participate during the trip in a responsible way, and carry out satisfactorily all prescribed follow-up activities.
 - e. Staff members responsible for planning shall determine, from an educational perspective, that the travel time is worthwhile for the students.
2. No binding commitments, confirmations or financial payments shall be made prior to appropriate principal or District approval being granted.
3. School personnel are not permitted to participate in package tours offered by travel companies or commercial organizations during the school year.
4. A teacher participating in student tours during vacation periods must make it clear to students and their parent(s) and/or guardian(s) that the teacher is participating on a personal basis. Recruitment of student participants for such tours may not be carried out on school premises or by using school resources or facilities.
5. All students travelling outside of Canada, on day or overnight trips, must have individual medical coverage and appropriate travel insurance, including cancellation and trip interruption.
6. Teachers Teaching-On-Call may be requested to release teachers for field experiences at the discretion of the principal.
7. Teachers involved in a field experience shall only be considered "on duty" for the District if the field experience has received the requisite approvals.
8. A plan must be in place to support students who have disabilities or diverse abilities. After consultation with the school, if the parent(s) and/or guardian(s) determine that their child will not be participating on the field trip, a plan for the day will be provided in lieu of missed instruction.
9. Where prescribed medicine for a student is necessary, administrative procedures for Administration of Medication at School will be followed.

Date Adopted: 1976-11
Date(s) Revised: 2005-04-26
2025-02

Cross References:

ADMINISTRATIVE PROCEDURE 402

PHYSICAL RESTRAINT AND SECLUSION IN SCHOOL SETTINGS

BACKGROUND

The Burnaby Board of Education is committed to providing a safe, respectful and positive learning environment for all students and staff. Positive and least restrictive approaches in the provision of student supports are best practice. Every effort is made to structure learning environments and to provide learning supports that make physical restraint and seclusion unnecessary. It is expected that school personnel implement effective supports and interventions to prevent and de-escalate potentially unsafe situations. In the event that restraint or seclusion is deemed necessary, steps in the Safety Plan will be followed to ensure an appropriate, caring, and respectful response to escalating behaviours until the student has been able to self-regulate or be co-regulated. Although the classroom environment is the preferred setting for a student's educational program, there are times when the individual needs of the student requires the use of an alternate environment.

Definitions

“Functional Behaviour Assessment (FBA)” is a process that involves data collection and information gathering to determine the function of a particular behaviour, as well as to identify the factors that are maintaining its occurrence. A hypothesis statement is developed from the information and data gathered which is used as the basis for developing a Positive Behaviour Support Plan;

“Positive Behaviour Support Plan (PBSP)” is informed by a functional behaviour assessment. A PBSP outlines key understandings in relation to what occurs before, during and after identified behaviours in order to guide responses that will diminish the frequency and intensity of the behaviour. The goal is to teach and support appropriate ways for the student to have their needs met in a positive and safe manner;

“Safety Plan (SP)” is a plan that identifies challenging, physical behaviours that may pose a risk of imminent harm or injury to self and/or peers and staff. The SP details how staff will respond to de-escalate and ensure the safety and dignity of all involved. The SP is always developed in collaboration with parent(s) and/or guardian(s) and community professionals who support the student outside of school;

“Physical Restraint” is a method of restricting another person's freedom of movement or mobility – in order to secure and maintain the safety of the person or the safety of others;

The provision of physical guidance, or prompting of a student when teaching a skill, redirecting attention, or providing comfort does not constitute physical restraint. Staff in the District are trained in Non-Violent Crisis Intervention;

“Seclusion” is the involuntary confinement of a person, alone in a room, enclosure, or space which the person is physically prevented from leaving.

The term seclusion does not apply where a student has personally requested to be in a different/secluded location/space, or when there is a pre-designated space written into the PBSP that supports self-regulation.

