

DISTRICT OPERATIONS – ADMINISTRATIVE SERVICES
Reporting to Public Session, Tuesday, June 24, 2025

1. Administrative Procedures (AP) Update

As part of the Burnaby Board of Education's policy review, some current policies are being converted to administrative procedures (AP #100). 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:

- #102 School Fees
- #103 Fundraising Activities in Schools
- #104 Charitable Donations
- #303 Workplace Bullying and Harassment
- #405 Violence, Threat and Intimidation
- #406 Student Suspension and District Intervention Committee
- #407 Reporting Suspected Cases of Child Abuse or Neglect
- #408 Administration of Medication at School
- #409 Anaphylaxis
- #410 Alternate Delivery of Sensitive Materials
- #411 Assessment of Students and Reporting of Student Achievement
- #501 Provision of Menstrual Products
- #503 Snow Removal
- #504 Smoke and Vape Free Environment

Further, the following policies will be deleted from the manual:

- #2.30 Home Education
- #3.25 Emergency Ambulance Procedures
- #3.40 Reporting Fires, Attempted Arson, Vandalism and Breaking and Entering
- #3.50 Liability for Damage to Automobiles in School Automotive Shops
- #4.10 Access to Data on Staff and Students
- #5.25 Personal Costs to Students
- #5.31 Substance Abuse
- #6.10 Assessment of Students as Individuals
- #6.15 Assessment of Students as Members of a Group
- #6.44 Portrayal of Violence
- #7.05 School Keys and Building Security

- #7.25 Parking of School Side of Streets
- #7.40 Fire Prevention

Additional administrative procedures will be brought forward in February 2026.

Recommendation:

THAT the Board of Education receive this information.

2. Grade 7 Band Proposals

At the public Board Meeting on May 27, 2025, the Board approved a motion asking staff to explore options for the Grade 7 elementary band program and to identify potential timelines for completing this investigation. Three proposals were presented by the Burnaby Teachers' Association for consideration.

District staff held a series of meetings with music educators and a focus group to further discuss the three proposals. It was determined through these meetings that further investigation will be required to understand the feasibility of a future elementary band model. District staff are committed to working collaboratively with music educators throughout this process.

While the investigation into the elementary band programs continues, the District will continue supporting a robust music education program for elementary students. The Ministry of Education and Child Care's Arts Education curriculum, along with the trained music educators at every Burnaby elementary school, will allow Grade 7 students to be provided with meaningful opportunities to engage in music, supporting their overall growth and learning.

Recommendation:

THAT the Board of Education receive this information.

Board Report

Date: June 24, 2025
To: Board of Education – Public Meeting
From: Roberto Bombelli, Deputy Superintendent
Subject: Administrative Procedure Updates

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 be reviewing and updating existing administrative procedures.

Considerations:

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

- Administrative Procedure #102 School Fees
- Administrative Procedure #103 Fundraising Activities in Schools
- Administrative Procedure #104 Charitable Donations
- Administrative Procedure #303 Workplace Bullying and Harassment
- Administrative Procedure #405 Violence, Threat and Intimidation
- Administrative Procedure #406 Student Suspension and District Intervention Committee
- Administrative Procedure #407 Reporting Suspected Cases of Child Abuse or Neglect
- Administrative Procedure #408 Administration of Medication at School
- Administrative Procedure #409 Anaphylaxis
- Administrative Procedure #410 Alternate Delivery of Sensitive Materials
- Administrative Procedure #411 Assessment of Students and Reporting of Student Achievement
- Administrative Procedure #501 Provision of Menstrual Products
- Administrative Procedure #503 Snow Removal
- Administrative Procedure #504 Smoke and Vape Free Environment

The following policies are being removed from the policy manual:

- Policy #2.30 Home Education
- Policy #3.25 Emergency Ambulance Procedures
- Policy #3.40 Reporting Fires, Attempted Arson, Vandalism and Breaking and Entering
- Policy #3.50 Liability for Damage to Automobiles in School Automotive Shops
- Policy #4.10 Access to Data on Staff and Students
- Policy #5.25 Personal Costs to Students
- Policy #5.31 Substance Abuse
- Policy #6.10 Assessment of Students as Individuals
- Policy #6.15 Assessment of Students as Members of a Group
- Policy #6.44 Portrayal of Violence
- Policy #7.05 School Keys and Building Security

- Policy #7.25 Parking of School Side of Streets
- Policy #7.40 Fire Prevention

Recommendation:

THAT the Board of Education receive this information.

ADMINISTRATIVE PROCEDURES POLICY #1023.65

SCHOOL FEES ~~AND DEPOSITS~~

BACKGROUND PREAMBLE

~~In accordance with Section 82 of The Board of Education is committed to its obligation under the School Act to provide access to instruction in, the Board of Education is committed to the principle that educational programs that are sufficient to meet graduation requirements, as well as provide educational resource materials necessary for participation in such a program. In addition to providing access free of charge, in accordance to Section 82 of the School Act, schools may collect fees and/or deposits for a wide range of achool programs and/or activities that enrich a student's educational experience. The purpose of this procedure is to clarify when, and for what purpose, fees and deposits may be charged to students on a cost-recovery basis, as well as to outline the processes that need to be in place to ensure that should be provided equitably to all students are not excluded from participation in programs and activities due to financial hardship in the province.~~

POLICY

~~INSTRUCTION SHALL BE PROVIDED FREE OF CHARGE TO ALL STUDENTS REGISTERED IN A SCHOOL'S STANDARD EDUCATIONAL PROGRAM SUFFICIENT TO MEET THE GENERAL REQUIREMENTS FOR GRADUATION. HOWEVER, FEES MAY BE CHARGED FOR:~~

- ~~A. MATERIALS USED FOR GOODS THAT ARE INTENDED FOR THE STUDENT TO TAKE HOME FOR PERSONAL USE OR AS A GIFT;~~
- ~~B. THE PURCHASE OF PAPER, WRITING TOOLS, CALCULATORS (EXCEPT GRAPHING CALCULATORS), STUDENT PLANNERS (AGENDAS), EXERCISE BOOKS, COMPACT DISKS, EXTERNAL DRIVES OR COMPUTER DISKETTES, APPROPRIATE CLOTHING FOR SAFE PARTICIPATION IN SCHOOL PROGRAMS, OTHER SCHOOL SUPPLIES AND EQUIPMENT FOR A STUDENT'S PERSONAL USE;~~
- ~~C. THE RENTAL OF MUSICAL INSTRUMENTS FOR A STUDENT'S PERSONAL USE;~~
- ~~D. PARTICIPATION IN SPECIALTY ACADEMIES (AS DEFINED IN REGULATIONS, ITEM 1)~~
- ~~E. PARTICIPATION IN TRADES OR APPRENTICESHIP PROGRAMS WHERE THE STUDENT IS REGISTERED WITH THE INDUSTRY TRAINING AUTHORITY;~~
- ~~F. PARTICIPATION IN OPTIONAL EDUCATIONAL ACTIVITIES DESIGNED TO ENHANCE ANY EDUCATIONAL OR EXTRA-CURRICULAR PROGRAM (E.G. FIELD EXPERIENCES NOT REQUIRED TO MEET THE PRESCRIBED LEARNING OUTCOMES OF A COURSE LEADING TO GRADUATION).~~

~~INDIVIDUAL ACCOMMODATIONS WILL BE MADE IN CASES WHERE DEMONSTRABLE FINANCIAL HARDSHIP MIGHT OTHERWISE PRECLUDE A STUDENT'S PARTICIPATION IN A PROGRAM OR ACTIVITY.~~

~~In implementing this policy, the Board will ensure that:~~

- ~~1. Fees charged for specialty academies, trades programs and the musical instruments intended for personal use are based on recovery of direct additional costs to the school or the district arising from offering the program and are established in accordance with the relevant regulations.~~
- ~~2. Fees charged for optional education programs and activities are:~~
 - ~~a. set in accordance with district-wide guidelines;~~
 - ~~b. based on cost recovery of direct additional costs; and~~
 - ~~c. kept to a minimum.~~
- ~~3. Access to specialty academies, trades programs and musical instruments for personal use as well as optional educational programs and opportunities which are intended to enhance the curriculum are available to all students and will not be limited to only those who can afford to pay. In individual cases where demonstrable financial hardship might otherwise prevent student enrolment or participation, schools will have procedures in place for ensuring reasonable access by all students wishing to participate.~~
- ~~4. Parents/guardians and students will be provided with opportunities to bring appropriate supplies and equipment from home without having their choices of materials unreasonably directed by the school.~~

PROCEDURES/REGULATIONS

~~In accordance with the School Act, School fees are intended as a means of recovering the direct additional costs incurred by a school for the following may be charged for items such as:~~

- ~~1.~~
 - ~~a. 1. materials and equipment beyond what is necessary to meet the required learning outcomes of an educational program provided by the Board used for goods that are intended for the student to take home for personal use or as a gift;~~
 - ~~2. the purchase of optional materials, such as paper, writing tools, calculators (except graphing calculators), student planners, annuals and/or year books; (agendas), exercise books, compact disks, external drives or computer diskettes, appropriate clothing for safe participation in school programs, other school supplies and equipment for a student's personal use;~~
 - ~~b.~~
 - ~~3. the rental of musical instruments for a student's personal use;~~
 - ~~c. 4. materials that are intended for students to take home for personal use or as a gift;~~
 - ~~d. participation in specialty academies or;~~

5. ~~participation in~~ trades or apprenticeship programs where the student is registered with the Industry Training Authority;

e.6. ~~the purchase or rental of tools, equipment, and materials necessary for a student's participation in a trades or apprenticeship program; and,~~

7. participation in optional educational activities designed to enhance any educational or extra-curricular program (~~such as, e.g.~~ field experiences ~~that are~~ not required to meet the prescribed learning outcomes of a course leading to graduation).

~~The intent in charging fees is to assist in covering costs without generating profit. Furthermore, individual accommodations will be made in cases where financial hardships might otherwise preclude a student's participation in a program or activity. Parent(s) and/or guardian(s) will be provided with opportunities for their student to bring appropriate supplies and equipment from home without having their material choices unreasonably directed by the school.~~

~~The principal of the school shall be responsible to:~~

~~f.~~

2. ~~approve school fees as outlined in this procedure, by~~ ~~In setting the schedule of fees and deposits, every reasonable effort will be made to ensure that the fees and deposits are:~~

a. ~~in keeping with district-wide guidelines;~~

b. ~~based on the recovery of actual additional costs to the school; and~~

c. ~~kept to a minimum cost~~

1. ~~Each Principal will submitting~~ a copy of the schedule of school fees and deposits to the Superintendent ~~or designate~~ ~~Schools~~ prior to ~~April~~ ~~May 30~~ of each year; ~~and share the information with the public by July 1 of each year.~~

3. ~~—~~

2. ~~In keeping with the legislative requirements for fair access in the event of financial hardship, the Principal, in consultation with~~ ~~provide an annual presentation to~~ the Parent Advisory Council (PAC) ~~or equivalent, such as the Community School Advisory Council at community schools, regarding the proposed fees, noting any changes to fees, for the following school year;~~

3. ~~will develop~~ ~~share with the PAC or equivalent the~~ procedures for addressing individual cases where participation may be precluded by demonstrable financial hardship ~~as (refer to the procedures outlined in item D of this procedure regulation;) and,~~

4. ~~share the fee information for the following school year with the public by July 1.~~

FEES FOR Specialty Academies

1. The ~~p~~Principal, in consultation with ~~school~~ staff, and the ~~Parent Advisory Council (PAC or equivalent)~~, will establish the annual fee required for the school to recover direct additional costs associated with offering a specialty academy. A specialty academy is defined as an educational program ~~approved by the School Planning Council,~~ that

emphasizes a particular sport, activity or subject area ~~and that~~ meets the prescribed criteria set out in the regulations. It is clearly understood that this fee relates to program costs associated with the specialty academy, which are over and above the standard educational program.;

2. ~~After consultation with~~Following approval of the proposed fee for any specialty academy by the PAC or equivalent, regarding the proposed fee for any specialty academies, the pPrincipal will follow the Administrative Procedures outlined in this document.~~submit a copy of the fee schedule to the Superintendent of Schools prior to May 31 of each year and make the fee schedule available to the public by July 1 of each year.~~

FEES FOR Trades CERTIFICATION Programs

1. The pPrincipal, in consultation with school staff and the PAC or equivalent, will establish the annual fee required for the school to recover direct additional costs associated with offering a trades certification program. It is clearly understood that this fee relates to program and equipment costs associated with the trades program, which are over and above the standard educational program.
2. After consultation with the PAC or equivalent regarding the proposed fee for any trades certification program, the pPrincipal will follow the Administrative Procedures outlined in this document~~f this policy~~.

FEES FOR Musical Instruments

1. The pPrincipal, in consultation with school staff and the PAC or equivalent, will establish the annual fee required ~~for in the case of~~ individual students who wish to ~~rent~~have a musical instrument for ~~their own~~ personal use. This applies in the case of instruments owned by the District, as well as instruments rented from external-commercial providers.
2. After consultation with the PAC or equivalent regarding the proposed fee for musical instrument rentals, the pPrincipal will follow the Administrative Procedures outlined ~~Regulations of in~~ this document~~policy~~.

Field Experiences and Optional Extra-CurricularDUCATIONAL Activities

1. ~~Optional educational activities designed to enhance any educational or~~School fees may be charged for the school to recover the direct and additional costs associated with offering extra-curricular programs (such as: athletics, student performances, and/or clubs). School fees may also be charged for :
 - a. ~~the Principal, in consultation with the staff and the PAC, will establish fees required for the school to recover the direct and additional costs associated with offering extra-curricular programs (athletics, student performances) and~~ optional educational programs, including field experiences ~~trips~~, that enhance the curriculum, but are not required to meet the prescribed learning outcomes. Fees for optional enhancement activities shall be set to recover costs associated with admission, accommodation, meals, equipment rentals, and transportation.;
 - b. ~~the Principal will submit a copy to the Superintendent of Schools and ensure that the fee schedule is established and published by July 1 of each year; and~~

~~c. in keeping with the legislative requirements for fair access in the event of financial hardship, the Principal, in consultation with the PAC, will develop procedures for addressing individual cases where participation may be precluded by demonstrable financial hardship.~~

PROCEDURES IN CASE OF INDIVIDUAL Financial Hardship

- ~~1. The pPrincipal will involve the school staff and the PAC or equivalent in developing procedures for dealing with individual cases when demonstrable financial hardship may preclude a student from participating in the program or activity. In doing so, schools will adhere to the principles of following District guidelines:~~
 - ~~a. simplicity, (process for requesting support is straight-forward, easy to understand and easy to follow);~~
 - ~~b. privacy and dignity (those who request support can be confident that their circumstances will be treated confidentially and protected. This applies to parents/guardians as well as students);~~
 - ~~c. individuality (consideration will be based on individual situations and circumstances); and~~
 - ~~d.1. fairness, respect, dignity, and confidentiality (fair and equitable consideration will be given to all applicants).~~
2. The Pprincipal will ensure that the school community is aware that the school has provisions for addressing cases of financial hardship and that anyone who may find themselves in such a situation can approach the p-Principal or other staff member privately and in confidence. Consequently, all staff members must of staff need to be fully aware of this provision and be able to advise parent(s) and/or guardian(s) and/or students accordingly.
- ~~3. The pPrincipal will receive and manage deal with all requests for support and consideration. In doing so, the pPrincipal may will consider the following options such as :~~
 - ~~a. deferred payment,~~
 - ~~b. payment over a period of time,~~
 - ~~c. partial waiver, or~~
 - ~~d.3. full waiver.~~
4. In the event of a requirement to report ~~out~~ on the use of funds in cases of financial hardship, then the pPrincipal will do so only in general terms ~~in order~~ to protect individual privacy and confidentiality, unless legally required to name the individual and in which case the individual must be notified in advance of such a requirement.

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Date Adopted: _____ 1990-06
Date(s) Revised: _____ 2007-11-27

Converted from Policy 3.65: _____
Ministerial Order 236/07

Date(s) Revised: _____ Other: _____

Cross References:
Statutory: School Act Section 82,

ADMINISTRATIVE PROCEDURES #102

SCHOOL FEES

BACKGROUND

The Board of Education is committed to its obligation under the *School Act* to provide access to instruction in educational programs that are sufficient to meet graduation requirements, as well as provide educational resource materials necessary for participation in such a program. In addition to providing access free of charge, in accordance to Section 82 of the *School Act*, schools may collect fees and/or deposits for a wide range of school programs and/or activities that enrich a student's educational experience. The purpose of this procedure is to clarify when, and for what purpose, fees and deposits may be charged to students on a cost-recovery basis, as well as to outline the processes that need to be in place to ensure that students are not excluded from participation in programs and activities due to financial hardship.

PROCEDURES

In accordance with the *School Act*, fees may be charged for items such as:

1. materials and equipment beyond what is necessary to meet the required learning outcomes of an educational program provided by the Board;
2. the purchase of optional materials, such as student planners, annuals and/or year books;
3. the rental of musical instruments for a student's use;
4. materials that are intended for students to take home for personal use or as a gift;
5. participation in specialty academies or trades or apprenticeship programs where the student is registered with the Industry Training Authority;
6. the purchase or rental of tools, equipment, and materials necessary for a student's participation in a trades or apprenticeship program; and,
7. participation in optional educational activities designed to enhance any educational or extra-curricular program (such as, field experiences that are not required to meet the prescribed learning outcomes of a course leading to graduation).

The intent in charging fees is to assist in covering costs without generating profit. Furthermore, individual accommodations will be made in cases where financial hardships might otherwise

preclude a student's participation in a program or activity. Parent(s) and/or guardian(s) will be provided with opportunities for their student to bring appropriate supplies and equipment from home without having their material choices unreasonably directed by the school.

The principal of the school shall be responsible to:

1. approve school fees as outlined in this procedure, by submitting a copy of the schedule of school fees and deposits to the Superintendent or designate prior to April 30 of each year;
2. provide an annual presentation to the Parent Advisory Council (PAC) or equivalent, such as the Community School Advisory Council at community schools, regarding the proposed fees, noting any changes to fees, for the following school year;
3. share with the PAC or equivalent the procedures for addressing individual cases where participation may be precluded by demonstrable financial hardship as outlined in this procedure; and,
4. share the fee information for the following school year with the public by July 1.

Specialty Academies

1. The principal, in consultation with school staff and the PAC or equivalent, will establish the annual fee required for the school to recover direct additional costs associated with offering a specialty academy. A specialty academy is defined as an educational program that emphasizes a particular sport, activity or subject area and meets the prescribed criteria set out in the regulations. It is clearly understood that this fee relates to program costs associated with the specialty academy, which are over and above the standard educational program.
2. After consultation with the PAC or equivalent regarding the proposed fee for any specialty academies, the principal will follow the Administrative Procedures outlined in this document.

Trades Programs

1. The principal, in consultation with school staff and the PAC or equivalent, will establish the annual fee required for the school to recover direct additional costs associated with offering a trades certification program. It is clearly understood that this fee relates to program and equipment costs associated with the trades program, which are over and above the standard educational program.
2. After consultation with the PAC or equivalent regarding the proposed fee for any trades certification program, the principal will follow the Administrative Procedures outlined in this document.

Musical Instruments

1. The principal, in consultation with school staff and the PAC or equivalent, will establish the annual fee required for individual students who wish to rent a musical instrument for personal use. This applies in the case of instruments owned by the District, as well as instruments rented from external providers.
2. After consultation with the PAC or equivalent regarding the proposed fee for musical instrument rentals, the principal will follow the Administrative Procedures outlined in this document.

Field Experiences and Optional Extra-Curricular Activities

School fees may be charged for the school to recover the direct and additional costs associated with offering extra-curricular programs (such as: athletics, student performances, and/or clubs). School fees may also be charged for optional educational programs, including field experiences that enhance the curriculum, but are not required to meet the prescribed learning outcomes. Fees for optional enhancement activities shall be set to recover costs associated with admission, accommodation, meals, equipment rentals, and transportation.

Financial Hardship

1. The principal will involve school staff and the PAC or equivalent in developing procedures for dealing with individual cases when financial hardship may preclude a student from participating in the program or activity. In doing so, schools will adhere to the principles of simplicity, fairness, respect, dignity, and confidentiality.
2. The principal will ensure that the school community is aware that the school has provisions for addressing cases of financial hardship and that anyone who may find themselves in such a situation can approach the Principal or other staff member privately and in confidence. Consequently, all staff members must be fully aware of this provision and be able to advise parent(s) and/or guardian(s) and/or students accordingly.
3. The principal will receive and manage all requests for support and consideration. In doing so, the principal may consider options such as deferred payment, payment over a period of time, partial waiver, or full waiver.
4. In the event of a requirement to report on the use of funds in cases of financial hardship, then the principal will do so only in general terms to protect individual privacy and confidentiality, unless legally required to name the individual and in which case the individual must be notified in advance of such a requirement.

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Date Adopted: 1990-06
Date(s) Revised: 2007-11-27
Converted from Policy 3.65: ____-____
Date(s) Revised:

Cross References:

ADMINISTRATIVE PROCEDURES POLICY #1033.16

FUNDRAISING ACTIVITIES IN SCHOOLS

BACKGROUND PREAMBLE

The Burnaby School District ~~Board~~ recognizes that schools often require additional funds which are not provided by the Burnaby Board of Education or Ministry of Education and Child Care to enhance and enrich student programs, ~~and~~ activities, ~~and~~ school facilities, and/or grounds. In most instances, these funds are obtained through fundraising activities or events sponsored by the school, some school or parent ~~A~~ advisory Council (PAC) or equivalent, such as Community School Advisory Council, sponsored fundraising activity or event. The ~~Board takes the position that the~~ basic instructional materials and resources required to provide the prescribed curriculum of instruction should be provided by funding from government revenues by the Ministry and should not be dependent upon ~~school or parent advisory~~ fundraising activities by the school PAC, or equivalent.

