

UNFINISHED BUSINESS
Reporting to Public Session, Tuesday, May 27, 2025

1. Policy Updates

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 be reviewing and updating existing administrative procedures. The policies attached have been sent out for circulation as Notice of Motion, and one of the policies received feedback in the timeline allotted.

Recommendation:

THAT the Board of Education receive this information, and that Policies #3, 15, 16, 18, and 19 *as amended*, be approved for insertion into the Policy Manual.

Board Report

Date: May 27, 2025
To: Board of Education – Public Meeting
From: Karim Hachlaf, Superintendent
Subject: Policy Updates

Background:

The Policy Committee presented the following draft policies to the Board at the April 14, 2025 Committee of the Whole Meeting:

1. Policy #3 Role of the Board
2. Policy #15 Trustee Accommodation
3. Policy #16 Racial Equity
4. Policy #18 Physical Restraint and Seclusion
5. Policy #19 Sanctuary Schools, *as amended*

The Board approved the circulation of the draft policies through a Notice of Motion, which was released on April 16, 2025. Feedback or comments were to be received by May 16, 2025. One of the policies received feedback for Board consideration.

Recommendation:

THAT the Board of Education receive this information, and that Policies #3, 15, 16, 18, and 19 *as amended*, be approved for insertion into the Policy Manual.

ROLE OF THE BOARD

PREAMBLE

As the corporate entity established by provincial legislation and given authority by the *School Act* and attendant Regulations and the corporate body of the Burnaby School District, the Board of Education is responsible for the development of policies to guide the provision of educational services for students in the District.

POLICY

THE BOARD IS RESPONSIBLE FOR PROVIDING AN EDUCATION SYSTEM THAT IS ORGANIZED AND OPERATED IN THE BEST INTERESTS OF THE STUDENTS IT SERVES. IT EXERCISES THIS RESPONSIBILITY THROUGH SETTING CLEAR STRATEGIC DIRECTION AND EFFECTIVE USE OF RESOURCES IN ALIGNMENT WITH THE DISTRICT'S STRATEGIC PLAN, INCLUDING THE VALUES AND GOALS SET WITHIN IT.

THE BOARD IS COMMITTED TO ENSURING THE EDUCATION SYSTEM ADDRESSES THE NEEDS OF ALL STUDENTS.

RESPONSIBILITIES**Specific Areas of Responsibility for the Board are:****1. Accountability to the Provincial Government**

The Board shall:

- a. act in accordance with all statutory requirements of the Governments of Canada and British Columbia to implement educational standards and policies; and,
- b. perform Board functions required by governing legislation and existing Board policy.

2. Development and Maintenance of Student Learning

The Board shall ensure that:

- a. the work of the Board reflects its commitment to success for all students, such as agendas and work plans;
- b. the District's Strategic Plan reflects the District's values and prioritizes achievement of student learning results;

- c. significant trends and issues that inform action to be taken by the Board are identified in conjunction with monitoring and tracking of Strategic Plan priorities;
- d. student achievement is reviewed at least annually with a focus on raising educational outcomes for all students, including Indigenous students, children and youth in care, students with disabilities, students with diverse abilities, and English Language Learners;
- e. resources for approved initiatives to improve student outcomes are prioritized for inclusion in the annual operating budget;
- f. opportunities are provided for students to have input to the Board's consideration of learning priorities and other matters pertinent to positive learning cultures and environments; and,
- g. system effectiveness and the leadership of the Superintendent prioritize improving student outcomes.

3. Accountability to and Engagement with the Burnaby Schools Community

The Board shall:

- a. make decisions that consider community interests and the needs of the entire District;
- b. strive to ensure that the District embraces diversity and is inclusive and respectful;.
- c. establish processes and opportunities for community engagement in welcoming, safe, supportive, and inviting school communities;
- d. communicate progress toward Strategic Plan priorities;
- e. develop and communicate procedures for complaints and appeals as required by statute and/or Board policy;
- f. engage and collaborate with community partners, families, and Indigenous Peoples;
- g. meet regularly with representatives from the municipal, provincial, and federal government, as well as Host Nations and, as required, with other entities to collaborate in support of desired educational outcomes; and,
- h. model a culture of respect and integrity.