PROCEDURES

Preventative Procedures

The following procedures shall be implemented subsequent to a school principal identifying a student as having difficulty self-regulating physically aggressive behaviour in a manner that constitutes an imminent risk of harm or injury to self or others:

1. The Principal will notify the District Inclusive Education Team, and the parent(s) and/or guardian(s) of the student.
2. A Functional Behavioural Assessment (FBA) will be conducted or updated by trained school and/or District Inclusive Education staff.
3. The results of the FBA will be used to create a Positive Behaviour Support Plan (PBSP) and a Safety Plan (SP). Parent(s) and/or guardian(s) and community professionals who support the student outside of school will be invited to work collaboratively with the school team to create these plans.
4. The SP will include information on how data will be collected to inform the plan, and how data on specific challenging behaviour will be shared in a timely manner with parent(s) and/or guardian(s) and community professionals as requested by parent(s) and/or guardian(s).
5. The PBSP will be focused on employing preventative measures that minimize the need for school personnel to use physical restraint and/or seclusion. Restraint and seclusion are used only as emergency, not treatment, procedures.
6. Site specific training and resources shall be made available in a timely manner to support the implementation and sustainability of a PBSP for students who have difficulty self-regulating physically aggressive behaviour.
7. The District and school principal shall ensure that school personnel who are working directly with a student who has a PBSP and SP receive training and necessary information to carry out any responsibilities they have in terms of its implementation.

Incident Procedures

1. The use of physical restraint shall only occur:
 - a. In order to ensure the safe evacuation of students and/or school personnel from a location if a student is interfering or blocking access to the only available exit;
 - b. If a student is in the process of actively pursuing others in a manner that constitutes an imminent risk of harm to other students and/or school personnel, and a safe barrier or perimeter cannot be established between the student and others who are at risk;
 - c. If a student is engaging in self-injurious behaviour that constitutes an imminent risk of harm to self.
2. The use of seclusion shall only occur to safely secure a location, for the least amount of time possible, when a student has escalated to a point that constitutes an imminent risk of harm to self or others, that serves as a barrier or perimeter to ensure the safety of others who have been evacuated from the area; school personnel shall observe at a safe distance, always in sight and auditory range of the student, to monitor the student's safety and well-being.

Follow-Up Procedures

1. Parent(s) and/or guardian(s) shall be contacted as soon as practical in the event that physical restraint and/or seclusion has been implemented. Parent(s) and/or guardian(s) may be afforded the opportunity to support the situation as outlined in the SP.
2. An incident debrief shall occur with school personnel, parent(s) and/or guardian(s) and, as appropriate, the student subsequent to every instance in which physical restraint and/or seclusion has occurred. The PBSP will be revised to include strategies to diminish the likelihood of a recurrence.
3. The Principal will inform the District Inclusive Education Team using the seclusion and restraint form. The District inclusive Education Team will support the school with maintaining records and proactive planning.

Resources: [Provincial Guidelines – Physical Restraint and Seclusion in School Settings](#)

Date Adopted: 2020-06
Date(s) Revised: 2025-02

Cross References:

ADMINISTRATIVE PROCEDURES 403

SEXUAL ORIENTATION, GENDER IDENTITY AND GENDER EXPRESSION

BACKGROUND

The Burnaby School District's Sexual Orientation and Gender Identity (SOGI) policy has been in place since June 2011 with the intent to support students, families, employees and all community members who are Two-Spirit, Lesbian, Gay, Bisexual, Transgender, Queer and other sexual orientations, identities and expressions, as well as those who are questioning their sexual orientation or gender identity and expression (2SLGBTQIA+).

These Administrative Procedures support this policy.

PROCEDURES

Community

1. District and school administration shall work to increase parental/guardian awareness of the needs of students and families identifying as 2SLGBTQIA+.
2. The District will work to create partnerships that ensure effective participation in the education process by representative organizations and 2SLGBTQIA+ communities that are aligned with the policy of the Board of Education.
3. The District will acknowledge through its communication to students, staff, and the community that some children live in 2SLGBTQIA+ led families and to be positively recognized and included as such at all grade levels.