POLICY

~~Proceeds from fundraising activities or events conducted in the name of a school shall only be used to enhance and enrich the school and shall not be utilized for the hiring of staff or the provision of student programs and activities which constitute a significant ongoing component of an instructional program.~~

PROCEDURES OBJECTIVES

~~—Proceeds from fundraising activities or events conducted in the name of a school shall only be used to enhance and enrich the school and shall not be utilized for the hiring of staff or the provision of student programs and activities which constitute a~~

~~1. A significant ongoing component of an instructional program.~~

~~1.2. Be To~~ School principals must ensure that the proceeds ~~from of~~ fundraising are primarily directed to those items and expenditures that are not supplied by the Ministry or the Board ~~and that when resources are augmented, that any major inequities from school to school be redressed.~~

~~3. School principals must To ensure that involve~~ the school's ~~parent advisory committee~~ PAC, or equivalent, is involved in the process of planning and allocating monies raised from school fundraising activities.

~~2. —~~

- ~~3.4.~~ School principals must ensure that funds raised are expended in accordance with the purposes stated and that those involved in the fundraising are informed of how the funds are to be expended.
- ~~5.~~ School Principals must ensure that funds raised in the name of the school and for the benefit of the school community are managed in accordance with Board policies regarding the appropriate accountability and management of public funds.
- ~~6.~~ In recognition of donors and at the discretion of the school principal, donors may have a picture taken at the school with administration. Photographs with students are not permitted.
- ~~7.~~ Donors may use the school name and picture to promote their charitable contribution.
- ~~8.~~ There will be no physical recognition of the donor; for example, no plaque put up in the school.
- ~~9.~~ There will be no school-wide recognition program; for example, no assembly in front of the students.
- ~~4.10.~~ If a charitable receipt is required, schools should refer it to the Secretary-Treasurer s the school cannot issue tax receipts.

REGULATIONS

The following fundraising guidelines apply to all ~~Burnaby public~~ schools in the District or groups associated or identified with those schools such as, for example, PACs or school-sanctioned student groups. ~~parent advisory committees, student exchange support groups and extracurricular student activities.~~

Activities/Events

- ~~1.~~ Parent-led Fundraising activities and events should be jointly planned by the school and its parent advisory PAC, or equivalent, and have clearly stated purposes for the use of the funds raised and a jointly developed school-based process to allocate the funds.
- ~~2.~~ The Board prefers the type of fundraising activities that involve students, staff and parents in optional community oriented activities such as fun fairs, garage sales, car washes, which are intended to bring the community together.
- ~~3.~~ School initiated door-to-door sales should be controlled and used selectively and sparingly. The use of "thons" such as spellathons, readathons, and mathathons should be utilized for fundraising only when the rationale and nature of the activity are developmental, constructive and can be justified in an educational context. Competitive sales campaigns which use financial or material incentives which place pressure on student sellers are not to be used.

~~4.1. Attention to safety considerations, appropriate identification materials and orientation of the students to courtesy and positive community relations is encouraged.~~

~~5.2. Products and goods sold by schools as part of a fundraising efforts program should meet reasonable standards of quality and "value for money".~~

~~6.3. The serving of alcohol is not permitted to be part of any fundraising activity or event.~~

Proceeds

1. All funds raised are subject to ~~Administrative Procedure Board policies #3.10.00 (Funds Collected by Schools Securing Money) and 3.15.00 (Commercialism in Schools).~~
2. The proceeds shall not be utilized for the hiring of staff or the provision of programs or activities which require continuity.
3. The proceeds shall not be used to continue a program or service which the Board has reduced due to provincial ~~block~~ funding limitations.
4. The proceeds shall not be used to acquire instructional resources and equipment which would create a significant inequitable situation among ~~st other~~ schools in the District.
5. The fundraising body shall report to the principal and PAC, or equivalent, ~~parents, school and public~~ annually the amount of funds raised and the purposes for which they were expended. This report may take the form of minutes, a newsletter, or a statement listing gross receipts and expenditures.

Approvals

All fundraising activities which fall under provincial licensing authority such as bingos, casinos and lotteries must receive approval from the principal ~~special permission from the Board~~ prior to the event taking place. ~~The Board, upon a written request from the school outlining the specific purposes of the funds, will consider approval of a maximum of three (3) events per school from the above category of fundraising activities per school year.~~ To qualify for approval, the event must be: ~~(a) operated by the school, PAC or equivalent; or parent advisory committee, (b) have the support of the school's PAC or equivalent; parent advisory committee, (c) have all funds raised from the activity allocated by a school-based process to specific projects or activities.~~

~~1. Prior to seeking financial assistance from the federal, provincial or municipal governments or significant grants from private corporations, schools shall seek approval from the Secretary-Treasurer in advance, including if the application is being made by the Parent Advisory Council or equivalent, such as the Community School Advisory Council.~~

~~2. Associations or groups associated or identified with student activities or schools are requested not to seek municipal or provincial financial assistance without prior School Board approval.~~

GRANTS/GIFTS

- ~~1. External organizations or individuals may make grants or gifts to schools for general or specific use.~~
- ~~2. Donations or gifts to schools for tax purposes are accepted subject to district criteria and the approval of the Secretary-Treasurer.~~

~~Inquiries regarding school or district fundraising activities may be directed to the Managing Director of Community Education.~~

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Date Adopted:	1988-06	Cross References:	<u>AP #3.10 Funds</u>
	<u>Collected by Schools</u>		<u>Policies 3.10, 3.15</u>
Date(s) Revised:	1990-10	Statutory:	<u>Burnaby School District</u>
	<u>Code of</u>		<u>Conduct</u>
	1992-02		
<u>Converted from Policy 3.16:</u>	<u>-</u>		
<u>Date(s) Revised:</u>		<u>Other:</u>	

ADMINISTRATIVE PROCEDURES #103

FUNDRAISING ACTIVITIES IN SCHOOLS

BACKGROUND

The Burnaby School District recognizes that schools often require additional funds which are not provided by the Burnaby Board of Education or Ministry of Education and Child Care to enhance and enrich student programs, activities, school facilities, and/or grounds. In most instances, these funds are obtained through fundraising activities or events sponsored by the school, Parent Advisory Council (PAC) or equivalent, such as Community School Advisory Council. The basic instructional materials and resources required to provide the prescribed curriculum of instruction should be provided by funding from government revenues by the Ministry and should not be dependent upon fundraising activities by the school PAC, or equivalent.

PROCEDURES

1. Proceeds from fundraising activities or events conducted in the name of a school shall only be used to enhance and enrich the school and shall not be utilized for the hiring of staff or the provision of student programs and activities which constitute a significant ongoing component of an instructional program.
2. School principals must ensure that the proceeds from fundraising are primarily directed to those items and expenditures that are not supplied by the Ministry or the Board.
3. School principals must involve the school's PAC, or equivalent, in the process of planning and allocating monies raised from school fundraising activities.
4. School principals must ensure that funds raised are expended in accordance with the purposes stated and that those involved in the fundraising are informed of how the funds are to be expended.
5. School Principals must ensure that funds raised in the name of the school and for the benefit of the school community are managed in accordance with Board policies regarding the appropriate accountability and management of public funds.
6. In recognition of donors and at the discretion of the school principal, donors may have a picture taken at the school with administration. Photographs with students are not permitted.
7. Donors may use the school name and picture to promote their charitable contribution.

8. There will be no physical recognition of the donor; for example, no plaque put up in the school.
9. There will be no school-wide recognition program; for example, no assembly in front of the students.
10. If a charitable receipt is required, schools should refer it to the Secretary-Treasurer; the school cannot issue tax receipts.

The following fundraising guidelines apply to all schools in the District or groups associated or identified with those schools such as, for example, PACs or school-sanctioned student groups.

Activities/Events

1. Parent-led fundraising activities and events should be jointly planned by the school and PAC, or equivalent, and have clearly stated purposes for the use of the funds raised and a jointly developed school-based process to allocate the funds.
2. Products and goods sold by schools as part of fundraising efforts should meet reasonable standards of quality and "value for money".
3. The serving of alcohol is not permitted to be part of any fundraising activity or event.

Proceeds

1. All funds raised are subject to Administrative Procedure #3.10 Funds Collected by Schools.
2. The proceeds shall not be utilized for the hiring of staff or the provision of programs or activities which require continuity.
3. The proceeds shall not be used to continue a program or service which the Board has reduced due to provincial funding limitations.
4. The proceeds shall not be used to acquire instructional resources and equipment which would create a significant inequitable situation amongst other schools in the District.
5. The fundraising body shall report to the principal and PAC, or equivalent, annually the amount of funds raised and the purposes for which they were expended. This report may take the form of minutes, a newsletter, or a statement listing gross receipts and expenditures.

Approvals

All fundraising activities which fall under provincial licensing authority such as bingos, casinos and lotteries must receive approval from the principal prior to the event taking place. To qualify for approval, the event must be: operated by the school, PAC or equivalent; have

the support of the school's PAC or equivalent; have all funds raised from the activity allocated by a school-based process to specific projects or activities.

Prior to seeking financial assistance from the federal, provincial or municipal governments or significant grants from private corporations, schools shall seek approval from the Secretary-Treasurer in advance, including if the application is being made by the Parent Advisory Council or equivalent, such as the Community School Advisory Council.

.....

Date Adopted:	1988-06
Date(s) Revised:	1990-10
	1992-02
Converted from Policy 3.16:	____-____
Date(s) Revised:	

Cross References: [AP #3.10 Funds Collected by Schools](#)

DRAFT

ADMINISTRATIVE PROCEDURES POLICY #1043.17

CHARITABLE DONATIONS

BACKGROUND PREAMBLE

The ~~District Board~~ recognizes that members of the public often have the ability and the desire to enhance public education through direct gifts and donations. ~~The~~ ~~referred, School~~ District ~~No. 41 (Burnaby)~~ is duly registered as a charitable organization for receiving gifts which are intended to further the educational purposes of the District. The District will receive gifts and provide charitable donation receipts for income tax purposes when the gifts are clearly suited for the furtherance of the education purposes of the District. All transactions must be "at arms length" (i.e., no personal gain, right, privilege, material benefit or advantage may accrue to the donor or to a person designated by the donor).

POLICY

~~THE BOARD WILL RECEIVE GIFTS AND PROVIDE CHARITABLE DONATION RECEIPTS FOR INCOME TAX PURPOSES WHEN THE GIFTS ARE CLEARLY SUITED FOR THE FURTHERANCE OF THE EDUCATION PURPOSES OF THE DISTRICT BY MEETING SCHOOL DISTRICT NO. 41 REQUIREMENTS. ALL TRANSACTIONS MUST BE "AT ARMS LENGTH" (I.E., NO PERSONAL GAIN, RIGHT, PRIVILEGE, MATERIAL BENEFIT OR ADVANTAGE MAY ACCRUE TO THE DONOR OR TO A PERSON DESIGNATED BY THE DONOR).~~

~~In implementing the policy, the Board will ensure that the following objectives are met:~~

PROCEDURES

~~1. The Canada Revenue Agency sets out stringent regulations regarding the issuing of receipts for tax purposes. This document summarizes some of these regulations, and provides some guidelines for general use. Specific questions should be referred to the Manager, Financial Services. Donations will be accepted to promote an interest in, and an incentive for, supplementary support of public education in Burnaby.~~

~~2. To provide scholarship funds to promote scholastic achievement, and to provide useful assets to the school system generally.~~

REGULATIONS

~~The Canada Revenue Agency sets out stringent regulations regarding the issuing of receipts for tax purposes. This document summarizes some of these regulations, and provides some~~

~~guidelines for general use. Specific questions should be referred to the Manager, Financial Services.~~

Basic Requirements

The Manager, Financial Services shall be provided with:

1. ~~d~~Donor name, address, postal code;
2. ~~c~~Cash amount received;
3. ~~d~~Date received; and,
4. ~~p~~Purpose (use) of the gift.

Non-Cash Donations

In addition to the applicable basic requirements, the Manager, Financial Services must also be provided with:

1. ~~t~~The Secretary-Treasurer's (or designate's) opinion as to the suitability/compatibility of the gift; and,
2. ~~an independent 3rd party~~~~The Manager, Financial Services estimate of the cash value~~ of the donation being made be provided by the donor. The valuation must be approved by the Secretary-Treasurer.

Restrictions

The law precludes issuing receipts for:

1. ~~a~~A gift of services;
2. ~~a~~Admission fees to fundraising functions ~~(some exceptions);~~
3. ~~m~~Memberships;
4. ~~l~~Lottery tickets;
5. ~~a~~A gift of little or nominal value; and,
6. ~~g~~Gifts which have, or appear to have, some personal benefit to the donor.

Employee Donations

Donations by employees may be subject to scrutiny by tax authorities. Accordingly, a fair but rigorous application of regulations may be expected as a norm.

General

1. Clerical time involved with high volume requests may require school assistance with receipt preparation.
2. Receipts for individual cash gifts below \$20.00 will not be issued.
3. All receipts for income tax purposes will be issued by the Deistrict's finance department.

.....

Date Adopted: _____ 1988-06

Cross References:

Converted from Policy 3.17: _____ - Date(s) Revised:

Statutory:

Date(s) Revised: Other:

DRAFT

ADMINISTRATIVE PROCEDURES #104

CHARITABLE DONATIONS

BACKGROUND

The Burnaby School District recognizes that members of the public often have the ability and the desire to enhance public education through direct gifts and donations. The District is duly registered as a charitable organization for receiving gifts which are intended to further the educational purposes of the District. The District will receive gifts and provide charitable donation receipts for income tax purposes when the gifts are clearly suited for the furtherance of the education purposes of the District. All transactions must be "at arms length" (i.e., no personal gain, right, privilege, material benefit or advantage may accrue to the donor or to a person designated by the donor).

PROCEDURES

The Canada Revenue Agency sets out stringent regulations regarding the issuing of receipts for tax purposes. This document summarizes some of these regulations, and provides some guidelines for general use. Specific questions should be referred to the Manager, Financial Services. Donations will be accepted to promote an interest in, and an incentive for, supplementary support of public education in Burnaby, to provide scholarship funds to promote scholastic achievement, and to provide useful assets to the school system generally.

Basic Requirements

The Manager, Financial Services shall be provided with:

1. donor name, address, postal code;
2. cash amount received;
3. date received; and,
4. purpose (use) of the gift.

Non-Cash Donations

In addition to the applicable basic requirements, the Manager, Financial Services must also be provided with:

1. the Secretary-Treasurer's (or designate's) opinion as to the suitability/compatibility of the gift; and,
2. an independent 3rd party valuation of the donation being made be provided by the donor. The valuation must be approved by the Secretary-Treasurer.

Restrictions

The law precludes issuing receipts for:

1. a gift of services;
2. admission fees to fundraising functions;
3. memberships;
4. lottery tickets;
5. a gift of little or nominal value; and,
6. gifts which have, or appear to have, some personal benefit to the donor.

Employee Donations

Donations by employees may be subject to scrutiny by tax authorities. Accordingly, a fair but rigorous application of regulations may be expected as a norm.

General

1. Clerical time involved with high volume requests may require school assistance with receipt preparation.
2. Receipts for individual cash gifts below \$20.00 will not be issued.
3. All receipts for income tax purposes will be issued by the District's finance department.

.....
Date Adopted: 1988-06
Converted from Policy 3.17: ____-____
Date(s) Revised:

Cross References:

ADMINISTRATIVE PROCEDURES #303

WORKPLACE BULLYING AND HARASSMENT ~~PREVENTION~~

REFERENCE TITLE: ~~POLICY #4.05 WORKPLACE BULLYING AND HARASSMENT PREVENTION~~

BACKGROUND~~PREAMBLE~~

The Burnaby School District ~~is committed to fostering a respectful and inclusive seeks to provide a work environment that actively prevents which is supportive of the dignity and self-esteem of employees and is free of~~ workplace bullying and harassment.

Definitions

“Bullying and harassment”, as it applies to all staff, includes any inappropriate conduct or comment directed at a staff member that the person knew or reasonably ought to have known would cause humiliation or intimidation. This includes, but is not limited to:

1. verbal or non-verbal aggression;
2. humiliation or use of derogatory names;
3. spreading malicious rumours; and,
4. vandalizing personal belongings.

“Bullying and harassment” is not:

1. expressing differences in opinion; and/or,
2. reasonable action taken by the employer or supervisor related to the management and direction of staff and/or the place of employment.

~~POLICY~~

~~THE BOARD OF EDUCATION IS COMMITTED TO ENSURE THAT ALL STAFF ARE TREATED IN A FAIR AND RESPECTFUL MANNER. BULLYING AND HARASSMENT IS NOT ACCEPTABLE OR TOLERATED IN THE WORKPLACE.~~

~~ADMINISTRATIVE PROCEDURES~~

Prevention

The District is committed to providing staff with the education and training necessary to effectively recognize, refrain from, and report incidents of bullying and harassment.

~~1. **Reporting and Addressing Bullying and Harassment**~~~~Specific to all District staff, bullying and harassment includes any inappropriate conduct or comment towards a worker that the person knew or reasonably ought to have known would cause that worker to be humiliated or intimidated. Bullying and harassing behaviour can include, but is not limited to:~~

- ~~a. Verbal or non-verbal aggression~~
- ~~b. Humiliation or use of derogatory names~~
- ~~c. Spreading malicious rumours~~
- ~~d. Vandalizing personal belongings~~

~~2. **Bullying and harassment** is not any reasonable action taken by an employer or supervisor relating to the management and direction of workers or the place of employment. Bullying and harassing behavior does not include:~~

- ~~a. Expressing differences in opinion~~
- ~~b. Reasonable action taken by an employer or supervisor relating to the management and direction of workers or the place of employment.~~

~~3. The District ~~sh~~will respond to and investigate reports of bullying and harassment as outlined below.~~follows:

~~a.1. §§~~Staff shall report incidents of bullying and harassment by referring to the definitions found in their collective agreement (Teachers – Article E.2, CUPE Clause 27) or WorkSafeBC regulations. Staff are to and by completing the District Workplace Bullying and Harassment Report form located on the Health & Safety staff portal and following the reporting procedures.

~~b. Staff shall submit the report to their appropriate Administrator/Manager. If the Administrator/Manager is involved with the incident of bullying and harassment, staff shall submit the report to Human Resources.~~

~~e.2. T~~The District, upon receipt of a completed report, will conduct a preliminary review and if required, assign an ~~appropriate~~ investigator to conduct the investigation. The District will ensure there is no ~~real or perceived~~ conflict of interest between the investigator and complainant ~~by providing the investigator with sufficient details.~~

~~d.3. T~~The investigator will ~~notify and provide both the complainant and respondent equal treatment in evaluating the allegations, focus on finding facts and evidence, and be tasked with being impartial and~~ maintaining confidentiality.

~~e. The District will attempt to resolve bullying and harassment incidents between the complainant and respondent through the mediation process and seek remedies to resolve issues and accommodate where appropriate.~~

~~4. Staff reporting an injury arising from a filing a claim for bullying and harassment incident to ~~WorkSafeBC~~ the WCB (Workers' Compensation Board) shall: must~~

a. ~~Submit a Form 6a (an Application for Compensation and Worker's Report of Injury or Occupational Disease to Employer (Form 6a) to the District and Worker's Compensation Board the (WCB), and;~~

b. ~~Provide medical documentation from a licensed psychologist or psychiatrist to the District and the WCB to confirm the diagnosis of a mental disorder.~~

c. ~~The District will determine an appropriate investigation when a claim for bullying and harassment has been reported.~~

d. ~~The claim decision is the authority of the WCB and may be appealed as per all WCB claims.~~

5. ~~Information collected by the District for the purposes of investigation, correction and prevention of bullying and harassment in the workplace is confidential and is protected in accordance with the Freedom of Information and Protection of Privacy Act.~~

.....
Date Adopted: 2017-10 Cross References: Policy # 4.05
~~Workplace Bullying and~~

Date(s) Revised: 2020-01
Prevention
-2021-10
2022-02
Harassment

Converted from Policy 4.05: -

Date(s) Revised:

ADMINISTRATIVE PROCEDURES #303

WORKPLACE BULLYING AND HARASSMENT

BACKGROUND

The Burnaby School District is committed to fostering a respectful and inclusive work environment that actively prevents workplace bullying and harassment.

Definitions

“Bullying and harassment”, as it applies to all staff, includes any inappropriate conduct or comment directed at a staff member that the person knew or reasonably ought to have known would cause humiliation or intimidation. This includes, but is not limited to:

1. verbal or non-verbal aggression;
2. humiliation or use of derogatory names;
3. spreading malicious rumours; and,
4. vandalizing personal belongings.

“Bullying and harassment” is not:

1. expressing differences in opinion; and/or,
2. reasonable action taken by the employer or supervisor related to the management and direction of staff and/or the place of employment.

PROCEDURES

Prevention

The District is committed to providing staff with the education and training necessary to effectively recognize, refrain from, and report incidents of bullying and harassment.

Reporting and Addressing Bullying and Harassment

The District will respond to and investigate reports of bullying and harassment as outlined below.

1. Staff shall report incidents of bullying and harassment by referring to the definitions found in their collective agreement (Teachers – Article E.2, CUPE Clause 27) or WorkSafeBC regulations. Staff are to complete the District Workplace Bullying and Harassment Report form located on the Health & Safety staff portal and follow the reporting procedures.
2. The District, upon receipt of a completed report, will conduct a preliminary review and if required, assign an investigator to conduct the investigation. The District will ensure there is no conflict of interest between the investigator and complainant.
3. The investigator will be tasked with being impartial and maintaining confidentiality.

