

DISTRICT OPERATIONS – ADMINISTRATIVE SERVICES
Reporting to Public Session, Tuesday, March 11, 2025

1. Field Experiences – March 11, 2025

The following routine report, based upon administration of the Board’s policies, is presented for the period up to March 11, 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 March 11, 2025.

2. 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 procedure has been reviewed, updated, and categorized:

- 400 Selection of Learning Resources
- 401 Field Experiences

Additional administrative procedures will be brought forward in June.

Recommendation:

THAT the Board of Education receive this information.

3. Policies Transitioning to Administrative Procedures

The Board of Education, through its Policy Committee, has been working to review and update its current policies leading to a complete restructuring of the Policy Manual. In alignment with this process, the Superintendent will review and update existing administrative procedures.

Recommendation:

THAT the Board of Education receive this information and approve all remaining policies to shift to administrative procedures.

FIELD EXPERIENCES REPORT

Date: MARCH 11, 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

BC School for the Deaf (BCSD)

| | |
|-------------------------------|---------------------------|
| Grades | 3 – 7 |
| Destination | Vancouver Washington, USA |
| Date of Field Trip | April 23 – 25, 2025 |
| No. of Students | 14 |
| No. of Teachers | 3 |
| No. of District Support Staff | - |
| No. of Volunteers | - |

FUNDING

| | |
|-----------------------|---------|
| Est. Pupil Cost | \$120 |
| Est. TOC Cost | - |
| Est. School Fund Cost | - |
| Est. Total Cost | \$1,680 |

Purpose & Objectives Students will participate in an ASL competition, which is designed to encourage the study and practice of ASL and its literary form. Students will be able to meet and make new friends and improve social communication skills.

2. School

Burnaby Youth Hub, Royal Oak Secondary

| | |
|-------------------------------|----------------|
| Grades | 9 – 12 |
| Destination | Port Moody, BC |
| Date of Field Trip | May 8, 2025 |
| No. of Students | 10 |
| No. of Teachers | 2 |
| 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 canoeing with their peers as well as connect with nature, learn outdoor skills and build community at Buntzen Lake.

FIELD EXPERIENCES REPORT

Date: MARCH 11, 2025

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|-------------------------------|--|
| 3. School | Edmonds Community School |
| Grades | 6 – 7 |
| Destination | Maple Ridge, BC |
| Date of Field Trip | June 3, 2025 |
| No. of Students | 41 |
| No. of Teachers | 2 |
| No. of District Support Staff | 2 |
| No. of Volunteers | 2 |
| | FUNDING |
| Est. Pupil Cost | \$30 |
| Est. TOC Cost | - |
| Est. School Fund Cost | \$1,025 |
| Est. Total Cost | \$2,255 |
| 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. |

| | |
|-------------------------------|--|
| 4. School | Moscrop Secondary |
| Grades | 10 – 12 |
| Destination | Ottawa, Canada |
| Date of Field Trip | June 9 – 13, 2025 |
| No. of Students | 16 |
| No. of Teachers | 1 |
| No. of District Support Staff | 5 |
| No. of Volunteers | - |
| | FUNDING |
| Est. Pupil Cost | \$200 |
| Est. TOC Cost | - |
| Est. School Fund Cost | \$12,800 |
| Est. Total Cost | \$16,000 |
| Purpose & Objectives | Students will have an opportunity for experiential learning, fostering the development of practical life skills, historical awareness, cultural appreciation, and social interaction. This trip supports the overall development of essential life skills for special needs students by providing structured, real-world experiences that enhance their ability to navigate everyday challenges. |

FIELD EXPERIENCES REPORT

Date: MARCH 11, 2025

5. School

Cariboo Hill Secondary

Grades 9 – 12
Destination Whistler, BC
Date of Field Trip April 24 – 26, 2025
No. of Students 40
No. of Teachers 2
No. of District Support Staff 2
No. of Volunteers 1

FUNDING

Est. Pupil Cost \$435
Est. TOC Cost -
Est. School Fund Cost -
Est. Total Cost \$17,400

Purpose & Objectives Band and Choir students will attend the Cantando Music Festival where they will perform and attend music workshops.

6. School

Lochdale Community School

Grades 7
Destination Vancouver, BC
Date of Field Trip May 6, 2025
No. of Students 55
No. of Teachers 3
No. of District Support Staff 2
No. of Volunteers 2

FUNDING

Est. Pupil Cost \$15
Est. TOC Cost -
Est. School Fund Cost -
Est. Total Cost \$825

Purpose & Objectives Students will enhance their understanding of Chinese culture and heritage by visiting the Dr. Sun-Yat Sen Classical Chinese Gardens. Students will then engage in an alternate physical activity while learning to dragon boat with their peers at the Dragon Zone Paddling Club.

FIELD EXPERIENCES REPORT

Date: MARCH 11, 2025

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|-------------------------------|---|
| 7. School | Sperling Elementary |
| Grades | 7 |
| Destination | Quebec City, Canada |
| Date of Field Trip | June 8 – 13, 2025 |
| No. of Students | 27 |
| No. of Teachers | 2 |
| No. of District Support Staff | 2 |
| No. of Volunteers | - |
| | FUNDING |
| Est. Pupil Cost | \$3,500 |
| Est. TOC Cost | - |
| Est. School Fund Cost | - |
| Est. Total Cost | \$94,500 |
| Purpose & Objectives | French Immersion students will enhance their existing knowledge of French culture, history and geography and further develop their language skills on their immersive field experience. |

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|-------------------------------|--|
| 8. School | Brantford Elementary |
| Grades | 6 – 7 |
| Destination | Deer Lake, BC |
| Date of Field Trip | May 30 / June 4, 2025 |
| No. of Students | 29 |
| No. of Teachers | 2 |
| No. of District Support Staff | 1 |
| No. of Volunteers | 1 |
| | FUNDING |
| Est. Pupil Cost | \$20 |
| Est. TOC Cost | - |
| Est. School Fund Cost | \$87 |
| Est. Total Cost | \$667 |
| Purpose & Objectives | Students will engage in an alternate physical activity while learning to canoe with their peers. |

FIELD EXPERIENCES REPORT

Date: MARCH 11, 2025

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|-------------------------------|--|
| 9. School | Burnaby South Secondary |
| Grades | 11 – 12 |
| Destination | Port Moody, BC |
| Date of Field Trip | June 5, 2025 |
| No. of Students | 30 |
| No. of Teachers | 2 |
| No. of District Support Staff | 2 |
| No. of Volunteers | 2 |
| | FUNDING |
| Est. Pupil Cost | \$40 |
| Est. TOC Cost | - |
| Est. School Fund Cost | - |
| Est. Total Cost | \$1,200 |
| Purpose & Objectives | Students will build community and engage in an alternate physical activity while learning to kayak with their peers. |

| | |
|-------------------------------|--|
| 10. School | Capitol Hill Elementary |
| Grades | 7 |
| Destination | Gibsons, BC |
| Date of Field Trip | June 11 – 13, 2025 |
| No. of Students | 72 |
| No. of Teachers | 3 |
| No. of District Support Staff | 3 |
| No. of Volunteers | 6 |
| | FUNDING |
| Est. Pupil Cost | \$325 |
| Est. TOC Cost | - |
| Est. School Fund Cost | \$2,880 |
| Est. Total Cost | \$26,280 |
| 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: MARCH 11, 2025

11. School

Marlborough Elementary

Grades 4 – 5
Destination Deer Lake, BC
Date of Field Trip May 5, 12, 2025
No. of Students 58
No. of Teachers 2
No. of District Support Staff 2
No. of Volunteers 8

FUNDING

Est. Pupil Cost \$15
Est. TOC Cost -
Est. School Fund Cost -
Est. Total Cost \$870

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

12. School

Seaforth Elementary

Grades 7
Destination Gibsons, BC
Date of Field Trip June 11 – 13, 2025
No. of Students 64
No. of Teachers 4
No. of District Support Staff 2
No. of Volunteers 2

FUNDING

Est. Pupil Cost \$375
Est. TOC Cost -
Est. School Fund Cost -
Est. Total Cost \$24,000

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: MARCH 11, 2025

13. School

Second Street Community School

Grades

6 – 7

Destination

North Vancouver, BC

Date of Field Trip

April 17, 2025

No. of Students

27

No. of Teachers

2

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 outdoor experience with their peers while hiking at Dog Mountain.

14. School

Take a Hike

Grades

10 – 12

Destination

Pitt Meadows, BC

Date of Field Trip

May 26 – 30, 2025

No. of Students

14

No. of Teachers

3

No. of District Support Staff

3

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 canoeing with their peers as well as connect with nature, learn outdoor skills and build community at Pitt Lake.

FIELD EXPERIENCES REPORT

Date: MARCH 11, 2025

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|-------------------------------|---|
| 15. School | BC School for the Deaf (BCSD) |
| Grades | 7 |
| Destination | Abbotsford, BC |
| Date of Field Trip | May 14 – 16, 2025 |
| No. of Students | 8 |
| No. of Teachers | 1 |
| No. of District Support Staff | 1 |
| No. of Volunteers | 2 |
| | FUNDING |
| Est. Pupil Cost | \$40 |
| Est. TOC Cost | - |
| Est. School Fund Cost | - |
| Est. Total Cost | \$320 |
| Purpose & Objectives | Students will engage in an alternate outdoor education experience while exploring the forest and shoreline with their peers at Camp Elkgrove. |

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|-------------------------------|--|
| 16. School | Windsor Elementary |
| Grades | 6 – 7 |
| Destination | Deer Lake, BC |
| Date of Field Trip | May 9, 2025 |
| No. of Students | 27 |
| No. of Teachers | 2 |
| No. of District Support Staff | 1 |
| No. of Volunteers | 1 |
| | FUNDING |
| Est. Pupil Cost | \$11 |
| Est. TOC Cost | - |
| Est. School Fund Cost | - |
| Est. Total Cost | \$297 |
| Purpose & Objectives | Students will engage in an alternate physical activity while learning to canoe with their peers. |

FIELD EXPERIENCES REPORT

Date: MARCH 11, 2025

17. School

Suncrest Elementary

Grades 4 – 5
Destination Deer Lake, BC
Date of Field Trip May 9 / 16, 2025
No. of Students 54
No. of Teachers 4
No. of District Support Staff 4
No. of Volunteers 2

FUNDING

Est. Pupil Cost \$28
Est. TOC Cost -
Est. School Fund Cost -
Est. Total Cost \$1,512

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

18. School

Byrne Creek Community School

Grades 9 – 12
Destination Vancouver, BC
Date of Field Trip April 29, 2025
No. of Students 88
No. of Teachers 3
No. of District Support Staff 3
No. of Volunteers 5

FUNDING

Est. Pupil Cost \$15
Est. TOC Cost -
Est. School Fund Cost \$880
Est. Total Cost \$2,200

Purpose & Objectives Students will enhance their understanding of Chinese culture and heritage by visiting the Dr. Sun-Yat Sen Classical Chinese Gardens. Students will then engage in an alternate physical activity while learning to dragon boat with their peers at the Dragon Zone Paddling Club in Olympic Village.

FIELD EXPERIENCES REPORT

Date: MARCH 11, 2025

19. School

Burnaby North Secondary

Grades 9-12
Destination Portland Oregon, Seattle Washington, USA
Date of Field Trip April 25 – 29, 2025
No. of Students 48
No. of Teachers 2
No. of District Support Staff 2
No. of Volunteers 2

FUNDING

Est. Pupil Cost \$1,575
Est. TOC Cost -
Est. School Fund Cost -
Est. Total Cost \$75,600

Purpose & Objectives Music students will perform, attend a workshop, and learn from universities along the pacific coast.

20. School

Armstrong Elementary

Grades 6 – 7
Destination Port Moody, BC
Date of Field Trip April 22 – 23, 2025
No. of Students 115
No. of Teachers 4
No. of District Support Staff 4
No. of Volunteers 6

FUNDING

Est. Pupil Cost \$225
Est. TOC Cost -
Est. School Fund Cost -
Est. Total Cost \$25,875

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

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.

e.f. The Board will be informed of any challenge to a learning resource that reaches step c. above.

Date Adopted: 1979-09
Converted from Policy 6.55: 2025-03
Date(s) Revised:

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 competition field experiences~~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.

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Date Adopted: 1976-11
Date(s) Revised: 2005-04
Converted from Policy 6.60: 2025-03
Date(s) Revised:

Cross References:

Board Report

Date: March 11, 2025
To: Board of Education – Public Meeting
From: Karim Hachlaf, Superintendent
Subject: Policies Transitioning to Administrative Procedures

Background:

The Board of Education, through its Policy Committee, has been working to review and update its current policies leading to a complete restructuring of the Policy Manual. In alignment with this process, the Superintendent will review and update existing administrative procedures.

The following policies have been created or updated to form our current Policy Manual:

- Policy #1 Foundation Statement
- Policy #2 District Policy and Policy Development
- Policy #3 Role of the Board
- Policy #4 Role of the Trustee
- Policy #5 Trustee Code of Conduct
- Policy #6 Delegation of Authority
- Policy #7 Role of the Superintendent
- Policy #8 Supporting Trustee Learning and Professional Development Opportunities
- Policy #9 Appeal of Decisions Bylaw
- Policy #22 Public Interest Disclosure Policy
- Policy #25 Burnaby School District Privacy Policy

Additionally, the following policies have been circulated as Notice of Motion, and the time for comments has now closed. These policies, with amendments to two as noted, will be brought forward this evening for approval and insertion into the Policy Manual:

- Policy #10 Financial Management
- Policy #11 Community Schools, *as amended*
- Policy #12 Permanent School Closure
- Policy #13 Child Care Programs in School District Facilities
- Policy #14 Disposal or Lease of Real Property and Improvements
- Policy #17 Sexual Orientation, Gender Identity and Gender Expression, *as amended*

Further, the Policy Committee is currently working on four additional policies which will soon be circulated as Notice of Motion:

- Policy #15 Trustee Accommodation
- Policy #16 Racial Equity
- Policy #18 Physical Restraint and Seclusion
- Policy #19 Sanctuary Schools

All remaining policies will be transitioning to administrative procedures. As outlined in Policy #2, District Policy and Policy Development:

“Administrative Procedures are developed by the Superintendent and arise from Policy and/or Regulations. Administrative Procedures are more specific than Regulations and indicate who does what, how, when, and in what order. Administrative Procedures are issued by the Superintendent. Administrative Procedures clarify specific action(s) required to achieve the Board's policy/regulation. As new or amended Administrative Procedures are finalized for adoption, the Superintendent will share them with the Board at a public Board meeting.”

Recommendation:

THAT the Board of Education receive this information and approve all remaining policies to shift to administrative procedures.