Administration

1. Staff, peers and the community will respect and use an individual's self-ascribed name and pronouns.
2. Elementary and secondary schools will appoint at least one staff person to be a safe contact for students who identify themselves as 2SLGBTQIA+. School administrators will inform students and other staff about the location and availability of the appointed contact person(s).
3. Where students request, and staff are willing to volunteer their time, clubs which respect and celebrate all forms of diversity, such as gender/sexual alliance (GSA) clubs, will be

encouraged and supported for all students.

4. Any language or behaviour that deliberately degrades, denigrates, labels, stereotypes, incites hatred, prejudice, discrimination, or harassment towards students or employees on the basis of sexual orientation, gender identity and/or gender expression will not be tolerated. If these incidents occur, they must be brought to the attention of, and investigated by, school or District administration. It is an individual and collective responsibility of all staff to intervene in such incidents.

Personnel

The District shall provide and promote opportunities for staff to increase their knowledge of SOGI-inclusive education, commitment to respect for human rights, support diversity, and strategies and actions that address discrimination in schools.

Instruction

1. Teachers shall support students acquire the skills and knowledge to understand the impacts of homophobia, transphobia, and heteronormativity upon society.
2. All instruction resources must be age appropriate and comply with the BC Ministry of Education and Child Care standards for the specific courses where they are utilized.
3. Learning, curriculum and library resources should reflect and value the diversity in the District, so that all students, including 2SLGBTQIA+ students, see themselves and their lives meaningfully integrated into the curriculum and instruction.
4. In order to reflect the cultural diversity of the District, resources should be available in different languages and in formats easily accessible to English Language Learner students and their families.
5. The learning, curriculum and school library resources shall emphasize universal human themes that acknowledge human diversity as an essential and enriching element of our society.
6. All students will be provided access to participate in any school athletic activities based on their gender identity. Where BC School Sports (BCSS) rules apply, school staff and administration will support students to participate in BCSS sex-segregated athletic activities according to their gender identity

FACILITIES

The District will, where possible, include gender-neutral washrooms and change rooms in schools. New schools must include gender-neutral washrooms and change rooms and, should that not be possible, an alternative space be designated.

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Date Adopted: 2011-06
Date(s) Revised: 2017-06
2017-10
2019-11
2025-02

Cross References:

ADMINISTRATIVE PROCEDURE 404

WEAPONS

BACKGROUND

The Burnaby School District recognizes its responsibility to ensure a safe and secure environment for students and staff, free from violence and intimidation. The presence of weapons on school premises poses a significant risk to safety and is detrimental to a positive school climate.

PROCEDURES

1. The District and school administration shall work to maintain a weapons-free environment in all schools through education and prevention strategies.
2. The District shall ensure that communication regarding weapons policies and expectations is shared with students, parent(s) and/or guardian(s), and the broader school community to reinforce a culture of safety and responsibility.
3. When a principal reasonably believes that any person on school premises, without lawful excuse:
 - a. Possesses a weapon on their person or in any other place on school property; or
 - b. Uses a weapon for the purposes of intimidation or assault,

the principal shall:

- a. Take all reasonable steps to minimize the risk of injury to any member of the school community; and
 - b. Arrange for the removal of the weapon from school premises, ensuring safety is the top priority.
 - c. The principal shall report the matter to the R.C.M.P. and, if appropriate, seek their assistance. Every effort should be made to secure evidence that may be required to support charges.
 - d. The principal shall report immediately to the Superintendent or designate.
 - e. The principal shall notify the parent(s) and/or guardian(s) of any student involved in a situation involving a weapon as soon as practicable.
 - f. The principal shall ensure that any student involved in a situation concerning the possession or use of a weapon is provided an opportunity to make a written or verbal statement regarding the incident.
4. When the Superintendent or designate receives a report regarding a weapon on school premises, the case will be reviewed, considering:

- a. Legal implications;
- b. The potential impact on school safety;
- c. Appropriate courses of action, including possible disciplinary measures.