4. Planning

The Board shall:

- a. provide overall direction for the District by establishing Foundational Statements which include the Burnaby vision, mission statement, values, and beliefs;
- b. have final approval of the District's Strategic Plan;
- c. provide direction such that all department plans are developed in alignment with the District's Strategic Plan and are reviewed and updated on a regular basis; and,
- d. annually set priorities, monitor and evaluate key results, and govern the implementation of the District's Strategic Plan and progress toward its goals.

5. Policy

The Board shall:

- a. create and maintain policies defining its roles and responsibilities;

- b. delegate authority to the Superintendent and define commensurate accountabilities; and,
- c. have final approval of all policies.

6. Board and Superintendent Relations

The Board shall:

- a. select the Superintendent;
- b. provide the Superintendent with clear direction; and,
- c. delegate, in writing, administrative authority and identify responsibilities subject to the provisions and restrictions in provincial legislation and regulations.

7. Advocacy

The Board shall:

- a. engage with provincial organizations to advance the interests of the District in a manner that is consistent with District values and priorities – all in support of the mission to engage, educate and empower learners; and,
- b. promote the interests and needs of the District and advocate for public education in alignment with the priorities outlined in the District's Strategic Plan. This includes building and maintaining effective relationships through regular meetings with elected municipal, provincial, and federal levels, as well as with local Host Nations.

8. Board Development

The Board shall:

- a. monitor and report out to the public on its performance by annually evaluating and documenting its effectiveness using an agreed upon Board Assessment process; and,
- b. create a development plan for improvements as needed.

9. Fiscal Accountability

The Board shall:

- a. have final approval of the processes and timelines for the annual budget process;
- b. have final approval of annual budgets;
- c. have final approval of the District's five-year Capital Plan Submission;
- d. at least once per the Board's term, review the Long-Range Facilities Plan to ensure the plan continues to meet long-term facility needs;
- e. appoint or reappoint the auditor to conduct the annual Financial Statement Audit;
- f. review the recommendation from the Finance Committee and provide the final approval of the annual Financial Statements for submission to the Ministry of Education and Child Care;
- g. make decisions regarding ratification of any memoranda of agreement in local bargaining matters;
- h. have final approval of the acquisition and disposition of land and buildings; and,
- i. have final approval of borrowing for capital expenditures within provincial restrictions.

Additional Responsibilities

As per the *School Act*, the Board shall have final approval and authority over:

1. the annual calendar in accordance with legislation and collective agreements and, where applicable, local school calendars;
2. Board Authority Authorized courses;
3. the process to be followed for naming or renaming of a District facility or part of a facility prior to any name being formally adopted;
4. contracts and agreements as required by legislation;
5. changes to student fee schedules;
6. convening hearings to address formal complaints and appeals that cannot be heard by the Superintendent or have not been resolved by the Superintendent or designate;
7. implementation and cessation of District programs;
8. Board compensation and expense rates annually;
9. catchment areas for schools;
10. changes in school grade configurations; and,
11. the reopening of a closed school.

Date Adopted: 2024-09

Date(s) Revised: ____-

TRUSTEE ACCOMMODATION

PREAMBLE

The Board of Education is committed to increasing the equitability and accessibility of opportunities for community members to serve as school Trustees by reducing barriers to participation in the democratic process. The Board endeavours to respond to the needs of Trustees, where such needs have been made known, to allow each individual to fully participate in the work of the Board. Specific accommodations may include accessibility needs, such as supports for communication needs and/or disabilities. Other accommodations may be made for appropriate scheduling and location of meetings and/or financial reimbursement in extraordinary circumstances.

POLICY

THE BOARD SHALL CONSIDER OFFERING TRUSTEES OPPORTUNITIES AND CONDITIONS THAT SUPPORT THEIR FULL AND UNRESTRICTED ENGAGEMENT IN THE WORK OF THE BOARD. SUCH ACCOMMODATIONS MUST BE RESPONSIVE TO INDIVIDUAL CIRCUMSTANCES AND SHALL BE PROVIDED IN ACCORDANCE WITH FAIR, REASONABLE, AND SUSTAINABLE GUIDELINES AND COSTS THAT DO NOT EXCEED THE STANDARDS AVAILABLE TO EMPLOYEES.

OBJECTIVES

Confidentiality on Identifying Personal Needs

Confidential processes for communication of individual needs that require accommodation, including but not limited to ergonomic seating, acoustic enhancements or flexible (including remote) meeting participation options.

Schedules and Locations

Ensuring that meetings and related Trustee duties are scheduled and located so that all Trustees and potential future Trustees can reasonably access those sessions. Issues to consider include:

1. provision of technology supports and training;
2. dignified and comfortable meeting spaces;

3. responsiveness to medical conditions that may require the inclusion of specialized furnishing or devices;
4. opportunity for virtual/remote attendance;
5. meeting locations that are reasonably accessible; and,
6. timing of meetings to allow for full participation.

Reimbursement in Response to Unique Circumstances

Establishing guidelines for financial support beyond regular Trustee remuneration and standard expense reimbursement if there are unique and/or unanticipated circumstances.

Communication Needs

Exploring options for removing barriers for Trustees who would face challenges in receiving or communicating information (written, verbal, visual, or sign language interpretation) in English. Issues to consider include:

1. ensuring that translation and/or interpretation resources are available and can be prearranged for Trustees; and,
2. providing materials in accessible formats including large print, Braille, and/or by using technology-enhanced assistive technologies.

Date Adopted: YYYY-MM
Date(s) Revised:

Cross References:

RACIAL EQUITY

PREAMBLE

The Burnaby School District community is rich in ethnic, racial and cultural diversity. The Board is unwavering in its commitment to act against oppression, negative biases and behaviours that erode racial equity and respect for diverse cultural norms. Related laws, principles and curriculum guide the District. These include but are not limited to: the *BC Human Rights Code*, the *Canadian Charter of Rights and Freedoms*, the *BC Government's Anti-Racism Data Collection Act*, the *United Nations Declaration on the Rights of Indigenous Peoples* and relevant competencies identified in the BC Curriculum.

POLICY

THE BOARD OF EDUCATION IS COMMITTED TO SUPPORTING RACIAL EQUITY. THE BOARD AND DISTRICT SHALL BE ACCOUNTABLE AND TRANSPARENT IN PROMOTING INTERACTIONS WHICH ARE FREE FROM DIVISIVE ATTITUDES OR BEHAVIOURS BASED ON RACE, ETHNICITY, FAITH OR NATIONAL ORIGIN. TO UPHOLD ITS VALUES AND SHARE IN THE COLLECTIVE EFFORT, THE BOARD SHALL PROVIDE ACCESS TO ANTI-RACISM RESOURCES FOR STUDENTS, FAMILIES AND STAFF.

OBJECTIVES

To achieve its commitment to the elimination of racism, the Board will:

1. support a culture in which incidents of racism will not be tolerated;
2. support the development of positive attitudes towards self and others through the fostering of mutual understanding, respect, and acceptance among students and staff and community members;
3. ensure access to resources aligned with the First People's Principles of Learning and the core competencies in the BC curriculum, with a focus on equity, human rights and anti-racism lenses in reviewing and updating resources;
4. support curricular and community activities that acknowledge and celebrate the contributions, achievements and joy of racialized communities and appreciation of our community's cultural heritage in all its positive forms;

5. support newcomers, English Language Learners and their families; and,
6. commit to responding directly and consistently to reports of acts of racism.

Date Adopted: 1985-03
Date(s) Revised: ____-__

DRAFT

PHYSICAL RESTRAINT AND SECLUSION

PREAMBLE

The Board of Education is committed to providing a safe, respectful and positive learning environment for all students and staff. It is expected that school personnel implement effective supports and interventions to prevent and de-escalate potentially unsafe situations. Such supports and interventions are best developed in collaboration with parents and/or guardians. The Board expectation is that every effort is made to structure learning environments and provide learning supports that make physical restraint and seclusion unnecessary. The Board also recognizes that there may be times when restraint or seclusion is deemed necessary to protect safety.

POLICY

THE BOARD RECOGNIZES THAT PHYSICAL RESTRAINT OR SECLUSION IS USED ONLY IN EXCEPTIONAL CIRCUMSTANCES WHERE THE BEHAVIOUR OF A STUDENT POSES IMMINENT DANGER OF SERIOUS PHYSICAL HARM TO SELF OR OTHERS AND WHERE LESS RESTRICTIVE INTERVENTIONS HAVE BEEN INEFFECTIVE IN ENDING IMMINENT DANGER OF SERIOUS PHYSICAL HARM.

PARAMETERS

Physical Restraint involves restricting a student's freedom of movement or mobility. It shall only be used:

1. to ensure the safe evacuation of students and/or school personnel from a location if a student is interfering or blocking access to the available exit;
2. 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; or
3. if a student is engaged in self-injurious behaviour that constitutes an imminent risk of harm to self.

Seclusion is the involuntary confinement of a student alone in a room, enclosure or space in which the student is physically prevented from leaving. It shall only be used to safely secure a location, 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. An adult will be within close proximity and visual and auditory range at all times.

The term seclusion does not apply where a student has personally requested to be in an alternative learning environment designed to support self-regulation.

Date Adopted: 2020-06
Date(s) Revised: ____-__

Cross References: [AP #402 Physical Restraint and Seclusion](#)

DRAFT

SANCTUARY SCHOOLS

PREAMBLE

The Board of Education Burnaby School District is committed to supporting students and families whose residency and/or immigration status may be questioned. Every student and family should feel that their connection with the Burnaby School District and its schools is safe and welcoming. The District's information gathering processes and records shall be treated as confidential and will not be shared with other agencies except as required by law.

POLICY

ALL SCHOOL-AGE CHILDREN WHO ARE ORDINARILY RESIDENT WITHIN THE BOUNDARIES OF THE BURNABY SCHOOL DISTRICT, INCLUDING THOSE WITH PRECARIOUS IMMIGRATION STATUS OR NO IMMIGRATION STATUS IN CANADA, ARE ENTITLED TO ADMISSION TO SCHOOL AND THE PROVISION OF EDUCATIONAL SERVICES. ~~THE SCHOOL DISTRICT'S INFORMATION GATHERING PROCESSES AND RECORDS SHALL BE TREATED AS CONFIDENTIAL AND WILL NOT BE SHARED WITH OTHER AGENCIES EXCEPT AS REQUIRED BY LAW.~~

Note: ~~Administrative Procedures developed in support of this policy may include details regarding:~~

REGULATIONS ~~or~~ **OBJECTIVES**

1. That school or school district administrators and/or staff will require Canada Border Services Agency (CBSA) officials or immigration representatives of agencies and authorities to show required specific legal authority that permits their access to information and/or entry to schools or Burnaby School District~~Board~~ facilities.
2. That communications and training protocols will be developed and regularly reviewed to ensure that all employees and volunteers are made aware of this policy.
3. That administrative procedures will be reviewed, updated, and communicated as needed to ensure compliance with legal requirements~~authorities~~.
4. That staff involved in student registration processes receive specific training and regular updates to ensure that immigrant students and families are appropriately supported.

5. That local organizations working with immigrant communities be made aware of this policy.

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Date Adopted: YYYY-MM
Date(s) Revised:

Cross References:

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OBJECTIVES

1. That school or school district administrators and/or staff will require representatives of agencies and authorities to show required specific legal authority that permits their access to information and/or entry to schools or Burnaby School District facilities.
 2. That communications and training protocols will be developed and regularly reviewed to ensure that all employees and volunteers are made aware of this policy.
 3. That administrative procedures will be reviewed, updated, and communicated as needed to ensure compliance with legal requirements.
 4. That staff involved in student registration processes receive specific training and regular updates to ensure that immigrant students and families are appropriately supported.
 5. That local organizations working with immigrant communities be made aware of this policy.
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