Staff reporting an injury arising from a bullying and harassment incident to WorkSafeBC must submit a Form 6a (Worker's Report of Injury or Occupational Disease to Employer) to the District and Worker's Compensation Board (WCB).

Date Adopted: 2017-10
Date(s) Revised: 2020-01
2021-10
2022-02
Converted from Policy 4.05: ____-__

Cross References:

ADMINISTRATIVE PROCEDURE #406

STUDENT SUSPENSION AND DISTRICT STUDENT INTERVENTION COMMITTEE

BACKGROUND

The Burnaby School District recognizes its responsibility to provide a secure environment for students and staff in which they will be safe from violence, threat and intimidation, as outlined in the District's Code of Conduct.

PROCEDURES

Student Suspensions

The *School Act* (Section 85) authorizes the Burnaby Board of Education to establish a Code of Conduct for students who are attending educational programs operated by, or on behalf of, the Board.

1. When a student is in breach of the District's Code of Conduct, the school shall make every effort to resolve the issue(s) at the school level without interrupting the student's educational program;
2. When there is a breach of the District's Code of Conduct that is severe in nature or cannot be resolved while the student remains in attendance at school, the Principal or designate may suspend a student; or,
3. When there is a severe breach of the District's Code of Conduct involving violence, intimidation, or weapons, a referral will be made to the District's Student Intervention Committee.

School Process for Student Suspensions

1. The principal or designate will ensure that every effort is made to provide an opportunity for any student facing disciplinary action to provide a written or verbal statement to the principal.
2. Telephone contact will be made with the student's parent(s) and/or guardian(s) to inform them of the circumstances of the suspension and to give them the opportunity to provide information verbally or in writing to the principal.
3. A letter will be sent to the parent(s) and/or guardian(s) by registered mail .

4. For suspensions longer than five days, the principal or designate will contact the Chair of the District's Student Intervention Committee.
5. Principals will ensure that students who are suspended are provided an educational program to work on while not in school.

Students with Disabilities or Diverse Abilities

1. When a principal considers the act of violent or aggressive behavior by a student with a disability or diverse ability, or a student with a serious mental health diagnosis to be severely threatening to the safety of themselves, students and/or staff, the principal shall:
 - a. make immediate telephone contact with the parent(s) and/or guardian(s) to arrange for the student to remain at home until resolution and inform the parent(s) and/or guardian(s) if seclusion or restraint was used. Arrange a meeting of concerned parties; including inter-ministerial representation where appropriate, to review the incident and to identify key actions required to provide continuity of a student's current educational program;
 - b. make an oral report of the incident to the Assistant Superintendent or designate;
 - c. ensure the case manager arranges a responsive meeting with the student's support team and a member of the District Inclusion Team (BCBA or DLST) as soon as possible to review all components of the plan and relevant behavioural data when the incident involves a student who has any of the following comprehensive behavioural support plans in place; Functional Behavioural Assessment, Positive Behavioural Support Plan and/or a Safety Plan;
 - d. meet with the parent(s) and/or guardian(s) to discuss the terms of agreement under which the student is to remain at home until a Behaviour Risk Assessment, Safety Plan and Positive Behaviour Support Plan is completed, or modified. The meeting will outline:
 - i. that the agreement is designed to avoid a suspension path in deference to the student's disability;
 - ii. that the home stay is the result of violent or aggressive student misconduct;
 - iii. parent(s) and/or guardian(s) acknowledgement of home stay and educational plan; and,
 - iv. the date of any agreed upon meetings and a description of the process and plan development.
 - e. prepare a written report to be retained in the student's file. The record shall include:
 - i. identification of the student – birth date, address, telephone number, parent(s) and/or guardian(s) names, school and grade placement;
 - ii. the date, time and location of the incident;
 - iii. name of staff assisting in the incident;
 - iv. the name of any non-student who witnessed the incident;
 - v. a list of agencies currently/previously involved with the student and family;
 - vi. a description of the incident to include the context in which the incident occurred, behavioural escalation, positive behavioural strategies used to

- prevent or de-escalate the behavior, evaluation of the Safety Response Plan and evidence of steps taken to notify parent(s) and/or guardian(s);
 - vii. copy of recent behavioural data;
 - viii. anecdotal record and/or
 - ix. statement of impact on greater school community.
 - f. provide a copy of the written report to the Superintendent or designate.
2. If a request for agreement by parent(s) and/or guardian(s) for home stay until resolution is denied by the parent(s) and/or guardian(s), the principal will suspend the student under the authority of the *School Act* and contact the Superintendent or designate.

Investigation and Referral Process

1. When a principal or designate has been informed that a student poses a potential safety risk to the school or members of the school community, they shall initiate an investigation to determine if there are safety risks. A student may be required to remain at home during an investigation, prior to formal suspension. The principal or designate will:
 - a. telephone the student's parent(s) and/or guardian(s) informing them of the circumstances of the investigation;
 - b. follow the School Process for Student Suspensions noted above, should a suspension be required;
 - c. make a referral to the District Student Intervention Committee, if the breach of the District's Code of Conduct is severe or repetitive; and,
 - d. complete a detailed report following the requirements of the District Student Intervention Committee "Document Presentation Cover Sheet".
2. When a principal has reason to believe a student is in direct or indirect possession of a weapon or illegal substance while attending school or involved in an official school function, the principal shall:
 - a. interview the student to determine the validity of the information;
 - b. ask the student to produce the weapon or illegal substance in their possession or in their locker;
 - c. notify the student's parent(s) and/or guardian(s);
 - d. conduct a search of the student's person and personal property for weapons or illegal substances, when necessary and in the presence of another administrator or staff member, using the most reasonable, least intrusive method possible in searching the student and any property in the student's possession; and,
 - e. notify the Burnaby RCMP and seek their assistance, when necessary.
3. If the student refuses to cooperate in accordance with #2 above, the principal may suspend the student for willful non-compliance.
4. If the principal determines that a student is in possession of any weapons or illegal substances as defined above, the principal:
 - a. shall notify the Burnaby RCMP;
 - b. may suspend the student; and/or,
 - c. may refer the matter to the appropriate District process.

5. If the principal has reason to believe the student is under the influence of an illegal substance, the principal:
 - a. shall make every effort to ensure the health and safety of the student and others;
 - b. shall contact the parent(s) and/or guardian(s) of the student;
 - c. may suspend the student; and/or,
 - d. may refer the matter to the appropriate District process.
6. Having completed the above procedures or upon receiving a report that a student is placing themselves or others at risk by habitually abusing an illegal substance, the principal shall collaborate with the school counsellor in the development of an intervention and support plan which, taking into account the age and individual circumstances of the student, may include one or more of the following:
 - a. an interview of the student to determine the level of abuse;
 - b. referral to the District's Substance Use Prevention and Health Promotion Worker;
 - c. referral to community resource agencies for further assessment and support; and/or,
 - d. recommendation of possible community support services to the parent(s) and/or guardian(s) of the student.
7. When a principal or designate reasonably believes that a student wishing to register at a school in the District has, in the past, been involved in an act of violence, threat or intimidation or the possession or use of a weapon in any other school district, the principal shall:
 - a. contact the Chairperson of the District's Student Intervention Committee;
 - b. refer the student and parent(s) and/or guardian(s) to the Chairperson of the District's Student Intervention Committee for consideration of placement in an educational program; and,
 - c. advise the Chairperson of the District's Student Intervention Committee of the name, address, telephone number and pertinent details of the student applicant.

Procedures Involving the Burnaby RCMP

The District's administrative procedures involving the Burnaby RCMP are designed to ensure students' safety and address various situations, from questioning to taking students into custody. These procedures prioritize communication with parent(s) and/or guardian(s), collaboration with law enforcement, and the protection of students' rights.

1. Questioning Students

Unless circumstances dictate otherwise, questioning a student by the Burnaby RCMP should not begin until reasonable efforts have been made to contact the student's parent(s) and/or guardian(s). Parent(s) and/or guardian(s) should be given the opportunity to confer with the student and be present during questioning.

2. Taking a Student into Custody

Students cannot be released to the Burnaby RCMP by school officials without a formal arrest, or the agreement of the parent(s) and/or guardian(s). School officials should object to police attempts to remove students without arrest or consent. Efforts should be

made to immediately contact the student's parent(s) and/or guardian(s) when a student is removed by police.

3. In circumstances requiring immediate action, the principal or designate should allow the Burnaby RCMP to complete their investigative work unimpeded. The Burnaby RCMP has the responsibility to protect the safety of students, staff and the school community. During high-risk situations, prior contact with parent(s) and/or guardian(s) is not always possible.

District Student Intervention Committee

The District's Student Intervention Committee's membership will include:

1. Director of Instruction, Safe and Caring Schools;
2. Coordinator, Student Intervention;
3. school Administrator appointed by the Burnaby Principals' and Vice-Principals' Association; and,
4. a teacher appointed by the Burnaby Teachers' Association.

A Chairperson will be appointed annually by the Superintendent.

District Student Intervention Committee Operation

1. The District shall give the student as well as the parent(s) and/or guardian(s) an opportunity to appear before the Committee to speak to the issue(s) of suspension, admission, or placement. The Chairperson of the Committee will facilitate this process.
2. The Committee shall seek input of other agencies involved with the student prior to recommending an appropriate educational placement within the District.
3. Necessary correspondence resulting from the actions of the Committee shall be undertaken by the Chairperson on behalf of the Superintendent and consist of:
 - a. notification to the parent(s) and/or guardian(s) as well as the student by telephone or in person of the intervention process and the intervention meeting date;
 - b. agenda provided to Committee members, including summary information on specific case files to be considered; and,
 - c. requests for assistance or information from other agencies involved with the student.
4. When a decision has been made, the parent(s) and/or guardian(s) of the student and the initiating principal will be notified verbally and in writing. Should a school transfer be involved, both schools will be informed. When a recommendation is made for placement of a student in a school, a member of the District's Student Intervention Committee may represent the Committee at an intake meeting between the student, parent(s) and/or guardian(s) and receiving school and arrange for a subsequent review of the student's progress.

Appeal of Committee Process or Decisions

1. Should a parent and/or guardian disagree with the decision of the District's Student Intervention Committee they may appeal the decision according to Policy #9 Appeal of Decision Bylaw.
2. A written report from the Chairperson or designate of the District's Student Intervention Committee will be provided.

.....

Date Adopted: ____-____-____
Date(s) Revised:

Cross References: [Policy #9 Appeal of Decisions Bylaw](#)

DRAFT

ADMINISTRATIVE PROCEDURE POLICY #4055.10

VIOLENCE, THREAT AND INTIMIDATION

BACKGROUND PREAMBLE

The Burnaby School District ~~board~~ recognizes its responsibility in ensuring a secure environment for students, ~~and~~ staff and families in which they will be safe from violence, threat and intimidation. These procedures are intended to provide an environment free-use of violence, threat and or any kind of intimidation as outlined in the Burnaby within the sSchool District Code of Conduct ~~environment is a danger to all members of the school community.~~

POLICY

~~THE BOARD SHALL CONSIDER ANY ACT OF VIOLENCE, THREAT OR INTIMIDATION THAT IMPACTS A SCHOOL'S ABILITY TO FUNCTION SAFELY TO BE A SERIOUS RISK TO THE SCHOOL ENVIRONMENT AND TO THE SAFETY OF BOTH STUDENTS AND STAFF. THE BOARD SHALL TAKE APPROPRIATE ACTION WHICH MAY INCLUDE CRIMINAL CHARGES BEING LAID.~~

OBJECTIVES

~~To provide an environment free of violence, threat and intimidation in school as outlined in the Burnaby School District Code of Conduct.~~

PROCEDURES REGULATIONS

1. When a principal is informed about an act of violence, threat or intimidation that has occurred within the jurisdiction of the school, the principal shall conduct a thorough investigation of the circumstances, documenting all pertinent details.
- ~~1.2.~~ The principal will check to see if the student has a Ministry Designation. Consideration of a student's cognitive ability and comprehension as to the effects of their behavior is required. The principal will consult with District Inclusive Education staff as required.
- ~~2.3.~~ When a principal has suspended a student for an act of violence, threat or intimidation, and considers the offence to be severely threatening to the safety of students and/or staff, the principal will make an oral report of the situation to the Superintendent or designate and will make a referral to the District Student Intervention Committee. The principal shall follow-up with a detailed written report.

~~3.4.~~ When a principal, in consultation with the school-based resources team, determines that a student with a ~~n intellectual or developmental~~ disability or diverse ability, or a student with a serious mental health diagnosis creates a potential risk for students and/or staff, a student Behavioural Risk Assessment ~~† & Safety~~ PResponse plan and Positive Behaviour Support Plan shall be created. ~~-(see page 4)~~

~~4.5.~~ Information and names of individual student(s) will be held in confidence, except when the individual(s) or community safety is at risk, or when pertinent information is released by RCMP.

ADMINISTRATIVE GUIDELINES FOR DISTRICT STUDENT INTERVENTION COMMITTEE

~~The District Student Intervention Committee is defined under regulations in Policy #5.08 Positive School and Work Climate.~~

Investigation and Referral Process

- ~~1. When a principal has been informed that a student poses a potential safety risk to the school or members of the school community, the principal shall initiate an investigation to determine if there are safety risks. A student may be required to remain at home during an investigation, prior to formal suspension. When a principal has suspended a student for an act of violence, threat or intimidation or the possession or use of a weapon, and considers the offence to be severely threatening to the safety of students and/or staff, the principal shall:~~
 - ~~a. Initiate an investigation, make telephone contact with the student's parent/guardian informing them of the circumstances of the investigation (See regulations under policy 5.08, Student Suspensions);~~
 - ~~b. Report the situation to the Superintendent or designate and make a referral to the District Student Intervention Committee or initiate the District Student Intervention Committee Modified Process;~~
 - ~~c. Referrals to the District Student Intervention Committee require a written report, sent to the Superintendent or designate. A copy of the written report should be sent to the Chairperson of the District Student Intervention Committee;~~
 - ~~d. Should a suspension be required, the principal or vice-principal will contact the parent/guardian by phone and send a letter of suspension to the home address. If no phone contact is possible, a letter of suspension will be sent by registered mail, signature required;~~
 - ~~e. A copy should be sent to the Superintendent and the Chairperson of the District Student Intervention Committee; and~~
 - ~~f. If possible, a copy should be given to the student to take home.~~
- ~~2. When the Chairperson of the District Student Intervention Committee is informed of the suspension of a student for an act of violence, threat or intimidation or the possession or use of a weapon, they will call a meeting of the committee, ensuring that the principal or designate presents a detailed report of the student and incident to the committee. The report by the principal or designate shall include:~~
 - ~~a. Identification of the student – birth date, address, telephone number, parents/guardian name(s), school and grade;~~

- ~~b. Copies of relevant school records — permanent record card, medical report, attendance record, office mark card, office discipline card;~~
 - ~~c. If the school is aware of a list of agencies already involved with the student and family, a list of those agencies will be provided;~~
 - ~~d. Anecdotal record leading up to the suspension;~~
 - ~~e. Corrective action undertaken by school staff in regard to discipline matters;~~
 - ~~f. Past history of previous recommendations made to the student/family by the school and current progress on those recommendations;~~
 - ~~g. Copies of written or verbal statements provided by person(s) directly involved in the incident; and~~
 - ~~h. Summary of investigation, including statement of impact on greater school community. —~~
- ~~3. When a principal has investigated a student for possession of a weapon and the principal reasonably believes that the student possessed a weapon without any intent to use it for the purposes of violence, threat or intimidation, the principal shall follow the referral process for District Student Intervention Committee (see item 2, a-h). The principal may initiate the modified process by:~~
- ~~a. Sending all relevant data to the Chairperson or designate of the District Student Intervention Committee;~~
 - ~~b. Arranging a meeting at the school between the student, parent/guardian and in some cases local police;~~
 - ~~c. Arranging a meeting at the school between the student, parent/guardian, and Chairperson or designate of the District Student Intervention Committee where possible within five school days of the suspension; and~~
 - ~~d. Conducting a review of the student's progress and behavior 30 days after the student is reinstated and reporting the findings to the Chairperson of the District Student Intervention Committee.~~
- ~~4. When a principal reasonably believes that a student wishing to register at a school in the district has, in the past, been involved in an act of violence, threat or intimidation or the possession or use of a weapon in any other district, the principal shall:~~
- ~~a. Contact the Superintendent or designate and make a referral to the Chairperson of the District Student Intervention Committee;~~
 - ~~b. Refer the student and parent/guardian to the Chairperson of the District Student Intervention Committee for consideration of placement; and~~
 - ~~c. Advise the Chairperson of the District Student Intervention Committee of the name, address, telephone number and pertinent details of the applicant.~~

District Student Intervention Committee Operation

- ~~5. The school district shall give the student and parent/guardian an opportunity to appear before the committee to speak to the issue(s) of suspension, admission or placement. The Chairperson of the committee will facilitate this process.~~
- ~~6. The committee shall seek input of other agencies involved with the student prior to recommending an appropriate educational placement within the district.~~

- ~~7. Necessary correspondence resulting from the actions of the District Student Intervention Committee shall be undertaken by the Chairperson on behalf of the Superintendent and consist of:
 - ~~a. Parent/guardian and the student being notified by telephone or in person of the intervention process and the intervention meeting date. Agenda to committee members, including summary information on specific case files to be considered.~~
 - ~~b. Requests for assistance or information from other agencies involved with the student.~~~~
- ~~8. When a decision has been made, the parent/guardian of the student and the initiating principal or viceprincipal will be notified verbally and in writing. Should a school transfer be involved, both schools will be informed. When a recommendation is made for placement of a student in a school, a member of the District Student Intervention Committee may represent the committee at an intake meeting between the student, parent/guardian and receiving school and arrange for a subsequent review of the student's progress.~~

~~Appeal of Committee Process or Decisions~~

- ~~1. Should a parent/guardian disagree with the decision of the District Student Intervention Committee they may appeal the decision according to Policy No. 1.20 Appeal of Decision Bylaw.~~
- ~~2. A written report from the Chairperson or designate of the District Student Intervention Committee will be provided.~~

~~**VIOLENCE, THREAT AND INTIMIDATION REGULATIONS FOR VIOLENT OR AGGRESSIVE BEHAVIOUR BY A STUDENT WITH AN INTELLECTUAL OR DEVELOPMENTAL DISABILITY, OR A STUDENT WITH A SERIOUS MENTAL HEALTH DIAGNOSIS.**~~

~~Students with Special Needs~~

- ~~1. When a principal considers the act of violent or aggressive behavior by a student with an intellectual or developmental disability, or a student with a serious mental health diagnosis to be severely threatening to the safety of themselves, students and/or staff, the principal shall:
 - ~~a. Make immediate telephone contact with the parent/guardian to arrange for the student to remain at home until resolution and inform the parent/guardian if seclusion or restraint was used. Arrange a meeting of concerned parties; including inter-ministerial representation where appropriate, to review the incident and to identify key actions required to provide an educational program;~~
 - ~~b. Make an oral report of the incident to the Assistant Superintendent or designate;~~
 - ~~c. When the incident involves a student who has any of the following comprehensive behavioural support plans in place; (Functional Behavioural Assessment, Positive Behavioural Support Plan and/or a Safety Response Plan), arrange to meet with all appropriate staff as soon as possible to review all components of the plan and relevant behavioural data;~~~~

- d. ~~Meet with the parent/guardian to discuss the terms of agreement under which the student is to remain at home until a Safety Response Plan is completed, or modified. The meeting will outline:~~
- ~~i. That the agreement is designed to avoid the normal discipline and suspension path in deference to the student's disability;~~
 - ~~ii. That the home stay is the result of violent or aggressive student misconduct;~~
 - ~~iii. Parent/guardian acknowledgement of home stay and educational plan; and~~
 - ~~iv. The date of any agreed upon meetings and a description of the process and plan development.~~
- e. ~~Prepare a written report to be retained in office records. The record shall include:~~
- ~~i. Identification of the student – birth date, address, telephone number, parent/guardian names, school and grade placement;~~
 - ~~ii. The date, time and location of the incident;~~
 - ~~iii. Name of staff assisting in the incident;~~
 - ~~iv. The name of any non-student who witnessed the incident;~~
 - ~~v. A list of agencies currently/previously involved with the student and family;~~
 - ~~vi. A description of the incident to include the context in which the incident occurred, behavioural escalation, positive behavioural strategies used to prevent or de-escalate the behavior, evaluation of the Safety Response Plan and evidence of steps taken to notify parent/guardian;~~
 - ~~vii. Copy of recent behavioural data;~~
 - ~~viii. Anecdotal record and/or~~
 - ~~ix. Statement of impact on greater school community.~~
- f. ~~A copy of the written report shall be sent to the Superintendent or designate.~~

2. ~~If a request for agreement by parent/guardian for home stay until resolution is denied by the parent/guardian, the principal will suspend the student under the authority of the School Act and contact the Superintendent or designate as per Administrative Guidelines for District Student Intervention Committee on page 2.~~

Referral to District Student Intervention Committee

When the act of violence is extreme, such as in a case involving the possession and/or use of a weapon or sexual assault, the principal shall make a report to the Superintendent or designate and make a referral to the District Student Intervention Committee.

Appeal of Committee Process or Decisions

1. ~~Should a parent disagree with the decision of the District Student Intervention Committee they may appeal the decision according to Policy No. 1.20 Appeal of Decision Bylaw.~~
2. ~~A written report from the chair person or designate of the District Student Intervention Committee will be provided.~~

Behavioural Risk Assessment & Safety Response Planning

When a concern is raised through a violent incident or from a file review that a student is likely to engage in violent/unsafe behavior the administrator will initiate an investigation including a Behavioural Risk Assessment to determine the level of risk.

The Behavioural Risk Assessment will be conducted in consultation with Safe and Caring Schools staff and will consider the environment, ~~and~~ the frequency and ~~the~~ intensity of this or any previous incidents. The results of the Behavioural Risk Assessment will determine the necessity of a Safety Response Plan. The Behavioural Risk Assessment must be dated and filed in the student's file.

In some cases there may be an investigation in consultation with the Deistrict's Safe and Caring Schools team.

When a Safety Response Plan is warranted the administrator must ensure that any staff who work directly with the student participate in the development of the plan. The Safety Response Plan must include:

1. ~~d~~Description of signs related to escalation of behaviorur:-
2. ~~s~~Strategies for early intervention, prevention, de-escalation, and appropriate responses to escalating behavioursz:-
3. ~~s~~Staff signature of all staff involved in the development of thewith date of pSafety Response Plan, and:-
4. ~~a~~A review or termination date.

Communicating a Safety Response Plan

~~All persons who attended the Safety Response Plan meeting must sign the document.~~

4.
A copy of the Safety Response Plan must be kept in the administration office, with copies in the student's file, and with all personnel who work with the student. The principal is responsible to ensure that any on-call staff who work with the student are aware of the plan and if appropriate understand their role in the plan.

Date Adopted: _____ 1990-06

~~5.09,~~

Date(s) Revised: _____ 1991-07

1993-06

Section

_____ 1994-07

_____ 2002-04

_____ 2018-02

~~4.27-4.31~~

Cross References: Policies 1.20, 5.08,

~~6.45~~

Statutory: Criminal Code of Canada

~~264, 256~~

School Act 15 (5)

Workers Compensation Act OHS

2019-06

Other:

Converted from Policy 5.10: -

Date(s) Revised:

DRAFT

ADMINISTRATIVE PROCEDURE #405

VIOLENCE, THREAT AND INTIMIDATION

BACKGROUND

The Burnaby School District recognizes its responsibility in ensuring a secure environment for students, staff and families in which they will be safe from violence, threat and intimidation. These procedures are intended to provide an environment free of violence, threat and intimidation as outlined in the Burnaby School District Code of Conduct.

PROCEDURES

1. When a principal is informed about an act of violence, threat or intimidation that has occurred within the jurisdiction of the school, the principal shall conduct a thorough investigation of the circumstances, documenting all pertinent details.
2. The principal will check to see if the student has a Ministry Designation. Consideration of a student's cognitive ability and comprehension as to the effects of their behavior is required. The principal will consult with District Inclusive Education staff as required.
3. When a principal has suspended a student for an act of violence, threat or intimidation, and considers the offence to be severely threatening to the safety of students and/or staff, the principal will make an oral report of the situation to the Superintendent or designate and will make a referral to the District Student Intervention Committee. The principal shall follow-up with a detailed written report.
4. When a principal, in consultation with the school-based resources team, determines that a student with a disability or diverse ability, or a student with a serious mental health diagnosis creates a potential risk for students and/or staff, a student Behavioural Risk Assessment, Safety Plan and Positive Behaviour Support Plan shall be created.
5. Information and names of individual student(s) will be held in confidence, except when the individual(s) or community safety is at risk, or when pertinent information is released by RCMP.

Referral to District Student Intervention Committee

When the act of violence is extreme, such as in a case involving the possession and/or use of a weapon or sexual assault, the principal shall make a report to the Superintendent or designate and make a referral to the District Student Intervention Committee.

Behavioural Risk Assessment & Safety Response Planning

When a concern is raised through a violent incident or from a file review that a student is likely to engage in violent/unsafe behaviour the administrator will initiate an investigation including a Behavioural Risk Assessment to determine the level of risk.

The Behavioural Risk Assessment will be conducted in consultation with Safe and Caring Schools staff and will consider the environment, the frequency and the intensity of this or any previous incidents. The results of the Behavioural Risk Assessment will determine the necessity of a Safety Response Plan. The Behavioural Risk Assessment must be dated and filed in the student's file.

In some cases there may be an investigation in consultation with the District's Safe and Caring Schools team.

When a Safety Response Plan is warranted the administrator must ensure that any staff who work directly with the student participate in the development of the plan. The Safety Response Plan must include:

1. description of signs related to escalation of behaviour;
2. strategies for early intervention, prevention, de-escalation, and appropriate responses to escalating behaviours;
3. signature of all staff involved in the development of the Safety Response Plan, and,
4. a review or termination date.

A copy of the Safety Response Plan must be kept in the administration office, with copies in the student's file, and with all personnel who work with the student. The principal is responsible to ensure that any on-call staff who work with the student are aware of the plan and if appropriate understand their role in the plan.

.....

Date Adopted: 1990-06
Date(s) Revised: 1991-07
1993-06
1994-07
2002-04
2018-02
2019-06

Cross References:

Converted from Policy 5.10: ____-____
Date(s) Revised:

ADMINISTRATIVE PROCEDURE POLICY #4075.20

REPORTING SUSPECTED CASES OF CHILD ABUSE OR NEGLECT

BACKGROUND PREAMBLE

The Burnaby School District Board recognizes that its Burnaby School District employees play a unique and important critical role in the identifying and reporting suspected cases of child abuse and neglect. The Board recognizes its responsibilities in the prevention of child abuse and neglect and in the reporting of suspected cases of abuse and neglect to the appropriate authority/authorities. These procedures are intended to ensure that all staff understand their legal duty to report concerns to the Ministry of Children and Family Development (MCFD), the Burnaby RCMP, and the Superintendent in a manner that protects children and complies with provincial regulations.

POLICY

~~THE BOARD SHALL ENSURE ALL SCHOOL DISTRICT EMPLOYEES ARE AWARE OF THE DUTY TO REPORT SUSPECTED CHILD ABUSE AND NEGLECT AND BURNABY SCHOOL DISTRICT'S REPORTING PROTOCOLS. THE BOARD SHALL ALSO FACILITATE AND SUPPORT ANY INVESTIGATIONS CONDUCTED BY THE APPROPRIATE AUTHORITIES TO ENSURE THAT SUSPECTED CASES OF CHILD ABUSE AND NEGLECT ARE INVESTIGATED IN THE LEAST INTRUSIVE AND MOST RESPECTFUL WAY POSSIBLE FOR THE CHILD.~~

PROCEDURES OBJECTIVES

- ~~1. To raise awareness in all Burnaby School District~~ shall provide clear, accessible information for parents, guardians, and community partners on the legal responsibilities related to employees regarding child abuse and neglect so as to protect children who are at risk of being abused or neglected.
- ~~2. The ensure all Burnaby School District~~ will maintain collaborative partnerships with MCFD and the Burnaby RCMP to ensure coordinated responses and timely investigations of suspected abuse and neglect employees are aware of their duty to report.
3. Awareness and Training
 - a. The District shall provide annual training to all staff on the signs of abuse and neglect, and how to report concerns.
 - b. The Superintendent will support administrators in interpreting duty-to-report expectations and will consult on specific cases as needed.

c. All employees must be aware that the legal definition of a child includes any person under the age of 19.

4. Duty to Report

- a. All Burnaby School District employees have a legal obligation to report suspected cases of abuse or neglect directly to MCFD.
- b. Reports must be made immediately upon disclosure or reasonable suspicion and should not be delegated to another employee.

5. Internal Notification and Documentation

- a. A verbal notification must be made to the school administrator following a report to MCFD.
- b. The Child Abuse and Neglect Reporting Form must be completed and submitted to the Superintendent or designate.
- c. Forms will be stored confidentially and disposed of seven years after the child reaches age 19.

6. Support for the Child

- 3.a. If a student's ability to function at school is affected by abuse, an investigation, or its results, the administrator shall coordinate appropriate supports in consultation with MCFD and/or school-based resources. To ensure that there is a collaborative working relationship with Burnaby RCMP and MCFD in regards to preventing child abuse and neglect in the school and community.

~~For the purposes of the following administrative procedures, child abuse includes but is not limited to any intentional or non-intentional act of physical, sexual or emotional abuse or neglect. For a full description of terms, including definitions of physical, sexual, and emotional abuse and neglect, please refer to The B.C. Handbook for Action on Child Abuse and Neglect (June 2017).~~

~~A child refers to anyone who is under the age of 19.~~

REGULATIONS

REPORTING SUSPECTED CASES OF CHILD ABUSE OR NEGLECT BY A BURNABY SCHOOL DISTRICT EMPLOYEE, VOLUNTEER OR CONTRACTED SERVICE PROVIDER

Employee Responsibilities of the School District Employee

~~Where a Burnaby School District employee has reason to believe a child has been abused by another School District employee, volunteer or contracted service provider, the employee shall:~~

1. Call 911 if the student is in immediate danger.

2. Contact MCFD immediately using the Provincial Centralized Screening at 1-800-663-9122. When reporting, provide key information such as the child's location, safety concerns, reason for risk, disclosures, family background, disability details, and relevant supports.

1.—

3. If the reporting employee believes that the student is in immediate danger, the employee will call 911. Immediate danger means that an emergency is occurring and the reporting employee is currently witnessing harm. Make a confidential verbal report to the school principal.

2.4. Provide a verbal report to the school principal will immediately notify the Superintendent of Schools or School Administrator or designate.

Any employee who suspects a School District employee, volunteer or contracted service provider of child abuse must immediately contact the Superintendent of schools and/or their school administrator and provide full details of the allegation in a private and confidential manner.

3. Not inform the family of the student of the report.

5. The reporting employee shall not inform the family of the student of the report. The Superintendent of Schools or dDesignate will contact in coordination with the Burnaby RCMP and the RCMP Child Abuse and Sexual Offense Unit will decide on who is to contact the family of the student.

6. DO NOT notify the parent(s) and/or guardian(s) of the report – this is the responsibility of MCFD.

Teachers who report other teachers suspected of child abuse do not contravene the British Columbia Teachers Federation Code of Ethics.

Responsibility of School Administrator

Upon receiving a report of suspected child abuse by another School District employee, volunteer or Contracted service provider, the School Administrator shall:

1. Contact the Superintendent of Schools.

Responsibilities of the Superintendent of Schools or Designate

Upon receiving a report of suspected child abuse by another School District employee, volunteer or contracted service provider, the Superintendent of Schools shall:

1. Contact the Burnaby RCMP.

Contact the Child Abuse and Sexual Offence Unit of the Burnaby RCMP to inform them of the allegation.

2. Coordinate contact of the student's parent(s)/guardian(s) with the Burnaby RCMP.

- ~~3. Report the allegation to Ministry of Children and Family Development team in the community where the employee, volunteer or contracted service provider resides.~~

~~While the Burnaby School District and/or the Burnaby RCMP will investigate the suspected abuse of the student by the school district employee, volunteer or contracted service provider, the MCFD office where the person who is suspected of child abuse resides should also be notified so that they can determine if there are other protection concerns. The RCMP file number should be communicated to MCFD.~~

~~Public inquiries about the child protection and/or police investigations should be referred to the appropriate authorities.~~

- ~~4. Assemble a team of district personnel to investigate the alleged abuse by the school district employee, volunteer or contracted service provider. The personnel on this team may include: The Superintendent, an Assistant Superintendent, the Director of Human Resources, the District Principal—Safe and Caring Schools, and the Coordinator—Student Safety and Child Abuse Prevention.~~
- ~~5. Provide a general notification to the Board of Education that an investigation is being undertaken without providing details such as the name of the employee under investigation.~~
- ~~6. Facilitate the activities of the district's investigating team and the police in carrying out their respective roles, mandates and responsibilities within the school setting. In situations where the RCMP initiates a criminal investigation, a school district investigation shall be conducted only after significant consultation and collaboration with the RCMP. Please refer to the Interagency Agreement—Responding to Child Abuse and Neglect for more detailed information. Significant consultation and collaboration with the RCMP will not occur until after the employee is notified that an employment investigation will occur~~
- ~~7. Ensure that the results of the district team's investigation are fully documented.~~
- ~~8. Support the development of follow-up plans with other professionals to support the alleged victim and others, both children and employees, who may be affected by the disclosure or investigation (e.g. critical incident debriefing, counseling, referrals, safety plan, etc.).~~
- ~~9. If the welfare of any student(s) might be threatened by the presence of the employee during the RCMP or District investigation, the Superintendent of Schools may suspend the employee pursuant to section 15(5) of the School Act. If warranted at the conclusion of the employment investigation, disciplinary action may be recommended against the employee, including termination of services to the Board of Education. In circumstances involving volunteers or contract services providers, the Superintendent of Schools may consider termination of services.~~
- ~~10. Upon completion of the employment investigation, the Superintendent of Schools will report the matter to the Board of Education. If there is any disciplinary action taken by the Board of Education, the Superintendent of Schools will subsequently report the matter to~~

~~Schools Protection Program, Risk Management Branch, and if the employee is a teacher, to the Teacher Regulation Branch.~~

REPORTING SUSPECTED CASES OF CHILD ABUSE OR NEGLECT BY A FAMILY OR COMMUNITY MEMBER

Responsibilities of the School District Employee

~~Where a School District employee has reason to believe (either a child has disclosed or a staff member suspects) a child has been abused and/or neglected by a parent/guardian or other community member and the parent(s)/guardian(s) are unable to protect, the employee shall:~~

- ~~1. Call 911 if the student is in immediate danger
If the reporting employee believes that the student is in immediate danger, the employee will also call 911. Immediate danger means that an emergency is occurring and the reporting employee is currently witnessing harm.~~
- ~~2. Make a Report to a Ministry of Children & Family Development Child Protection Worker
All reports of suspected child abuse in Burnaby are made to a child protection worker at a Burnaby Ministry of Children & Family Development office~~
 - ~~a. For children under 12 South Office 604-660-9494 or North Office 604-660-0602.~~
 - ~~b. For youth 12 and over 604-660-5900.~~
 - ~~c. For Indigenous students 604-660-9544.~~
 - ~~d. After hours 604-660-8180 or the Children's Helpline 310-1234~~

~~If the report is being made because of a student's disclosure, the staff member receiving the disclosure shall make the report to MCFD immediately.~~

~~Whenever possible, when making the report, the reporting person should have available the child's name, address, and birth date, parent(s)/guardian(s) names, sibling(s) names, indicate if the child is Indigenous or if an interpreter will be needed.~~

~~The child protection worker will also ask for as much of the following information as is available:~~

- ~~a. The child's location~~
- ~~b. Whether there are any immediate concerns about the child's safety~~
- ~~c. Why you believe the child is at risk~~
- ~~d. Any statements or disclosures made by the child~~
- ~~e. Information about the family, parents/guardians and alleged offender~~
- ~~f. Information about siblings or other children who may be at risk~~
- ~~g. Whether you know of any previous incidents involving, or concerns about the child~~
- ~~h. Information about other persons or agencies closely involved with the child and/or family~~
- ~~i. Information about other persons who may be witnesses or may have information about the child~~
- ~~j. Information about the nature of the child's disabilities, his or her mode of communication, and the name of a key support person, and~~

~~k. Any other relevant information concerning the child and/or family such as language or culture.~~

~~Do not contact the parents of the child. This is the responsibility of the Ministry of Children and Family Development.~~

~~MCFD may involve the RCMP in a joint investigation.~~

~~3. Provide a verbal report to the School Administrator~~

~~The employee may immediately inform the School Administrator that a report has been made to the Ministry of Children and Family Development. Employees who report to supervisors who are not school administrators may also inform their supervisor that a report has been made.~~

~~4. Document reports made on the Child Abuse and Neglect Reporting Form~~

~~It is important to fully document any reports made using the Child Abuse and Neglect Reporting Form. The employee should keep a copy of the form for their records and forward the original in a sealed envelope to the Coordinator – Student Safety and Child Abuse Prevention at the District Administration Office. Forms will be kept in accordance with the Freedom of Information and Protection of Privacy Act.~~

~~Responsibilities of the School Administrator or Employee Supervisor~~

~~Upon receiving a report of suspected child abuse or disclosure, the school administrator shall:~~

~~1. Support the reporting employee in their duty to report.~~

~~2. Support the MCFD or RCMP investigation team. School administrators shall allow the investigating child protection worker and/or the police to interview the child in the school. As the school is a safe, neutral environment in which to conduct interviews, child protection workers or police officers may choose the school as an interview site. The school administrator may discuss the need for school district representative presence during the interview with the child protection worker or police officer. However, the presence of a school district representative during the interview is not mandatory. It is expected that the administrator shall afford the investigating child protection worker or police officer all pertinent information.~~

~~3. Follow-up from the Child Protection Worker Section 16 of the Child, Families and Community Services Act requires the Ministry of Children and Family Development to make reasonable efforts to report results of the child protection investigation to the reporter. The employee who made the abuse report or the school administrator originally informed of the allegation by the employee may follow up the matter with the Ministry of Children and Family Development.~~

~~4. Support the Child If the student's ability to function at school is affected by the investigation or the results of the investigation, the school administrator may, in~~

~~consultation with the Ministry of Children and Family Development, arrange for appropriate support or assistance to be provided to the student.~~

Responsibilities of the Safe Schools Department

- ~~1. Provide district wide training on reporting and responding to child abuse and neglect on an annual basis.~~
- ~~2. Consult as needed with administrators and other school district employees regarding their duty to report specific incidents.~~
- ~~3. Debrief specific incidents with school district staff as needed and requested.~~
- ~~4. Ensure Child Abuse and Neglect Reporting Forms are complete and kept in a confidential manner. Dispose of the forms seven (7) years after the child reaches the age of majority.~~
- ~~5. Ongoing liaison with MCFD, RCMP and TRB to ensure best practices and protocols are being followed.~~

District Response to Employee-Related Abuse Allegations

1. The Superintendent or designate shall notify the MCFD and the Burnaby RCMP where the employee resides.
2. Before any staff action proceeds, RCMP involvement must include formal consultation.
3. A District investigative team may be assembled and could include:
 - a. Superintendent;
 - b. Assistant Superintendent;
 - c. staff representative(s) from Human Resources; and,
 - d. staff representative(s) from Safe and Caring Schools.
4. A general notification shall be provided to the Board of Education that an investigation is underway.
5. The results of the District investigation will be fully documented.
6. Follow-up planning with support services must occur for impacted students or employees.
7. Upon conclusion, disciplinary action may be recommended, including suspension or termination.
8. All actions and decisions will be reported to the Board.

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Date Adopted: 1987-10
Date(s) Revised: 2000-05-23
Community
2012-12-11

Converted from Policy 5.20: -

Cross References:
~~Statutory: Child, Family and~~

Date(s) Revised:

Service Act, Section 14

Other:

ADMINISTRATIVE PROCEDURE #407

REPORTING SUSPECTED CASES OF CHILD ABUSE OR NEGLECT

BACKGROUND

The Burnaby School District recognizes that its employees play a critical role in identifying and reporting suspected cases of child abuse and neglect. These procedures are intended to ensure that all staff understand their legal duty to report concerns to the Ministry of Children and Family Development (MCFD), the Burnaby RCMP, and the Superintendent in a manner that protects children and complies with provincial regulations.

PROCEDURES

1. The District shall provide clear, accessible information for parents, guardians, and community partners on the legal responsibilities related to child abuse and neglect.
2. The District will maintain collaborative partnerships with MCFD and the Burnaby RCMP to ensure coordinated responses and timely investigations of suspected abuse and neglect.
3. Awareness and Training
 - a. The District shall provide annual training to all staff on the signs of abuse and neglect, and how to report concerns.
 - b. The Superintendent will support administrators in interpreting duty-to-report expectations and will consult on specific cases as needed.
 - c. All employees must be aware that the legal definition of a child includes any person under the age of 19.
4. Duty to Report
 - a. All Burnaby School District employees have a legal obligation to report suspected cases of abuse or neglect directly to MCFD.
 - b. Reports must be made immediately upon disclosure or reasonable suspicion and should not be delegated to another employee.
5. Internal Notification and Documentation
 - a. A verbal notification must be made to the school administrator following a report to MCFD.
 - b. The Child Abuse and Neglect Reporting Form must be completed and submitted to the Superintendent or designate.
 - c. Forms will be stored confidentially and disposed of seven years after the child reaches age 19.

6. Support for the Child

- a. If a student's ability to function at school is affected by abuse, an investigation, or its results, the administrator shall coordinate appropriate supports in consultation with MCFD and/or school-based resources.

Employee Responsibilities

1. Call 911 if the student is in immediate danger.
2. Contact MCFD immediately using the Provincial Centralized Screening at 1-800-663-9122. When reporting, provide key information such as the child's location, safety concerns, reason for risk, disclosures, family background, disability details, and relevant supports.
3. Make a confidential verbal report to the school principal.
4. to the school principal will immediately notify the Superintendent or designate. Any employee who suspects a School District employee, volunteer or contracted service provider of child abuse must immediately contact the Superintendent of schools and/or their school administrator and provide full details of the allegation in a private and confidential manner.
5. The Superintendent or designate will contact Burnaby RCMP and the RCMP Child Abuse and Sexual Offense Unit.
6. **DO NOT notify the parent(s) and/or guardian(s) of the report – this is the responsibility of MCFD.**

District Response to Employee-Related Abuse Allegations

1. The Superintendent or designate shall notify the MCFD and the Burnaby RCMP where the employee resides.
2. Before any staff action proceeds, RCMP involvement must include formal consultation.
3. A District investigative team may be assembled and could include:
 - a. Superintendent;
 - b. Assistant Superintendent;
 - c. staff representative(s) from Human Resources; and,
 - d. staff representative(s) from Safe and Caring Schools.
4. A general notification shall be provided to the Board of Education that an investigation is underway.
5. The results of the District investigation will be fully documented.
6. Follow-up planning with support services must occur for impacted students or employees.

7. Upon conclusion, disciplinary action may be recommended, including suspension or termination.
8. All actions and decisions will be reported to the Board.

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Date Adopted:	1987-10
Date(s) Revised:	2000-05
	2012-12
Converted from Policy 5.20:	____-__
Date(s) Revised:	

Cross References:

ADMINISTRATIVE PROCEDURE #408~~POLICY #5.11~~

ADMINISTRATION OF MEDICATION AT SCHOOL

BACKGROUND~~PREAMBLE~~

The dispensing of medication to a student is primarily the responsibility of the parent (s) and/ or guardian (s). The Burnaby Board of Education recognizes ~~however,~~ that from time to time, a student enrolled in the Burnaby School District may have a medical problem that requires, or may require, regular or emergency treatment during school hours.

POLICY

~~STAFF SHOULD BE AWARE THAT THE BOARD AND ITS STAFF HAVE A "DUTY OF CARE" UNDER COMMON LAW. IF, THEREFORE, A SCHOOL IS AWARE THAT A MEDICATION MUST BE ADMINISTERED WHILE A CHILD IS IN SCHOOL, THE SCHOOL ADMINISTRATOR SHOULD TAKE IMMEDIATE STEPS TO IMPLEMENT THE PROCEDURES OUTLINED BELOW. UNTIL THESE CAN BE ARRANGED, MEDICATION SHOULD NOT BE ADMINISTERED AT SCHOOL, EVEN THOUGH THIS MAY RESULT IN A CHILD BEING ABSENT FROM SCHOOL FOR A SHORT PERIOD OF TIME. THE PARENT OR GUARDIAN SHOULD BE INFORMED, IF NECESSARY, THAT THE SCHOOL CANNOT ACCEPT THIS RESPONSIBILITY IN THE INTERESTS OF THE HEALTH AND SAFETY OF THE CHILD UNTIL PROPER ARRANGEMENTS ARE MADE FOR THE REQUIRED MEDICAL AUTHORIZATION, INSTRUCTIONS AND SUPERVISION.~~

~~To help ensure the highest level of safety and well-being of the students in the school's care, the following guidelines and regulations are to be adhered to:~~

PROCEDURES~~GUIDELINES~~

~~1.~~ Administration (or supervision of self-administration) of short or long-term medications to students should occur only if the following conditions are met:

- ~~1.~~
 - ~~a.~~ a parent and/ or guardian requested~~ing~~ the school's assistance in administration of medication at school and has provided~~is responsible to ensure~~:
 - a.
 - i. written authorization from the attending physician;
 - ii. all medications; and,
 - iii. a signed authorization from the parent and/or guardian;
 - i. written authorization from the attending physician;
 - ii. all medications are provided; and

i. ~~parent/guardian signature~~

ii. ~~The medication is prescribed by a physician, is required to be administered while the child is in the school's care, and is contained in the pharmaceutical container which has the child's name, physician's name, medication name, medicine dosage, when to administer dosage, medication route, and date listed, and how to store the medication (such as, for example, refrigerate or store at room temperature); and,~~

b.

~~b.c.~~ The signature(s) of the appropriate school staff designated to be responsible for administering or supervising the administration of medications is provided.

2. The ~~Public Health Nurse~~ can be consulted on the administration of medication if required, such as an EpiPen ®.

2.

REGULATIONS

2. The parent(s) and/or guardian(s) will obtain from the school office and complete a "Request for Administration of Medication at School" form giving all pertinent information relative to their child's medication or physical needs. The student's attending physician must complete the "Prescribing Physician" section of the form.

3.

1.4. The school administrator will ensure that a medication plan of action is developed for the daily care of the student. The medication plan of action shall include the following:

a. the names of staff members responsible for the administration of the medication.

When the nature of the administration of the medication requires training, more than one staff member will be trained in order to provide a staff member in cases of absence or unavailability;

b. the location of the secured medication;

c. recording procedures (use "Administration of Medication Record" form); and,

~~d.~~ other pertinent information, as deemed necessary.

d.

3. ~~The Public Health Nurse can provide resources and consultation but are not responsible in~~ When training is necessary, it is the responsibility of the school staff on administrator to contact the public health nurse to arrange appropriate training for all personnel involved in the administration of medication, and to ensure their attendance when the training in how to administer medication falls under the responsibility of the parent(s) and/or guardian(s) as every child's situation is different. (For example, how they respond, signs of symptoms to watch for, strategies in how to administer.) is scheduled.

5.

4. It is the responsibility of the school administrator to ensure that a master list of students who use medication(s) is kept at the school office and the original "Request for Administration of Medication at School" form(s) is returned by parents and guardians.

6.

5. Where medication administration is associated with life-threatening situations (Medical Alert), a copy of the "Request for Administration of Medication at School" form will be kept in the School Health Resource Binder "Medical Alert" section which is readily available to all staff.

7.

6. A copy of the "Administration of Medication Record" form will be stored with the medication.

8.

7. The completed "Administration of Medication Record" form will be archived in the School Health Resource Book with the "Request for Administration of Medication at School" form.

9.

10. All changes in medication should be reviewed as needed by the administrator and may require the completion of a new "Request for Administration of Medication at School" form. Outdated "Request for Administration of Medication at School" forms will be filed with the "Administration of Medication Record" forms in the school office.

2.

3.11. Due to safety concerns, medication cannot remain in the school over the summer months. Parent(s) and/or guardian(s) must be contacted prior to June 30 to arrange for unused medication to be picked up.

Date Adopted: 1988-06
Date(s) Revised: 1997-10
2012-12-11

Cross References: Policy #5.13
Statutory: Ministerial Order M234/09
Other:

Converted from Policy 5.11: -
Date(s) Revised:

ADMINISTRATIVE PROCEDURE #408

ADMINISTRATION OF MEDICATION AT SCHOOL

BACKGROUND

The dispensing of medication to a student is primarily the responsibility of the parent(s) and/or guardian(s). The Burnaby Board of Education recognizes that from time to time, a student enrolled in the Burnaby School District may have a medical problem that requires, or may require, regular or emergency treatment during school hours.

PROCEDURES

1. Administration (or supervision of self-administration) of short or long-term medications to students should occur only if the following conditions are met:
 - a. a parent and/or guardian requested the school's assistance in administration of medication at school and has provided:
 - i. written authorization from the attending physician;
 - ii. all medications; and,
 - iii. a signed authorization from the parent and/or guardian;
 - b. the medication is prescribed by a physician, is required to be administered while the child is in the school's care, and is contained in the pharmaceutical container which has the child's name, physician's name, medication name, medicine dosage, when to administer dosage, medication route, date listed, and how to store the medication (such as, for example, refrigerate or store at room temperature); and,
 - c. the signature(s) of the appropriate school staff designated to be responsible for administering or supervising the administration of medications is provided.
2. The Public Health Nurse can be consulted on the administration of medication if required, such as an EpiPen ®.
3. The parent(s) and/or guardian(s) will obtain from the school office and complete a Request for Administration of Medication at School form giving all pertinent information relative to their child's medication or physical needs. The student's attending physician must complete the Prescribing Physician section of the form.
4. The school administrator will ensure that a medication plan of action is developed for the daily care of the student. The medication plan of action shall include the following:
 - a. the names of staff members responsible for the administration of the medication.
When the nature of the administration of the medication requires training, more

than one staff member will be trained in order to provide a staff member in cases of absence or unavailability;

- b. the location of the secured medication;
- c. recording procedures (use Administration of Medication Record form); and,
- d. other pertinent information, as deemed necessary.

5. The Public Health Nurse can provide resources and consultation but are not responsible in training school staff on administration of medication. The training in how to administer medication falls under the responsibility of the parent(s) and/or guardian(s) as every child's situation is different. (For example, how they respond, signs of symptoms to watch for, strategies in how to administer.)
6. It is the responsibility of the school administrator to ensure that a master list of students who use medication(s) is kept at the school office.
7. Where medication administration is associated with life-threatening situations (Medical Alert), a copy of the Request for Administration of Medication at School form will be kept in the School Health Resource Binder "Medical Alert" section which is readily available to all staff.
8. A copy of the Administration of Medication Record form will be stored with the medication.
9. The completed Administration of Medication Record form will be archived in the School Health Resource Book with the Request for Administration of Medication at School form.
10. All changes in medication should be reviewed as needed by the administrator and may require the completion of a new Request for Administration of Medication at School form. Outdated Request for Administration of Medication at School forms will be filed with the Administration of Medication Record forms in the school office.
11. Due to safety concerns, medication cannot remain in the school over the summer months. Parent(s) and/or guardian(s) must be contacted prior to June 30 to arrange for unused medication to be picked up.

.....

Date Adopted: 1988-06
Date(s) Revised: 1997-10
2012-12
Converted from Policy 5.11: ____-____
Date(s) Revised:

Cross References:

ADMINISTRATIVE PROCEDURE POLICY #4095.13

ANAPHYLAXIS

BACKGROUND PREAMBLE

~~The Board is committed to the principle of providing a safe learning and teaching environment for its students. This includes a duty of care to students who are at risk from life-threatening allergic reactions.~~ Anaphylaxis is the term used to describe a sudden, severe, life-threatening allergic reaction which can be fatal and requires immediate medical emergency measures. Common causes are food, latex, insect stings, medication, and exercise. While it is impossible to create a risk-free environment, school staff and parent-(s) and/or guardians-(s) can design and implement procedures to ensure that students in the Burnaby School District who are at risk are identified, strategies are in place to minimize the risk of exposure, and staff ~~and key volunteers~~ are trained to respond in an emergency situation.

Signs and symptoms of a severe allergic reaction can occur within minutes of exposure to an offending substance. Reactions usually occur within two hours of exposure, but in rarer cases can develop hours later. Specific warning signs as well as the severity and intensity of symptoms can vary from person to person and sometimes from attack to attack in the same person.

Common symptoms and signs of anaphylactic reaction may be a combination of any of the following:

- Skin – hives, swelling, itching, warmth, redness, rash
- Respiratory (breathing) – wheezing, shortness of breath, throat tightness, cough, hoarse voice, chest pain/tightness, nasal congestion, or hay fever-like symptoms (runny itchy nose and watery eyes, sneezing), trouble swallowing
- Gastrointestinal (stomach) – nausea, pain/cramps, vomiting, diarrhea
- Cardiovascular (heart) – pale/blue colour, weak pulse, passing out, dizzy/lightheaded, shock
- Other – anxiety, feeling of "impending doom", headache, uterine cramps in females

POLICY

~~THE PRINCIPAL OF THE SCHOOL IS RESPONSIBLE FOR DEVELOPING AN INDIVIDUAL SCHOOL PLAN THAT CREATES AND MAINTAINS AS SAFE AND HEALTHY AN ENVIRONMENT AS IS REASONABLY POSSIBLE FOR STUDENTS WHO MAY EXPERIENCE ANAPHYLAXIS, A SUDDEN, SEVERE, LIFE-THREATENING~~

ALLERGIC REACTION. THE PARENT(S)/GUARDIAN(S) OF AN ANAPHYLACTIC STUDENT IS A PARTNER IN THIS PROCESS.

PROCEDURES/REGULATIONS

Information and Awareness

Parent(s) and/or guardian(s) have the primary responsibility of informing school personnel regarding their child's severe allergy. The physician must diagnose the child with anaphylaxis and prescribe the specific treatment protocol. Safety measures a school can reasonably expect to implement are outlined below.

1. The parent(s) and/or guardian(s) will inform the principal of the student's anaphylactic condition and have the family doctor complete the "Anaphylaxis Emergency Action Plan" form. The Anaphylaxis Emergency Action Plan form, completed and signed by the physician, should be kept along with other relevant medical information. The information will be reviewed annually and the form updated when there are changes to medication or dosages of medication.
2. The anaphylactic student's parent(s) and/or guardian(s) of students with anaphylactic allergy must meet with the principal prior to the student's first day in a school or any time there is a change in the medical condition. The principal will consult with the child's parent(s) and/or guardian(s) to identify care needs.
- 2.3. A meeting with the student's teacher(s) will be arranged the first week of school as soon as possible. The student's teacher(s) must receive additional pertinent student medical information to this specific medical condition about the child from the parent(s) and/or guardian(s). will be entered on the student permanent record card. The public health nurse is available to act, in a consultative capacity, to review student medical information. Discussion with the anaphylactic student and their teacher(s) and parent(s) and/or guardian(s) must maintain open lines of communication will include the decision to post student information, and other students and parents/guardians in the class may be given information of the student's condition.
- 3.4. The school principal will develop guidelines to reflect the circumstances of the school and will include procedures and avoidance strategies to be followed by staff and students. Each principal must develop and it is vital that students with anaphylaxis be easily identified. The child-specific anaphylaxis emergency procedure plan, which must include an Anaphylaxis Emergency Action Plan form and development of safeguards for field trips and special events. The child-specific Anaphylaxis Emergency Action Plan form must include a description of the allergy, potential allergens and potential signs and symptoms, as well as a physician-prescribed emergency treatment plan. This information must be in the School Health Resource Binder. "Medical Alert" section information (with an up-to-date photograph of the student) may be posted in high visibility locations that all staff have access to, including any room used on a regular basis by the student.

5. Student medical information will be entered into MyEd and noted as an Alert (Life Threatening Heart symbol).
6. After obtaining consent from the parent(s) and/or guardian(s), medical alert posters with information and up-to-date photograph shall be posted in the office, classroom, medical room and any other room which is used on a regular basis by the child. Please ensure the medical alert and an explanation of the emergency response procedures is included in the teacher's day planner and in the replacement staff (i.e., Teacher's & EA's) binders upon signing into the office.
7. All staff (teaching and non-teaching) must be made aware of and be able to visually identify students who have potentially life-threatening allergies. This may include: custodians, supervisors, bus drivers, substitute teachers, first aid attendants, parent volunteers, coaches, and food services personnel.
8. The students with anaphylactic allergy and their parent(s) and/or guardian(s) should be encouraged to use the Medic-Alert identification.
9. There needs to be recognition by all concerned of the increased danger when changes to the routine occur, especially field trips, Sports Days, extracurricular outings, and on treat days and cultural celebrations.
10. There needs to be recognition by all concerned of the increased danger in eating areas, Food Studies classes, and in other food service areas.
- 4.11. An up-to-date supply of two single dose Epinephrine Auto-Injectors provided by the parent(s) and/or guardian(s) must be stored in a covered, secure, unlocked area for quick access. All staff shall be informed and aware of the threat of an anaphylactic shock and know the location of the autoinjectors. Identified staff will receive training which will include instruction on the administration of the child-specific Anaphylaxis Emergency Action Plan and may include training in how to use of the autoinjector pen, such as EpiPen®.
- 5.12. When deemed competent, the student should carry an EpiPen® with them at all times. If possible, the parent(s) and/or guardian(s) should provide the school with a second EpiPen® which will be stored in a safe, accessible location(s). Parent(s) and/or guardian(s) shall inform the school when they deem the child competent to carry their own medication(s), and it is their duty to ensure their child understands they must carry their medication on their person at all times.
13. An annual training session for all staff regarding the administration of medication and Epinephrine Auto-Injector (in consultation with the parent(s)/ guardian(s) and/or expert resource) must be held and reviewed mid-year. Training encompasses information relating to:
 - a. signs and symptoms of anaphylaxis;
 - b. common allergens;
 - c. avoidance strategies;
 - d. emergency protocols;

- e. use of Epinephrine Auto-Injector;
- f. identification of at-risk students (as outlined in the individual Anaphylaxis Emergency Action Plan);
- g. emergency plans; and,
- h. method of communication with and strategies to educate and raise awareness of parent(s) and/or guardian(s), students, employees, and volunteers about anaphylaxis.

14. The Public Health School Nurse is available to act, in a consultative capacity, to review student medical information.

~~6. The school principal shall report all anaphylactic incidents to the Superintendent or designate Board. An aggregate report of all anaphylactic incidents will be reported to the Board annually.~~

~~7. The school principal will develop guidelines to reflect the circumstances of the school and will include procedures and avoidance strategies to be followed by staff and students. (Refer to British Columbia Anaphylactic and Child Safety Framework, Ministry of Education, September 2007).~~

15.
Avoidance of the Allergen/Prevention
The parent(s) and/or guardian(s) and the child have primary responsibility for avoiding the allergen. It is not possible to achieve a completely allergen-free school, as there can be hidden or accidentally introduced sources. The principal must attempt to reduce the student's exposure to allergic foods within the school setting.

1. Trading and sharing of foods, food utensils and food containers in the allergic child's classroom is to be discouraged.

2. All food allergic children shall only eat lunches and snacks that have been prepared at home.

3. Handwashing is encouraged before and after eating for all children in the classroom of an anaphylactic child.

4. Surfaces such as tables in the areas where students eat, and that the child frequents shall be washed clean of contaminating foods.

5. The use of foods in crafts, cooking classes and special celebrations may need to be restricted depending upon the allergies of the student(s).

6. The allergic child's classroom shall be checked for other sources of the allergen, such as in playdough, bean bags, stuffed toys – peanut shells are sometimes used.

7. Other allergens:

- a. Reactions to medication, exercise, latex and unknown causes are rare in school settings.

- b. Care of children with these allergies should be individualized based on collaboration with the parent(s) and/or guardian(s), physician and school.

Emergency Response Procedures

1. **Give Epinephrine Auto-Injector** (such as EpiPen® or Twinject™) at the first sign of a reaction occurring in conjunction with a known or suspected contact with allergen. Provide a second dose 5 minutes after the first dose if the reaction continues or worsens. Epinephrine can be given 5 minutes between doses, up to a maximum of 3 doses, to help control the symptoms of anaphylaxis.
2. **Call 911** and tell them someone is having a life-threatening allergic reaction. Indicate the age of the child to the operator. Ask them to send an ambulance immediately.
3. **Go to the nearest hospital**, even if symptoms are mild or have stopped. Stay in the hospital for an appropriate period of observation, generally 4 hours, but at the discretion of the emergency room physician. The reaction could return.
4. **Call contact person.**
5. People with asthma are often at greater risk. If a person is having a reaction and has difficulty breathing, the Epinephrine Auto-Injector should be given before asthma medication.
6. **When in doubt, DO USE the Epinephrine Auto-Injector.**

For more detailed information, consult: *British Columbia Anaphylactic and Child Safety Framework*
Published by the Ministry of Education

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Date Adopted: 2000-03-14

Date(s) Revised: 2012-12-11

Cross References:

Statutory: Ministerial Order M234/09

Other:

Converted from Policy 5.13: -

Date(s) Revised:

ADMINISTRATIVE PROCEDURE #409

ANAPHYLAXIS

BACKGROUND

Anaphylaxis is the term used to describe a sudden, severe, life-threatening allergic reaction which can be fatal and requires immediate medical emergency measures. Common causes are food, latex, insect stings, medication, and exercise. While it is impossible to create a risk-free environment, school staff and parent(s) and/or guardian(s) can design and implement procedures to ensure that students in the Burnaby School District who are at risk are identified, strategies are in place to minimize the risk of exposure, and staff are trained to respond in an emergency situation.

Signs and symptoms of a severe allergic reaction can occur within minutes of exposure to an offending substance. Reactions usually occur within two hours of exposure, but in rarer cases can develop hours later. Specific warning signs as well as the severity and intensity of symptoms can vary from person to person and sometimes from attack to attack in the same person.

Common symptoms and signs of anaphylactic reaction may be a combination of any of the following:

- Skin – hives, swelling, itching, warmth, redness, rash
- Respiratory (breathing) – wheezing, shortness of breath, throat tightness, cough, hoarse voice, chest pain/tightness, nasal congestion, or hay fever-like symptoms (runny itchy nose and watery eyes, sneezing), trouble swallowing
- Gastrointestinal (stomach) – nausea, pain/cramps, vomiting, diarrhea
- Cardiovascular (heart) – pale/blue colour, weak pulse, passing out, dizzy/lightheaded, shock
- Other – anxiety, feeling of “impending doom”, headache, uterine cramps in females

PROCEDURES

Information and Awareness

Parent(s) and/or guardian(s) have the primary responsibility of informing school personnel regarding their child's severe allergy. The physician must diagnose the child with anaphylaxis and prescribe the specific treatment protocol. Safety measures a school can reasonably expect to implement are outlined below.

1. The parent(s) and/or guardian(s) will inform the principal of the student's anaphylactic condition and have the family doctor complete the Anaphylaxis Emergency Action Plan form. The Anaphylaxis Emergency Action Plan form, completed and signed by the physician, should be kept along with other relevant medical information. The information will be reviewed annually and the form updated when there are changes to medication or dosages of medication.
2. The parent(s) and/or guardian(s) of students with anaphylactic allergy must meet with the principal prior to the student's first day in a school or any time there is a change in the medical condition. The principal will consult with the child's parent(s) and/or guardian(s) to identify care needs.
3. A meeting with the student's teacher(s) will be arranged the first week of school. The student's teacher(s) must receive additional pertinent medical information to this specific medical condition about the child from the parent(s) and/or guardian(s). The teacher(s) and parent(s) and/or guardian(s) must maintain open lines of communication.
4. The school principal will develop guidelines to reflect the circumstances of the school and will include procedures and avoidance strategies to be followed by staff and students. Each principal must develop an emergency procedure plan, which includes an Anaphylaxis Emergency Action Plan form and development of safeguards for field trips and special events. The child-specific Anaphylaxis Emergency Action Plan form must include a description of the allergy, potential allergens and potential signs and symptoms, as well as a physician-prescribed emergency treatment plan. This information must be in the School Health Resource Binder "Medical Alert" section.
5. Student medical information will be entered into MyEd and noted as an Alert (Life Threatening Heart symbol).
6. After obtaining consent from the parent(s) and/or guardian(s), medical alert posters with information and up-to-date photograph shall be posted in the office, classroom, medical room and any other room which is used on a regular basis by the child. Please ensure the medical alert and an explanation of the emergency response procedures is included in the teacher's day planner and in the replacement staff (i.e., Teacher's & EA's) binders upon signing into the office.
7. All staff (teaching and non-teaching) must be made aware of and be able to visually identify students who have potentially life-threatening allergies. This may include: custodians, supervisors, bus drivers, substitute teachers, first aid attendants, parent volunteers, coaches, and food services personnel.
8. The students with anaphylactic allergy and their parent(s) and/or guardian(s) should be encouraged to use the Medic-Alert identification.
9. There needs to be recognition by all concerned of the increased danger when changes to the routine occur, especially field trips, Sports Days, extracurricular outings, and on treat days and cultural celebrations.

10. There needs to be recognition by all concerned of the increased danger in eating areas, Food Studies classes, and in other food service areas.
11. An up-to-date supply of two single dose Epinephrine Auto-Injectors provided by the parent(s) and/or guardian(s) must be stored in a covered, secure, unlocked area for quick access. All staff shall be informed and aware of the threat of anaphylactic shock and know the location of the autoinjectors. Identified staff will receive training which will include instruction on the administration of the child-specific Anaphylaxis Emergency Action Plan and may include training in how to use the autoinjector pen, such as EpiPen®.
12. When deemed competent, the student should carry an EpiPen® with them at all times. If possible, the parent(s) and/or guardian(s) should provide the school with a second EpiPen® which will be stored in a safe, accessible location. Parent(s) and/or guardian(s) shall inform the school when they deem the child competent to carry their own medication(s), and it is their duty to ensure their child understands they must carry their medication on their person at all times.
13. An annual training session for all staff regarding the administration of medication and Epinephrine Auto-Injector (in consultation with the parent(s)/ guardian(s) and/or expert resource) must be held and reviewed mid-year. Training encompasses information relating to:
 - a. signs and symptoms of anaphylaxis;
 - b. common allergens;
 - c. avoidance strategies;
 - d. emergency protocols;
 - e. use of Epinephrine Auto-Injector;
 - f. identification of at-risk students (as outlined in the individual Anaphylaxis Emergency Action Plan);
 - g. emergency plans; and,
 - h. method of communication with and strategies to educate and raise awareness of parent(s) and/or guardian(s), students, employees, and volunteers about anaphylaxis.
14. The Public Health School Nurse is available to act, in a consultative capacity, to review student medical information.
15. The principal shall report all anaphylactic incidents to the Superintendent or designate.

Avoidance of the Allergen/Prevention

The parent(s) and/or guardian(s) and the child have primary responsibility for avoiding the allergen. It is not possible to achieve a completely allergen-free school, as there can be hidden or accidentally introduced sources. The principal must attempt to reduce the student's exposure to allergic foods within the school setting.

1. Trading and sharing of foods, food utensils and food containers in the allergic child's classroom is to be discouraged.

2. All food allergic children shall only eat lunches and snacks that have been prepared at home.
3. Handwashing is encouraged before and after eating for all children in the classroom of an anaphylactic child.
4. Surfaces such as tables in the areas where students eat, and that the child frequents shall be washed clean of contaminating foods.
5. The use of foods in crafts, cooking classes and special celebrations may need to be restricted depending upon the allergies of the student(s).
6. The allergic child's classroom shall be checked for other sources of the allergen, such as in playdough, bean bags, stuffed toys – peanut shells are sometimes used.
7. Other allergens:
 - a. Reactions to medication, exercise, latex and unknown causes are rare in school settings.
 - b. Care of children with these allergies should be individualized based on collaboration with the parent(s) and/or guardian(s), physician and school.

Emergency Response Procedures

1. **Give Epinephrine Auto-Injector** (such as EpiPen® or Twinject™) at the first sign of a reaction occurring in conjunction with a known or suspected contact with allergen. Provide a second dose 5 minutes after the first dose if the reaction continues or worsens. Epinephrine can be given 5 minutes between doses, up to a maximum of 3 doses, to help control the symptoms of anaphylaxis.
2. **Call 911** and tell them someone is having a life-threatening allergic reaction. Indicate the age of the child to the operator. Ask them to send an ambulance immediately.
3. **Go to the nearest hospital**, even if symptoms are mild or have stopped. Stay in the hospital for an appropriate period of observation, generally 4 hours, but at the discretion of the emergency room physician. The reaction could return.
4. **Call contact person.**
5. People with asthma are often at greater risk. If a person is having a reaction and has difficulty breathing, the Epinephrine Auto-Injector should be given before asthma medication.
6. **When in doubt, DO USE the Epinephrine Auto-Injector.**

For more detailed information, consult: [British Columbia Anaphylactic and Child Safety Framework](#)
Published by the Ministry of Education

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Date Adopted:	2000-03
Date(s) Revised:	2012-12
Converted from Policy 5.13:	____-____
Date(s) Revised:	

Cross References:

DRAFT

ADMINISTRATIVE PROCEDURE POLICY #4106.31

ALTERNATIVE DELIVERY – ~~HEALTH AND CAREER EDUCATION OF~~ SENSITIVE MATERIALS

BACKGROUND PREAMBLE

~~In accordance with the School Act, the Board of School Trustees is required to ensure that all provincially mandated The Physical and Health and Career Education (PHE) curriculum are covered fully in the schools. Although the health and career education curricula must be offered to all students in Kindergarten (K) to Grade 10 includes, the Board recognizes that the topics on reproduction, sexuality, and sexual decision-making contained in the curricula may be a source of sensitivity for some students and their parent(s) and/or guardian(s) may feel more comfortable addressing these topics by means other than instruction by a classroom teacher and families. These curricula include:~~

- ~~1. Health curriculum organizer of Health & Career Education K to 7~~
- ~~2. Health & Career Education 8 and 9~~
- ~~3. Planning 10~~

~~Given that the family plays a key role in the development of children's attitudes, standards and values, the Board recognizes that it must provide individual students with instructional options where family values and sensitivities may be involved. The alternate delivery procedure does not allow a student to opt-out of learning about these topics through the provincial curriculum, however, students may pursue alternative learning methods for these topics through consultation with their school and with consent from their parent(s) and/or guardian(s). In such cases, evidence that the learning standards have been met must be demonstrated. This Administrative Procedure does not apply to any other learning standards in Physical and Health Education for students in K to Grade 10, nor does it apply to any other British Columbia provincial curriculum.~~

POLICY

~~IN THE CASE OF POTENTIALLY SENSITIVE TOPICS IN THE HEALTH AND CAREER EDUCATION CURRICULA, STUDENTS AND THEIR PARENTS/GUARDIANS MAY ARRANGE WITH THE SCHOOL FOR ALTERNATIVE INSTRUCTION OUTSIDE OF REGULAR CLASSROOM.~~

PROCEDURES/REGULATIONS

- ~~1. Before presenting any materials or teaching any learning outcomes in the health and career education curricula areas that may be considered sensitive, schools must inform~~

parents/guardians of the Integrated Resources Packages (IRPs) and Prescribed Learning Outcomes (PLOs) that are available. This information must be communicated to parents/guardians who must be given the opportunity to review this material in advance.

2.1. The principal or designate will inform the Parent Advisory Committee (PAC), or equivalent, such as the Community School Advisory Committee, of the sensitive topics in the K - Grade 10 PHE curriculum, should also be informed regarding this information, preferably at the beginning of the school year.

3.2. Prior to teaching content in the K – Grade 10 PHE curriculum related to reproduction, sexuality, and sexual decision-making, schools must inform If a student and their parent(s) and/or guardian(s) of decide to meet the prescribed learning outcomes in an alternative method, the student and parent/guardian must identify the sensitive components of the areas of the curriculum being covered, and consult with the teacher if choosing not to participate when these sensitive areas are discussed.

4.3. If a student and their Parent(s) and/or guardian(s) decide to meet the prescribed must give their consent to opt for learning outcomes through an alternative delivery of learning outcomes as well as the method, the student and parent(s) and/or guardian(s) must identify the sensitive areas of the curriculum and consult with the teacher when choosing not to participate during instructional time when these sensitive areas are discussed of delivery.

5. Parent(s) and/or guardian(s) must give their consent and work with the classroom teacher to develop an This alternative delivery plan for sensitive materials that outlines the specific ,including the documented learning standard outcomes to be covered mpleted, must be filed in the Student Learning Plan with a timeline of expected completion. The expectations and standards of the and how evidence of learning will be demonstrated outcomes should be similar to the ones for other students.

4.

6. Some of the alternative delivery options include:

- a. Home instruction using a school-determined package of materials or materials which are agreed upon in advance
- b. Self-directed studies
- c. On-line education

5. The school will provide support materials that it deems appropriate for completion of the prescribed The expectations and standards of the learning outcomes should be similar to the ones for other students.

7.6. Responsibility for demonstrating knowledge of these learning outcomes rests with the student. The regular classroom teacher will determine whether or not the learning outcomes have been achieved.

8.7. A copy of the alternative delivery plan agreement for sensitive materials, as well as and documentation of the evidence of completed learning outcomes will be retained. The

report card comments should indicate the part of the PHE content was taught by the parent(s) and/or guardian(s)~~course which was completed outside of the classroom.~~

Date Adopted: _____ 2007-06-~~26~~

Date(s) Revised: _____

Converted from Policy #6.31: _____ -

Date(s) Revised: _____

_____ Cross References:

~~Statutory:~~

_____ Other:

DRAFT

ADMINISTRATIVE PROCEDURE #410

ALTERNATIVE DELIVERY OF SENSITIVE MATERIALS

BACKGROUND

The Physical and Health Education (PHE) curriculum for students in Kindergarten (K) to Grade 10 includes topics on reproduction, sexuality, and sexual decision-making. Some students and their parent(s) and/or guardian(s) may feel more comfortable addressing these topics by means other than instruction by a classroom teacher.

The alternate delivery procedure does not allow a student to opt-out of learning about these topics through the provincial curriculum, however, students may pursue alternative learning methods for these topics through consultation with their school and with consent from their parent(s) and/or guardian(s). In such cases, evidence that the learning standards have been met must be demonstrated. This Administrative Procedure does not apply to any other learning standards in Physical and Health Education for students in K to Grade 10, nor does it apply to any other British Columbia provincial curriculum.

PROCEDURES

1. The principal or designate will inform the Parent Advisory Committee (PAC), or equivalent, such as the Community School Advisory Committee, of the sensitive topics in the K - Grade 10 PHE curriculum, preferably at the beginning of the school year.
2. Prior to teaching content in the K – Grade 10 PHE curriculum related to reproduction, sexuality, and sexual decision-making, schools must inform parent(s) and/or guardian(s) of the sensitive components of the curriculum being covered.
3. If a student and their parent(s) and/or guardian(s) decide to meet the prescribed learning outcomes through an alternative method, the student and parent(s) and/or guardian(s) must identify the sensitive areas of the curriculum and consult with the teacher when choosing not to participate during instructional time when these sensitive areas are discussed.
4. Parent(s) and/or guardian(s) must give their consent and work with the classroom teacher to develop an alternative delivery plan for sensitive materials that outlines the specific learning standards to be covered and how evidence of learning will be demonstrated.
5. The expectations and standards of the learning outcomes should be similar to the ones for other students.

6. Responsibility for demonstrating knowledge of these learning outcomes rests with the student.
7. A copy of the alternative delivery plan for sensitive materials, as well as documentation of the evidence of learning will be retained. The report card comments should indicate the part of the PHE content was taught by the parent(s) and/or guardian(s).

.....

Date Adopted: 2007-06
Date(s) Revised:
Converted from Policy #6.31: ____-____
Date(s) Revised:

Cross References:

DRAFT

ADMINISTRATIVE PROCEDURE POLICY #4116.20

ASSESSMENT OF STUDENTS AND REPORTING OF STUDENT ACHIEVEMENT TO PARENTS/GUARDIANS

BACKGROUND PREAMBLE

This procedure outlines the expectations for reporting students' progress to parent(s) and/or guardian(s) in accordance with the Ministry of Education and Child Care's K-12 Student Reporting Policy (2023). Board believes that evaluation as Reporting is an integral part of the teaching and learning process and should support student growth and development. deserves careful consideration from educators. It also believes that students and their parents/guardians have a basic right to receive valid, reliable information about student progress and achievement in relation to course and/or program goals. Because the Board views parents/guardians and teachers as partners in the reporting process, it expects that schools will involve parents/guardians and parents' advisory councils in an effort to establish, in general, productive is designed to provide timely, clear, and meaningful communications between home and school and, in particular, reporting procedures to parents/guardians regarding a student's learning, progress, and achievement.

POLICY

~~SCHOOL REPORTS TO PARENTS/GUARDIANS SHALL INCLUDE INFORMATION ON STUDENT ACHIEVEMENT, PROGRESS, EFFORT, AND, WHERE APPLICABLE, A PLAN TO IMPROVE STUDENT PROGRESS. THEY SHALL ACCESS INTELLECTUAL, HUMAN, SOCIAL, AND CAREER DEVELOPMENT. THEY SHALL EMPHASIZE FORMATIVE OR DIAGNOSTIC EVALUATION DURING THE SCHOOL YEAR AND SUMMATIVE EVALUATION AT THE END.~~

OBJECTIVE

~~To encourage accurate assessment of students and reliable and meaningful reporting of this data to parents/guardians.~~

PROCEDURES/REGULATIONS

Principals are responsible for ensuring that school reporting practices align with this procedure and provincial requirements.

1. Reporting Schools must provide a minimum of five reports to parent(s) and/or guardian(s) throughout the school year, including at least three written reports and two informal communications. One of the written reports must be a summative report at the end of the

~~school year students shall include assessment in terms of clear and specific course or program objectives.~~

~~2. Students shall engage in reflection on the Core Competencies and participate in goal setting three times per year.~~

~~3. Reporting shall align with BC's K-12 Student Reporting Policy and include information on student progress in relation to curricular competencies, literacy and numeracy development, and Core Competencies.~~

~~2.4. Reports must give a clear indication of include information on:~~

- ~~a. Achievement, the level of performance in relation to learning standards; and,~~
- ~~b. progress, the portion of specified learning outcomes the student has completed during for the reporting period; and~~
- ~~c. b. development, intellectual, human, social, and career development.~~

~~3.5. Where applicable necessary, reports should cards will be supplemented by anecdotal records and/or interviews. outline a plan for improvement, including specific supports and interventions.~~

~~4.6. Reporting shall utilize proficiency scales to indicate student progress for students in Kindergarten through Grade 9, while letter grades and percentages shall be used for students in Grades 10 to 12, in alignment with provincial guidelines. Symbols used to measure achievement shall be clearly defined with a common meaning throughout the district.~~

~~5.7. Anecdotal comments or other symbols shall provide descriptive feedback on the student's strengths, areas for growth, and next steps in learning. be used to report student progress, effort, and attitude.~~

~~8. Graduation status updates will be made available to students in Grades 10 to 12 annually in June.~~

~~6.9. Because Conferences with teachers and parent(s) and/or guardian(s)/teacher conferences are an integral part of the reporting process, all schools shall be offered to facilitate communication and collaboration in support provide opportunities for them to be held. Conferences shall be designed to assist the school, the parent/guardian, and the child in the formulation of a plan to improve of students' learning progress and development.~~

~~7. Reportings shall describe procedures must be inclusive of students with disabilities or diverse abilities and tailored to Individual Education strengths and weaknesses. Proposed plans for appropriate enrichment or for remediation shall be clearly stated indicating what party or parties will implement the pPlans (IEPs) where applicable.~~

~~8. Opportunities for parents/guardians to respond to information contained in the report shall be part of the reporting system.~~

- ~~9. Except for the final or summative report in a course or program, all reports shall be regarded as being formative.~~
- ~~10. Schools shall develop appropriate reporting procedures for exceptional students enrolled in special education programs.~~
- ~~11. Schools shall provide timely statements of expected learning updates and communicate expected learning outcomes or objectives on which each report is based are to be furnished to both to parent(s) and/or guardian(s) and students.~~
- ~~12. Reports to parents/guardians shall be made at least five times during the sSchools are encouraged to use digital platforms to enhance accessibility and transparency in year. There shall be at least three written reportings, one of which shall be issued at the end of the school year, on the form developed in the district. There shall be at least two informal reports made by the most appropriate means.~~

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Date Adopted: _____ 1987-10

Date(s) Revised:

Statutory: School Act 17, Student Regulation

Converted from Policy 6.20: _____ - _____ 4(1)(j),
4(2)(a-b), 5(7)(e)

_____ Ministerial Order M230/19 – Student Progress
_____ Report, M304/20 – Provincial Letter Grades
_____ Order and M235/07 – Specials Needs
_____ Students Order

Date(s) Revised:

ADMINISTRATIVE PROCEDURE #411

ASSESSMENT OF STUDENTS AND REPORTING OF STUDENT ACHIEVEMENT

BACKGROUND

This procedure outlines the expectations for reporting students' progress to parent(s) and/or guardian(s) in accordance with the Ministry of Education and Child Care's K-12 Student Reporting Policy (2023). Reporting is an integral part of the teaching and learning process and should support student growth and development. The reporting process is designed to provide timely, clear, and meaningful communication regarding a student's learning, progress, and achievement.

PROCEDURES

Principals are responsible for ensuring that school reporting practices align with this procedure and provincial requirements.

1. Schools must provide a minimum of five reports to parent(s) and/or guardian(s) throughout the school year, including at least three written reports and two informal communications. One of the written reports must be a summative report at the end of the school year.
2. Students shall engage in reflection on the Core Competencies and participate in goal setting three times per year.
3. Reporting shall align with BC's K-12 Student Reporting Policy and include information on student progress in relation to curricular competencies, literacy and numeracy development, and Core Competencies.
4. Reports must include information on:
 - a. achievement - Level of performance in relation to learning standards; and,
 - b. progress - the portion of specified learning outcomes the student has completed during the reporting period.
5. Where applicable, reports should outline a plan for improvement, including specific supports and interventions.
6. Reporting shall utilize proficiency scales to indicate student progress for students in Kindergarten through Grade 9, while letter grades and percentages shall be used for students in Grades 10 to 12, in alignment with provincial guidelines.

7. Anecdotal comments shall provide descriptive feedback on the student's strengths, areas for growth, and next steps in learning.
8. Graduation status updates will be made available to students in Grades 10 to 12 annually in June.
9. Conferences with teachers and parent(s) and/or guardian(s) shall be offered to facilitate communication and collaboration in support of students' learning.
10. Reporting procedures must be inclusive of students with disabilities or diverse abilities and tailored to Individual Education Plans (IEPs) where applicable.
11. Schools shall provide timely learning updates and communicate expected learning outcomes to parent(s) and/or guardian(s) and students.
12. Schools are encouraged to use digital platforms to enhance accessibility and transparency in reporting.

Date Adopted: 1987-10
Date(s) Revised:
Converted from Policy 6.20: ____-____
Date(s) Revised:

Cross References:

ADMINISTRATIVE PROCEDURES #501

PROVISION OF MENSTRUAL PRODUCTS

REFERENCE TITLE: POLICY #7.15 UTILIZATION OF SPACE AND FACILITIES

PREAMBLE

~~The buildings and facilities of the district are provided and maintained under the provisions of the School Act and School Regulations. The Board is guided in its trusteeship of the capital assets, buildings, and facilities by the basic assumption that its primary mandate is to provide educational services to its various publics. In addition, the Board subscribes to the basic premise that the community's access to public school facilities should be consistent with policies, regulations, and administrative procedures complying with prior and preemptory consideration for the welfare of students and public school educational programs. To this end, communication with the community indicating the availability of space and a needs assessment for other than Board programs will be conducted among the residents of each catchment area prior to the allocation of any available space.~~

POLICY

~~WITHIN THE PROVISIONS OF THE SCHOOL ACT, THE BOARD SHALL MAINTAIN AND UTILIZE THE BUILDINGS AND FACILITIES OF THE DISTRICT IN ACCORDANCE WITH THE PRINCIPLE THAT THE ROLE OF THE BOARD IS PRIMARILY ONE OF STEWARDSHIP OF PUBLIC LANDS AND FACILITIES TO BE HELD IN TRUST RATHER THAN TO BE SOLD.~~

BACKGROUND ADMINISTRATIVE PROCEDURES

The Burnaby School District is committed to providing menstrual products at no charge to students who may require them.

PROCEDURES

~~1.~~

2.1. The ~~School~~ District will:

- a. ~~e~~Ensure menstrual products are made available to students ~~s of all gender identities or expressions~~ in a manner that protects student privacy;
- ~~b. p~~Provide for barrier free, easily accessible menstrual products at no cost to students
- ~~c. b.~~ Provide menstrual products in school washrooms; and ~~u~~

~~e.c.~~ ~~c~~ Consider student feedback with respect to the provision of menstrual products.

~~3.2.~~ The provision of menstrual products to students ~~at~~ shall be:

a. ~~S~~Secondary ~~s~~Schools shall be:

- i. ~~in the One per floor /~~ female designated washroom, with one per floor if multiple washrooms are on the same floor;
- ii. ~~in the F~~female designated change room; and,
- iii. ~~in the g~~Gender neutral washroom.

b. ~~E~~Elementary ~~s~~Schools shall be:

- i. ~~in the One per floor /~~ female designated washroom, with one per floor if multiple washrooms are on the same floor; and,
- ii. ~~in the G~~gender neutral washroom.

c. Buildings for Learning Pathways and oOther ~~e~~Education ~~p~~Programs for K-12 students;(i.e. Alternate Schools):

- i. ~~o~~One per floor per program as appropriate.

~~4.3.~~ The Facilities~~Operations~~ Department shall be responsible to maintain dispensers and ensure that product is available.

Date Adopted: 2020-01

Cross References: [Policy #7.15 Utilization of Space and Facilities](#)

Date(s) Revised: -

ADMINISTRATIVE PROCEDURES #501

PROVISION OF MENSTRUAL PRODUCTS

REFERENCE TITLE: POLICY #7.15 UTILIZATION OF SPACE AND FACILITIES

BACKGROUND

The Burnaby School District is committed to providing menstrual products at no charge to students who may require them.

PROCEDURES

1. The District will:
 - a. ensure menstrual products are made available to students in a manner that protects student privacy;
 - b. provide for barrier free, easily accessible menstrual products at no cost to students in school washrooms; and,
 - c. consider student feedback with respect to the provision of menstrual products.
 2. The provision of menstrual products to students at:
 - a. Secondary schools shall be:
 - i. in the female designated washroom, with one per floor if multiple washrooms are on the same floor;
 - ii. in the female designated change room; and,
 - iii. in the gender neutral washroom.
 - b. Elementary schools shall be:
 - i. in the female designated washroom, with one per floor if multiple washrooms are on the same floor; and,
 - ii. in the gender neutral washroom.
 - c. Buildings for Learning Pathways and other education programs for K-12 students:
 - i. one per floor per program as appropriate.
 3. The Facilities Department shall be responsible to maintain dispensers and ensure that product is available.
-

Date Adopted: 2020-01
Date(s) Revised: ____-____

Cross References: [Policy #7.15 Utilization of Space and Facilities](#)

ADMINISTRATIVE PROCEDURE POLICY #5037.20

SNOW REMOVAL

BACKGROUND PREAMBLE

The Burnaby School District's goal is to minimize snow and ice safety hazards for students, staff and members of the public on District property. In addition, the District recognizes it has a responsibility to provide access to schools for pedestrians and vehicles, as well as parking spaces for staff members and to mitigate the risk of structural damage to buildings resulting from heavy accumulations of snow and/or the melting of heavy accumulations. An accumulation of snow and ice on school grounds can: make access for students, staff and other pedestrians ~~access~~ difficult and hazardous; ~~can~~ prevent access by vehicles; ~~user access~~ and ~~can~~ impede parking. ~~If permitted to accumulate on roofs, h~~ Heavy, wet snow can cause structural damage, ~~if it is permitted to accumulate on roofs,~~ particularly if the load is unevenly distributed. ~~When Melting of~~ heavy snow ~~fall~~ accumulation ~~melts, it~~ can also cause flooding and other damage due to water run-off if drains and sewers are not kept clear.

POLICY

~~THE SECRETARY-TREASURER, OR DESIGNATE, SHALL ENSURE THE FACILITIES SERVICES DEPARTMENT DEVELOPS A SNOW REMOVAL AND SALTING PLAN FOR THE DISTRICT THAT IS BROADLY COMMUNICATED WITH CLEARLY DEFINED ROLES AND RESPONSIBILITIES.~~

OBJECTIVES

- ~~1. To minimize snow and ice safety hazards for students, staff and members of the public on school district property.~~
- ~~2. To minimize safety hazards for parking and for vehicular traffic on school district property.~~
- ~~3. To provide pedestrian and vehicular access to schools and to provide parking space for staff members.~~
- ~~4. To reduce the possibility of structural damage to buildings resulting from heavy accumulations of snow.~~

PROCEDURES/REGULATIONS

1. The Director of Facilities Services, or designate, shall develop and maintain a snow removal and salting plan for all ~~district~~ facilities in the District.
2. The snow removal and salting plan shall be communicated to all appropriate ~~F~~facilities staff and through each principal to their school staff, as well as ~~and~~ parent(s) and/or guardian(s). The plan will also be communicated to the City of Burnaby Engineering Department to ensure coordination of Ccity's snow removal and salting efforts.
3. The snow removal and salting plan will address the following areas:
 - a. ~~a~~Activation of snow plan;
 - b. ~~a~~Areas of responsibility;
 - c. ~~m~~Monitoring and reporting of snow removal and salting;
 - d. ~~s~~Snow plan management for roofs of District buildings~~roofs~~;
 - e. ~~s~~Snow and ice management for clearing drains and sewers;
 - f. ~~p~~Process for responding to complaints;
 - g. ~~u~~Use of contractors;
 - h. ~~p~~Pre-season tasks; and,
 - i. ~~o~~Other areas as may be appropriate
4. It is the responsibility of the Director of Facilities Services, or designate, to ensure all roofs are inspected during heavy snow fall and to take such action as deemed necessary to preclude structural damage.

.....

Date Adopted: _____ 1973-01-~~08~~

Date(s) Revised: _____ 2011-11

Converted from Policy 7.20: _____ -

Date(s) Revised: _____

_____ Cross References:

Statutory:

Other:

ADMINISTRATIVE PROCEDURE #503

SNOW REMOVAL

BACKGROUND

The Burnaby School District's goal is to minimize snow and ice safety hazards for students, staff and members of the public on District property. In addition, the District recognizes it has a responsibility to provide access to schools for pedestrians and vehicles, as well as parking spaces for staff members and to mitigate the risk of structural damage to buildings resulting from heavy accumulations of snow and/or the melting of heavy accumulations. An accumulation of snow and ice on school grounds can: make access for students, staff and other pedestrians difficult and hazardous; prevent access by vehicles; and, impede parking. If permitted to accumulate on roofs, heavy, wet snow can cause structural damage, particularly if the load is unevenly distributed. When heavy snow accumulation melts, it can also cause flooding and other damage due to water runoff if drains and sewers are not kept clear.

PROCEDURES

1. The Director of Facilities Services, or designate, shall develop and maintain a snow removal and salting plan for all facilities in the District.
2. The snow removal and salting plan shall be communicated to all appropriate Facilities staff and through each principal to their school staff, as well as parent(s) and/or guardian(s). The plan will also be communicated to the City of Burnaby Engineering Department to ensure coordination of City's snow removal and salting efforts.
3. The snow removal and salting plan will address the following areas:
 - a. activation of snow plan;
 - b. areas of responsibility;
 - c. monitoring and reporting of snow removal and salting;
 - d. snow plan management for roofs of District buildings;
 - e. snow and ice management for clearing drains and sewers;
 - f. process for responding to complaints;
 - g. use of contractors;
 - h. pre-season tasks; and,
 - i. other areas as may be appropriate
4. It is the responsibility of the Director of Facilities Services, or designate, to ensure all roofs are inspected during heavy snow fall and to take such action as deemed necessary to preclude structural damage.

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Date Adopted:	1973-01
Date(s) Revised:	2011-11
Converted from Policy 7.20:	____-____
Date(s) Revised:	

Cross References:

DRAFT

ADMINISTRATIVE PROCEDURES ~~POLICY~~ #5047.10

SMOKE AND VAPE FREE ENVIRONMENT

PREAMBLE BACKGROUND

The Burnaby ~~Board of Education~~ School District is aware of the health dangers ~~to health~~ from smoking, including second-hand smoke, from and the use of tobacco and vaping products and believes that each student and employee should be entitled to a smoke, vape and tobacco-free environment.

POLICY

The ~~District~~ burnaby board of education, in accordance with legislation, prohibits smoking and vaping of any substance, and the use of tobacco in all its forms, from district buildings, property and vehicles.

The exception to this administrative procedure ~~policy~~ is for the ceremonial use of tobacco, if the ceremonial use of tobacco is approved by the superintendent, or designate, and is performed:

1. ~~in~~ relation to a traditional indigenous cultural activity, or
2. ~~By~~ a prescribed group for a prescribed purpose.

REGULATION PROCEDURES

1. All ~~school~~ District facilities, grounds, and vehicles will be designated as smoke free, with smoking and vaping prohibited at all times by employees, students, parent(s) and/or guardian(s) and all other visitors except as noted in this administrative procedure ~~policy~~.
2. The District shall post sufficient and appropriate signage to inform all employees, students, parent(s) and/or guardian(s) and visitors of this prohibition ~~policy~~.
- 3.2. ~~In addition, schools shall inform parents/guardians, students and their community of this policy (i.e. via newsletters, school assemblies; PAC (Parent Advisory Council) meetings), etc.~~
- 4.3. Organizations and persons using ~~school~~ District property through a rental agreement or otherwise shall not be permitted to smoke or vape inside any buildings or on the property as a condition of the use of the facility. Such condition will be part of any contract for use of any ~~school board~~ District property.

5.4. All employees are expected to comply with the smoking and vaping restrictions described in the administrative procedure policy and to assist with the communication of these restrictions.

6.5. Smoking and vaping will not be permitted in any vehicles used to transfer students.

7.6. The District will support intervention and education~~smoking and vaping cessation~~ programs ~~for students and staff~~. Intervention and education programs shall incorporate information and programs available from Federal and Provincial programs, and Fraser Health Authority.

8.7. Enforcement of this administrative procedure policy, whenever possible, should be educational rather than confrontational and focus on harm reduction. ~~Where an education approach does not achieve the desired results, the administrator of the school or other appropriate authorities (via the administrator) should be contacted.~~

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Date Adopted: 2004-06-08 Cross References:

Date(s) Revised: 2008-02

~~Statutory: Tobacco Sales Amendment Act 2020-01~~

Converted from Policy 7:10: -

Date(s) Revised: 2007, Tobacco and Vapour Products
Control Act 2020
Other: -

ADMINISTRATIVE PROCEDURES #504

SMOKE AND VAPE FREE ENVIRONMENT

BACKGROUND

The Burnaby School District is aware of the health dangers from smoking, including second-hand smoke, from the use of tobacco and vaping products and believes that each student and employee should be entitled to a smoke, vape and tobacco-free environment.

The District, in accordance with legislation, prohibits smoking and vaping of any substance, and the use of tobacco in all its forms, from district buildings, property and vehicles.

The exception to this administrative procedure is for the ceremonial use of tobacco, if the ceremonial use of tobacco is approved by the superintendent, or designate, and is performed:

1. in relation to a traditional indigenous cultural activity, or
2. by a prescribed group for a prescribed purpose.

PROCEDURES

1. All District facilities, grounds, and vehicles will be designated as smoke free, with smoking and vaping prohibited at all times by employees, students, parent(s) and/or guardian(s) and all other visitors except as noted in this administrative procedure.
2. The District shall post sufficient and appropriate signage to inform all employees, students, parent(s) and/or guardian(s) and visitors of this prohibition.
3. Organizations and persons using District property through a rental agreement or otherwise shall not be permitted to smoke or vape inside any buildings or on the property as a condition of the use of the facility. Such condition will be part of any contract for use of any District property.
4. All employees are expected to comply with the smoking and vaping restrictions described in the administrative procedure and to assist with the communication of these restrictions.
5. Smoking and vaping will not be permitted in any vehicles used to transfer students.

6. The District will support intervention and education programs. Intervention and education programs shall incorporate information and programs available from Federal and Provincial programs, and Fraser Health Authority.
7. Enforcement of this administrative procedure, whenever possible, should be educational rather than confrontational and focus on harm reduction.

.....

Date Adopted: 2004-06

Cross References:

Date(s) Revised: 2008-02

2020-01

Converted from Policy 7:10: ____-__

Date(s) Revised:

HOME EDUCATION

PREAMBLE

The School Act recognizes and supports the principle of home education as one alternative to public education in British Columbia. Under the School Act, a parent or legal guardian who elects to provide home education is required to register the child at a school in the district, a recognized distance education school or an independent school by September 30 in each year.

POLICY

THE BURNABY BOARD OF EDUCATION WILL PROVIDE ACCESS TO EDUCATIONAL SERVICES FOR CHILDREN DULY REGISTERED AT A BURNABY SCHOOL AS ENGAGED IN A HOME EDUCATION PROGRAM PROVIDED BY A PARENT OR LEGAL GUARDIAN.

OBJECTIVE

1. Parents and legal guardians have a duty under the School Act to ensure that all school-aged children are registered and actively taking part in an authorized educational program.
2. Parents or legal guardians who elect to provide home education have a responsibility to ensure that children are provided with a healthy environment necessary for learning.
3. School districts are required to ensure that education services will be provided for a child pursuing an education program at home under the guidance of a parent or legal guardian if requested to do so.

REGULATIONS

1. A parent/guardian providing an education program at home for their child must register the child with a school in the District at the appropriate level by September 30 in each year.
2. The principal of the school shall register the child and report the child as registered for home education on the appropriate forms.

3. If requested by the parent or legal guardian, the district shall provide:
- a. evaluation and assessment services sufficient to enable the parent/guardian to determine the educational progress achieved by the child in relation to students of similar age and ability;
 - b. the loan of educational resource materials that are authorized or recommended by the Ministry of Education
 - i. which in the Board's opinion are sufficient to enable the child to pursue their education program, and;
 - ii. which will be offered to the child on a similar basis to the offer of such education resource materials to other students.
4. If the parent or legal guardian wishes to have the child attend any education program offered in the District, then the parent or legal guardian must make application in writing to the Board through Learning Support Services.
5. The Board may permit attendance in an education program subject to any terms and conditions it establishes, including the payment of any fee or recovery of any costs associated with taking part in an optional educational enhancement activity.

.....

Date Adopted: 1990-06
Date(s) Revised: 2007-11-27
2021-04-27

Cross References:
Statutory: *School Act 12, 13; Reg. 3*
Other:

EMERGENCY AMBULANCE PROCEDURES

PREAMBLE

The district recognizes that serious medical emergencies may occur on district property or during official school or school district functions off district property. In such instances, district staff or volunteers acting on behalf of the district must summon emergency transportation by calling the local ambulance service (9-1-1).

POLICY

THE PRINCIPAL OF EACH SCHOOL OR SUPERVISOR OF ANY DISTRICT FACILITY SHALL ESTABLISH APPROPRIATE PROCEDURES TO ENSURE THAT, IN THE EVENT OF ANY SERIOUS MEDICAL EMERGENCY INVOLVING STUDENTS, EMPLOYEES, VOLUNTEERS OR VISITORS, THE AMBULANCE SERVICE IS CONTACTED WITHOUT DELAY.

OBJECTIVES

1. Be To protect the health and welfare of students, employees, volunteers or visitors during regular work hours or while at official school or district functions.
2. To protect the Board from liability where students, employees, volunteers or visitors become ill or are injured while on district property or during official school or school district functions held off district property.

REGULATIONS

Procedures for securing emergency transportation to medical facilities shall include the following:

1. There shall be a designated line of authority from the principal or supervisor to various other persons who will assume authority as circumstances require.
2. Staff shall be made aware of the telephone number for the emergency services in Burnaby (9-1-1).
3. Once emergency services have been contacted, the principal, supervisor or designate shall:

- a. notify the parent, guardian or designated emergency contact and inform him/her of the situation; and
- b. notify an Assistant Superintendent or other senior staff person at the District Administration Office.

4. Any related requests for information shall be directed to the District Administration Office. Media queries shall be referred to the district's Managing Director, Communications.

Transportation Costs

Any costs for emergency transportation to medical facilities (such as ambulance services) are considered to be the responsibility of the person requiring the service.

.....

Date Adopted:	1975-03-11
Date(s) Revised:	2003-02-11

Cross References:
Statutory: OHS Regulation Section 3
Other:

REPORTING FIRES, ATTEMPTED ARSON, VANDALISM AND BREAKING AND ENTERING

PREAMBLE

As owners or lessees of school lands, buildings, fixtures, and equipment, the Board is responsible for protecting these assets.

POLICY

**PRINCIPALS, OR DESIGNATES, SHALL BE RESPONSIBLE FOR NOTIFYING THE
APPROPRIATE AUTHORITIES OF FIRES, ATTEMPTED ARSON, VANDALISM, AND
OF BREAKING AND ENTERING.**

OBJECTIVE

To ensure prompt and appropriate notification, thereby reducing to a minimum potential loss or damage from fire, attempted arson, vandalism, and breaking and entering.

REGULATIONS

1. Telephone numbers of the police station, the Fire Department and the Board office shall be prominently displayed beside each telephone in the school.
2. In reporting fires and attempted arson, the principal, or designate,
 - a. shall notify the Fire Department as soon as the incident is discovered;
 - b. shall telephone the police if suspects are believed to be in the area;
 - c. shall notify the Superintendent, or designate;
 - d. shall leave any possible evidence as it is found, or as it is found after emergency measures have been taken, until the Fire Department has given clearance; and
 - e. shall have the person making the complaint remain at the scene until released by an investigating officer for the police or Fire Department.
3. In reporting vandalism, the principal, or designate,
 - a. shall notify the police immediately if suspects are believed to be in the vicinity. (No attempt shall be made to give chase or to attempt to apprehend them.); and
 - b. shall notify the Superintendent and/or police as demanded by the situation.
4. In reporting actual or attempted breaking and entering, the principal, or designate,
 - a. shall notify the police immediately after the incident is discovered;

- b. shall notify the Superintendent, or designate;
- c. shall leave any possible evidence as it is found until the police have given clearance; and
- d. shall have the person making the complaint remain at the scene until released by the police.

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Date Adopted: 1960-12-12
Date(s) Revised:

Cross References:
Statutory:
Other:

LIABILITY FOR DAMAGE TO AUTOMOBILES IN SCHOOL AUTOMOTIVE SHOPS

PREAMBLE

In order to make courses in auto mechanics viable, a practical component of “real-world” experience with a variety of automobiles must become an integral part of the program. This component places students, teachers, and the Board at risk because of the possibility of fire, theft, or damage to an automobile. This risk obligates both the Board and the owner of the automobile to carry sufficient insurance to protect both parties. The comprehensive garage policy protects the Board for its own damage to a customer’s automobile by collision or upset for which the Board (school / teacher) is legally liable. In order to be legally liable, the garage operator (Board / teacher / school) must be negligent. Merely having possession of the vehicle, however, does not make the operator liable. In practice, the claim will be paid under the vehicle owner’s policy, but if the operator is liable, it will then be charged against the garage policy. The garage policy also protects the Board for its own damage to a customer’s vehicle resulting from certain specified perils, such as fire or theft of the entire vehicle, for which the operator is liable.

POLICY

THE BOARD SHALL CARRY A COMPREHENSIVE GARAGE INSURANCE POLICY TO PROTECT THE BOARD FOR ITS OWN DAMAGE TO CUSTOMER’S AUTOMOBILES. IT SHALL ALSO REQUIRE CUSTOMERS TO CARRY ADEQUATE INSURANCE COVERAGE FOR LOSS OR DAMAGE TO THEIR AUTOMOBILES.

OBJECTIVE

To remove the risk of damage, fire, or theft as impediments to the practical component of auto mechanics programs in District schools.

REGULATIONS

1. All vehicles being stored, repaired, or serviced shall bear current license plates.
2. Customers shall have adequate third party liability and comprehensive or specified perils coverage.
3. The owner of the vehicle must provide proof of insurance coverage for inspection by the shop instructor.

4. Under no circumstances are deviations from the above requirements to be permitted.
5. All claims and incidents shall be reported in writing to the principal and to the Secretary-Treasurer.
6. Claims for loss or damage must be initiated by the vehicle owner under their policy.

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Date Adopted: 1979-10-19
Date(s) Revised:

Cross References:
Statutory:
Other:

ACCESS TO DATA ON STAFF AND STUDENTS

PREAMBLE

In its roles as public service agency and as employer, the Board is required by need, regulation, or legislation to acquire and process information about its employees and its students. This information may have been acquired either directly from the individual or indirectly from an institution or agency with whom the individual employee or student was involved. These data, once collected, constitute records which are the property of the Board. The Board's policies on school, student, and staff records govern access to these records, but they also ensure their security. Under certain special circumstances, however, records may be released for appropriate purposes if the demands of due process and civil rights are satisfied.

POLICY

STAFF AND STUDENT RECORDS AND DATA ARE HELD BY THE BOARD IN CONFIDENCE. ACCESS TO THESE DATA IN INDIVIDUAL OR LIST FORM IS LIMITED TO THE ACADEMIC, LEGAL, AND PROCEDURAL REQUIREMENTS OF THE PUBLIC SCHOOL SYSTEM AND SUBJECT TO THESE ADDITIONAL LIMITATIONS.

1. THE INTERESTS OF INDIVIDUAL STUDENTS AND EMPLOYEES SHALL BE PROTECTED BY ENSURING ANONYMITY AND CONFIDENTIALITY OF DATA AND RECORDS.

2. RECORDS SHALL NOT BE RELEASED FOR PROMOTIONAL OR COMMERCIAL PURPOSES BY ANY INDIVIDUAL OR GROUP.

3. REQUESTS FOR PERSONNEL DATA WHICH REQUIRE SPECIAL CONSIDERATION SHALL BE MADE TO THE BOARD.

OBJECTIVES

1. To ensure the security and confidentiality of personnel records of students and employees.
2. To regulate access to personnel records of students and employees and to preserve anonymity when they are released unless they are released in response to a subpoena or to any other appropriate, signed authorization.

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Date Adopted: 1984-05
Date(s) Revised:

Cross References: Policy 4.05, 5.15
Statutory:
Other:

PERSONAL COSTS TO STUDENTS

PREAMBLE

The Board allocates limited resources to support curricular, cocurricular, and extracurricular programs for the educational benefit of students. It recognizes that, in consultation with parents/guardians and students, teachers may plan some activities which exceed the allocation.

POLICY

THE BOARD INSTRUCTS THAT ANY ACTIVITY, EVENT, OR EXPERIENCE INCURRING A DIRECT COST TO STUDENTS, EVEN IF VOLUNTARY, CAN EXCEED THE SUM OF \$50.00 ONLY IF THE PRINCIPAL'S AND THE BOARD'S PERMISSION IS SECURED AND IF PARENTS/GUARDIANS ARE INFORMED OF THE ACTIVITY AND ATTENDANT COSTS IN THE EARLY STAGES OF PLANNING.

OBJECTIVES

To minimize costs to students for curricular, cocurricular, and extracurricular programs.

REGULATIONS

1. Both the principal's and the Board's written approval for the activity, event, or experience must be secured before any kind of commitment related to it is made.
2. In the early stages of planning, parents/guardians shall be informed of the activity and attendant costs to each student participant.

Date Adopted: 1978-06
Date(s) Revised:

Cross References:
Statutory:
Other:

POLICY #5.31

SUBSTANCE ABUSE

PREAMBLE

While this policy deals with substance abuse intervention, the Burnaby School Board remains committed to creating safe and healthy learning environments. The Board supports efforts designed to prevent and intervene in substance abuse among students. These efforts include the development and delivery of educational resources, the promotion of prevention programs, and the implementation of school and community-based efforts aimed at supporting students known to have abused alcohol or illicit substances.

POLICY

THE USE OR POSSESSION OF ALCOHOL OR OTHER ILLICIT SUBSTANCES ON SCHOOL PROPERTY IS CONSIDERED A VIOLATION OF THE BURNABY SCHOOL DISTRICT CODE OF CONDUCT AND THEREFORE SUBJECT TO DISCIPLINARY ACTION AND, IF NECESSARY, THE INVOLVEMENT OF POLICE.

DEFINITIONS

For the purposes of this document, the word substance refers to:

1. Alcohol, including beer, wine, cider or spirits, and/or
2. Drugs which are prohibited under the Controlled Drugs & Substances Act, or anything which contains such a substance, unless the person possessing or consuming the restricted substance is authorized to possess the substance.

REGULATIONS

DUTIES OF STAFF

1. When, in the course of their duties, any school district staff member has reason to believe that any Burnaby student;
 - a. is in direct or indirect possession of;
 - b. is placing themselves or others at risk by being under the influence of;
 - c. is placing themselves or others at risk by habitually abusing;

any substance as defined above, it is the duty of that staff member to refer the matter to the appropriate school administrator and/or counsellor.

2. When any staff member feels a student's substance use or other risk factors may put the student at extreme risk for harm, it is their duty to report the concern to the Ministry for Children & Families - Children Protection Branch.

DUTIES OF SCHOOL ADMINISTRATORS

1. When a school administrator has reason to believe that a student, while attending school or involved in an official school function, has placed themselves or others at risk by possessing, being under the influence of or habitually abusing a substance as defined above, it is the duty of the administrator to:
 - a. ensure the personal safety of the student and others; and
 - b. determine an appropriate course of action.
2. When any school administrator feels a student's substance use or other risk factors may put the student at extreme risk of harm, it is their duty to report the concern to the Ministry for Children & Families - Children Protection Branch.

PROCEDURES FOR STAFF

1. When any staff member has reason to believe a student is in direct or indirect possession or under the influence of a substance as defined above while attending school or involved in an official school function, the staff member shall:
 - a. observe the student, if possible;
 - b. only confront the student directly if comfortable with the circumstances;
 - c. immediately inform a school administrator of the reasons for their concern; and
 - d. if off school property, immediately contact a school administrator and seek direction.
2. When any staff member has reason to believe a student is placing themselves or others at risk by habitually abusing a substance as defined above, the staff member shall report the concern to a school administrator or the student's school counsellor.
3. Upon receiving a report that a student is placing themselves or others at risk by habitually abusing a substance as defined above, the school counsellor shall collaborate with a school administrator in the development of an intervention and support plan which, taking into account the age and individual circumstance of the student, may include one or more of the following:
 - a. an interview of the student to determine the level of abuse;
 - b. referral to the Youth & Child Care Worker and Youth Services Worker for further assessment and/or ongoing support;
 - c. referral to community resource agencies for further assessment and support.
 - d. recommendation of possible community support services to the parents/guardians of the student.

PROCEDURES FOR SCHOOL ADMINISTRATORS

1. When a school administrator has reason to believe a student is in direct or indirect possession of a substance as defined above while attending school or involved in an official school function, the administrator shall:
 - a. interview the student to determine the validity of the information;
 - b. ask the student to produce any illegal or prohibited substances in their possession or in their locker;
 - c. notify the student's parents/guardians;
 - d. when necessary and in the presence of another staff member, conduct a search of the student's person and property for illegal or prohibited substances. The school administrator shall use the most reasonable, least intrusive method possible in searching the student and any property in the student's possession;
 - e. when necessary, notify the police and seek their assistance.
2. If the student refuses to cooperate in accordance with #1 above, the administrator may suspend the student for willful non-compliance and refer the matter to the appropriate district process as the student's actions warrant.
3. If the school administrator determines that a student is in possession of any illegal drug as defined above, the administrator:
 - a. shall notify the police;
 - b. may suspend the student;
 - c. may refer the matter to the appropriate district process.
4. If the school administrator has reason to believe the student is under the influence of a substance as defined above, the administrator:
 - a. shall make every effort to ensure the health and safety of the student and others;
 - b. shall contact the parents/guardians of the student;
 - c. may suspend the student;
 - d. may refer the matter to the appropriate district process.
5. Having completed the above procedures or upon receiving a report that a student is placing themselves or others at risk by habitually abusing a substance as defined above, the administrator shall collaborate with the school counsellor in the development of an intervention and support plan which, taking into account the age and individual circumstance of the student, may include one or more of the following:
 - a. an interview of the student to determine the level of abuse;
 - b. referral to the Youth & Child Care Worker and Youth Services Worker for further assessment and/or ongoing support;
 - c. referral to community resource agencies for further assessment and support.
 - d. recommendation of possible community support services to the parents/guardians of the student.

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Date Adopted: 2001-11-13
Date(s) Revised:

Cross References:
Statutory:
Other:

ASSESSMENT OF STUDENTS AS INDIVIDUALS

PREAMBLE

The Board supports the view that the assessment of student achievement; intellectual, human, social, and career development; and the determination of progress are an integral part of the teaching-learning process. For the purpose of this statement of policy, the term assessment will be used to refer to the measurement of student progress, achievement, and development as individuals. The assessment of programs, however, is excluded and dealt with separately.

POLICY

THE BOARD APPROVES A WELL-BALANCED, PLANNED PROGRAM OF INDIVIDUAL STUDENT ASSESSMENT IN CLASSROOMS THROUGHOUT THE DISTRICT.

OBJECTIVES

1. To identify student strengths and weaknesses and to measure student achievement and development for the purpose of assessing student progress.
2. To improve instruction and, ultimately, learning.

REGULATIONS

Under the guidance of the principal, the teachers of each school shall, on a continuing basis, measure achievement and development and determine progress of students as individuals. These guidelines shall be followed:

1. Only valid and reliable assessment instruments and techniques appropriate for the particular student population shall be used.
2. Student achievement and progress shall be assessed against core curriculum objectives. This approach shall be explained to students and their parents/guardians.
3. The assessment of student achievement and progress shall encompass the educational growth and development of students' intellectual, human, social, and career development. It shall be formative, not summative, in nature.

4. Parents/guardians and students shall be advised of the Board's policy on assessment of students as members of a group which provides for the assessment of programs.
5. At all levels—primary, intermediate, and graduation programs shall be implemented for the identification of students needing enrichment or additional help.
6. All schools shall establish a network of referrals to provide appropriate additional consultative services for those students requiring more intensive assessment.

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Date Adopted:	1980-09-02
Date(s) Revised:	1990

Cross References:
Statutory: School Act 17, SR 4(1)(g), 5(7)(e)
Ministerial Order M281/04 – Learning
Assessment Order
Other: Policy 6.15

ASSESSMENT OF STUDENTS AS MEMBERS OF A GROUP

PREAMBLE

The Board supports the principle that the measurement of student achievement and description of progress through group data are an integral part of the teaching-learning process, that the primary purpose is to raise the general level of achievement throughout the district. For the purpose of this statement of policy, the term assessment will be used to refer to the measurement of student progress and achievement as members of a group in classroom, school, and district programs. Evaluation, grading, and reporting of individual student achievement are, however, excluded and addressed separately.

POLICY

THE BOARD APPROVES A WELL-BALANCED, PLANNED PROGRAM OF STUDENT ASSESSMENT IN CLASSROOMS, IN SCHOOLS, AND THROUGHOUT THE DISTRICT.

OBJECTIVES

1. To identify educational needs of students which are not being addressed by any program.
2. To identify those needs which are not being adequately met by existing programs.
3. To ensure that existing programs are meeting the educational needs of students.

REGULATIONS

The District's professional staff shall

1. At the request of the Superintendent, obtain valid, objective group data concerning student progress and achievement in the District;
2. Bring these group data to the attention of the Superintendent and others responsible for improving educational programs within the district;
3. Ensure that sound assessment practices form an integral part of all special education programs;

4. Assist the staff of each school in obtaining the technical support and training needed to develop appropriate assessment procedures;
5. Provide assistance to the staff of each school in program development where the need is indicated by assessment; and
6. Inform all parties concerned of any District assessment program prior to its implementation.

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Date Adopted: 1980-09-02
Date(s) Revised:

Cross References:
Statutory: School Act 17, SR 4(1)(g), 5(7)(e)
Ministerial Order M281/04 – Learning
Assessment Order
Other: Policy 6.10

PORTRAYAL OF VIOLENCE

PREAMBLE

The Burnaby School Board wishes to promote and contribute to a safe and secure environment for students and the community at large. The district endorses the use of constructive means to resolve conflicts, the presentation of peaceful role models and views education as the means to achieve a peaceful and harmonious human environment.

POLICY

THE BOARD DISCOURAGES THE USE OF MEDIA, ILLUSTRATIVE MATERIAL, OR FORMS OF BEHAVIOUR WHICH PORTRAY VIOLENCE AS ACCEPTABLE. IN THE SELECTION AND PRESENTATION OF EDUCATIONAL PROGRAMS, STAFF SHALL CONSIDER WHETHER THE PORTRAYAL OF ACTS OF VIOLENCE MAY CONTRIBUTE TO AN ATTITUDE OF ACCEPTANCE – IN WHICH CASE A MORE CONSTRUCTIVE ILLUSTRATION OR MODEL IS TO BE SELECTED.

OBJECTIVES

1. To promote constructive means of conflict resolution.
2. To counteract and seek to eliminate the use of media that portray violence as an acceptable norm.
3. To support and encourage educational projects and programs that enhance a peaceful harmonious community.

REGULATIONS

1. When any member of the staff of a school has reasonable basis to believe that a portrayal of violence has an adverse effect that person may:
 - a. Report the situation, including a description of the portrayal of violence and its potential effect to the principal, or
 - b. Document the situation objectively and propose to the principal, or any other person in a position responsible for the context in question, an alternative or more constructive response than the behaviour being questioned.
2. Principals and staff responsible for the selection of instructional material shall take cognizance of the Board's position on the portrayal of violence and wherever possible

opt for more appropriate material or seek to ensure presentation only in a constructive and appropriate context (i.e., material dealing with war while not edited, can be placed in an appropriate historical and value context).

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Date Adopted: 1990-06
Date(s) Revised:

Cross References:
Statutory:
Other: Policy 5.10, 6.45

SCHOOL KEYS AND BUILDING SECURITY

PREAMBLE

Keys to locking mechanisms are essential in securing buildings and in controlling access to them. Lost keys threaten security, placing buildings and their contents at increased risk from theft and vandalism.

Intruder alarms assist in securing buildings, but they may cause logistical problems for small schools.

POLICY

PRINCIPALS SHALL ASSUME RESPONSIBILITY FOR ESTABLISHING A CONTINUING REGISTER OF ALL KEYS TO BUILDINGS WITHIN THEIR JURISDICTION. THEY SHALL MAINTAIN PROCEDURES FOR THEIR ISSUE, BOTH TO STAFF AND TO AUTHORIZED PERSONS "OUTSIDE" THE SCHOOL SYSTEM.

OBJECTIVES

To maximize security of schools and to control access to them.

REGULATIONS

1. Principals may issue keys and/or security numbers to staff members on either a short term or long term basis. Security numbers can be obtained through the office of the Director of Facilities.
2. A key and/or security number may be issued to an "outsider" for an "after-hours" activity with the agreement of the principal and the Director of Facilities.
3. Where there is an intruder alarm, it may be set in advance by the custodian if it is possible to exit by an outside classroom or fire escape door. Otherwise, the last person leaving the building will set the alarm and lock the exit door upon leaving the building and will return the key(s) via the mail box.
4. The key register should indicate the type of key, dates of issue and return; and the name, security number, and signature of the borrower.

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Date Adopted: 1973-09-11
Date(s) Revised:

Cross References:
Statutory: School Act 93 (1)
Other:

PARKING ON SCHOOL SIDE OF STREETS

PREAMBLE

The Board recognizes that vehicular traffic around schools presents a continual hazard for students before, during, and after regular school hours. Some protection is provided in the Burnaby Street and Traffic Bylaw 4299 which states that:

"Except where a traffic-control device indicates that parking is permitted, no person shall park a vehicle on that side of the street upon which any school or land thereof abuts between the hours of 8:00 o'clock in the forenoon and 5:00 o'clock in the afternoon on any day on which school is regularly held."

POLICY

PRINCIPALS OF ALL SCHOOLS SHALL REGULARLY ADVISE STUDENTS AND PARENTS/GUARDIANS OF BURNABY STREET AND TRAFFIC BYLAW NO. 4299.

OBJECTIVES

To reduce the risks to student safety inherent in parking which contravenes the street and traffic bylaw.

REGULATIONS

The bulletins to parents/guardians in September and January shall be used as the means for directing their attention to the street and traffic bylaw.

Date Adopted: 1967-01-09
Date(s) Revised:

Cross References:
Statutory: Burnaby Bylaw No. 4299
Other:

POLICY #7.40

FIRE PREVENTION

PREAMBLE

Because of the large number of people involved and the nature of some of the activities, schools must always be considered at risk from fire. The risk can be minimized, however, by strict observance of regulations for fire prevention and fire drills.

POLICY

FIRE PREVENTION REGULATIONS FOR EACH SCHOOL IN THE DISTRICT SHALL BE FRAMED BY THE DIRECTOR OF FACILITIES, UNDER THE DIRECTION OF THE BURNABY FIRE DEPARTMENT IN COMPLIANCE WITH THE PROVISIONS OF THE FIRE SERVICES ACT, BURNABY MUNICIPAL BYLAWS, AND THE NATIONAL FIRE CODE OF CANADA. IN FIRE PREVENTION IN THE DISTRICT, THE DIRECTOR OF FACILITIES SHALL HAVE PARAMOUNT AUTHORITY, BUT THEY WILL DEFER TO THE BURNABY FIRE DEPARTMENT IN THE PERFORMANCE OF THEIR DUTIES.

OBJECTIVES

To minimize the risk from fire in all buildings in the District.

REGULATIONS

The British Columbia Fire Services Act is a lengthy document containing much information which is not applicable to schools. Excerpts are provided to give principals an understanding of their responsibilities under this Act and the powers and duties of the Fire Commissioner or designate.

1. It is the duty of the occupier . . . of a building . . . to report the fire immediately to the local assistant, or to a Provincial or municipal police officer or constable in whose district the fire occurs (11(1)).
2. It is the duty of every . . . occupier of, and every person . . . employed at a building . . . where a fire occurs to furnish, at the request of the local assistant, fire commissioner or the commissioner's inspectors, information...relating to a fire or the property it destroyed or damaged (11(2)).
3. On complaint of a person interested or, if believed advisable, without complaint, the fire commissioner and the commissioner's inspectors may at all reasonable hours enter any

premises anywhere in British Columbia to inspect them . . . (21).

4. A municipal council must provide for a regular system of inspection of...public buildings in the municipality (26(1)). A municipal council may authorize persons, in addition to the local assistant, to exercise within the municipality some or all of the powers under sections 21 to 23. (26(2))
5. An owner or occupier of a . . . public building which is required . . . to have a means of exit must do the following:
 - a. Keep posted in all main halls and at the intersection of all cross halls . . . conspicuous signs indicating the means of exit;
 - b. Keep posted in each . . . room a conspicuous notice describing the means of exit, with instructions to be followed in the event of fire;
 - c. (f) Ensure that smoke and fire doors or closures are kept closed when not in use for access, unless they are automatically controlled by an approved fire or smoke detection system;
 - d. (h) For a school . . . adopt, and have all persons in the premises practise, an approved fire drill system (31(2)).
6. The outside doors and the main inside doors of a . . . school . . . (32(1))
 - a. must open freely outward, and
 - b. while the building is so used, must not be bolted, locked or otherwise secured shut or obstructed in a manner that . . . prevents the rapid exit of persons inside the building.

The gates in a fence enclosing a building used as a...school... must, if not hung to open outward, be kept open by proper fastenings when the building is so used. (32(2))
7. If the owner or occupier of a . . . public building fails to provide, keep in good repair, alter or improve a means of exit, alarm gong or other equipment required by this Part, the local assistant authorized by this Part to inspect the...public building may in writing order the owner or occupier to comply with the requirement within a reasonable time stated in the order. (33(1)) The local assistant must deliver the order to the owner or occupier, who must comply with it. (33(2))

Date Adopted: 1955-08
Date(s) Revised: 1960-04
1974-01

Cross References:
Statutory: School Act 15 (1), 93(1), BC Fire
Services Act
Other:

Board Report

Date: June 24, 2025
To: Board of Education – Public Board Meeting
From: Brandon Curr, Assistant Superintendent
Subject: Grade 7 Band Proposals

Background:

At the public Board Meeting on May 27, 2025, the Board approved a motion asking staff to explore options for the Grade 7 elementary band program and to identify potential timelines for completing this investigation. This report summarizes the consultation conducted to date with music educators and outlines the next steps for further investigation, which will continue into the next school year.

Introduction:

During the operating budget consultation process, the Burnaby Teachers Association (BTA) presented three proposals for consideration regarding the Grade 7 Band program. The three proposals were:

1. User-Pay Model – In this model, families would opt into the program by paying a participation fee. This fee would cover all program-related costs, including staffing. Instrument rental fees would be an additional fee.
2. Band as NIS Model – In this model, all Grade 7 students would receive mandatory Band 7 instruction as part of the school's Non-Instructional Services (NIS) coverage.
3. Some Schools Have Band, and Some Don't – In this model, individual schools would collaborate with their communities to determine whether a Grade 7 Band program could operate within the school.

To better understand the perspectives of music educators regarding these three proposals, district staff met with music educators on May 6, 2025.

Considerations:

At the May 6, 2025 meeting, music educators were invited to share pros and cons connected to each of the three proposals. The feedback gathered is outlined below:

1. User Pay Model	
<u>Pros</u>	<ul style="list-style-type: none">• While not ideal, this would be much better than cancelling elementary band. This model has worked successfully in North Vancouver since 1991. We have a good supply of district instruments to help less advantaged students.

<u>Cons</u>	<ul style="list-style-type: none"> • Equity/financial issues • Recruitment becomes more challenging • Collecting fees and the administrative jobs • Extra barrier in the way for kids and families
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2. Band As NIS Model	
<u>Pros</u>	<ul style="list-style-type: none"> • Keep band • Band teachers essential • Scheduled time/higher enrollment • Strengthen secondary program • Replacing band for general music would save money and still let students have a good music education that would also help secondary band programs
<u>Cons</u>	<ul style="list-style-type: none"> • Startup and year end challenges – not insurmountable but trickier • If will affect classroom music number/program • Need space for both music and band at the same time • Reduce general music staffing • Potentially affects second NIS providers at the school • Qualifications for band vs classroom music teachers as not all music teachers can teach band • Access for students with disabilities and diverse abilities • Some students may opt to stay in music vs band because known relationship/teaching style

3. Some Schools Have Band, and Some Don't	
<u>Pros</u>	<ul style="list-style-type: none"> • Everyone gets to keep jobs. • Schools that currently have band get to keep it • Parents could choose to attend a 'have band' school for interested students.
<u>Cons</u>	<ul style="list-style-type: none"> • Feeder school impact • Equity of access i.e. Have and have-not schools • Will there be highly funded schools vs non-funded schools due to students transferring for band enrollment?

Through this initial meeting, music educators identified several potential challenges associated with the proposals that require further investigation. Following the Board of Education's decision at the May 27, 2025, public Board Meeting to eliminate the Grade 7 Band program, District staff began working with a focus group of music educators to continue the work.

District staff held two meetings with this focus group on June 5 and June 17, 2025. The focus of these discussions was to determine which, if any, of the proposals brought forward should be investigated in greater depth. While acknowledging that it is not an ideal solution, this group agreed that the User-Pay Model should be investigated in more depth. District staff also explored the possibility of offering elementary band as a volunteer extra-curricular program held afterschool; however, music educators expressed that this approach would not be appropriate at this time.

To determine the long-term feasibility of a User-Pay Model for the elementary band program, staff will require time to investigate the following:

- Financial Analysis - To understand the full costs of operating the program to ensure it is sustainable without impacting the District's operating budget.

- Equity and Access – To explore strategies for supporting students who may wish to participate but are experiencing financial challenges.
- Program Structure – To identify the best structure(s) for a potential User-Pay program in the District.
- Facility and Space Review - To conduct a space analysis to determine where a potential User-Pay program may be hosted in the District.

A report to the Board of Education on the feasibility of a User-Pay Model for the elementary band program can be expected by January 2026, with potential implementation beginning by July 2026 at the earliest. District staff are committed to working collaboratively with music educators throughout this process.

In the interim, the Band as NIS model and Some Schools Have Band and Some Don't model will not be proceeding for the upcoming school year. While the investigation into the User-Pay Model for the elementary band programs continues, the District will continue supporting a robust music education program for elementary students. The Ministry of Education and Child Care's Arts Education curriculum, along with the trained music educators at every Burnaby elementary school, will allow Grade 7 students to be provided with meaningful opportunities to engage in music, supporting their overall growth and learning.

The Burnaby School District has a rich tradition of supporting music education, and staff are dedicated to upholding this moving forward.

Recommendation:

THAT the Board of Education receive this information.