Date Adopted: 1989-10
Date(s) Revised: 1992-06
1993-07
2025-02

Cross References:

ADMINISTRATIVE PROCEDURE 500

NAMING OR RENAMING OF DISTRICT FACILITIES

BACKGROUND

The name of a school or facility in the Burnaby School District is deeply connected to the sense of connection, identity, and belonging felt by staff, students, families, and community members. The naming and renaming of schools should be undertaken through consultation with students, staff, families and members of the local community, including Host Nations. Generally, schools, facilities, and parts of facilities will not be named after individuals. New District-owned facilities shall be given a name that reflects distinguishing characteristics of the area.

Secondary schools will officially use the designation 'Secondary' after the selected name, and elementary schools will use the designation 'Elementary'. A facility name that is already in use in another school district is to be avoided when possible.

PROCEDURES

Prior to a name coming forward for approval to the Burnaby Board of Education:

1. An ad-hoc naming committee ("the Committee") will be established by authority of the Superintendent for the purposes of naming a new facility.
2. The Committee will consist of:
 - a. A Trustee
 - b. A Director of Instruction and/or Assistant Superintendent
 - c. The District Principal – Indigenous Education
 - d. A DPAC representative from the geographical area of the new facility
 - e. A BTA representative
 - f. A CUPE representative
 - g. A BPVPA representative
 - h. Up to two Indigenous members
 - i. Up to two student advisory representatives from the area impacted by the decision
3. The Committee will recommend to the Board a plan for soliciting name suggestions from students, parents, staff, and the community within the facility's area (the "Plan"). The following planning guidelines will be considered in the development of the plan:
 - a. All submissions of potential names will be held in confidence.
 - b. Submissions should include a rationale for the proposed name.

- c. A plan for consultation with the Host Nations should the Committee wish to explore a name in the language(s) of the First Nations rightsholders (hən'qəmin'əm' and/or Skwxwú7mesh sníchim.)
 - d. Submissions for naming are to be submitted to the attention of the Secretary-Treasurer.
4. Upon approval of the Plan, the Committee will be responsible for its implementation.
 5. The Committee will receive, in confidence, and review all submissions. A draft shortlist of up to three names, in preferential order, will be submitted to the Board for review. The shortlist should provide a rationale for each of the names under consideration for Board approval.
 6. The Board may name or co-name a facility to reflect the language(s) of the First Nations rightsholders (hən'qəmin'əm' and/or Skwxwú7mesh sníchim). For consideration of any names in the local language(s), the Host Nation(s) must consent, and the name must be gifted to the District to ensure consistent future use.
 7. The final selection will be made by the Board, in a closed meeting, and released to the public through a public Board Meeting. The Board is not bound by the recommendations of the Committee.

Renaming an Existing Facility

Only in exceptional circumstances and after thorough study would the Board consider renaming an existing school or facility.

Such circumstances may include:

1. Where the local municipality or regional district renames a geographic reference associated with the school; or
2. Where the name of the facility or part of the facility does not align with Board policies or the stated mission and values of the District; or
3. Where the Board receives a request from the community that aligns with the Board's naming policy and outlines the exceptional circumstance which requires consideration.

Should the Board wish to proceed with considering renaming a school or facility, a report from the Secretary-Treasurer or designate regarding any potential cost implications for consideration in the decision-making process shall be delivered to the Board.

Naming Part of a Facility

Only in exceptional circumstances and after thorough study would the Board consider naming a part of a facility.

1. The Board may name portions of facilities including, but not limited to, libraries, athletic fields, gymnasiums, multipurpose rooms or theatres.
2. A proposal for naming part of a facility will be submitted, in writing, to the Board. Following receipt of the proposal, the Board may request the Superintendent to establish a Committee, as above.
3. Whether initiated by the Board or by a proposal, the Committee will review and refer the submission using the process and criteria listed above.

Date Adopted: 2025-02
Date(s) Revised:

Cross References: