

DISTRICT OPERATIONS – ADMINISTRATIVE SERVICES
Reporting to Public Session, Tuesday, June 23, 2026

1. Administrative Procedure (AP) Updates

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 updated, reviewed, and re-categorized:

- #107 Resolving Concerns, Complaints, and Issues (New)
- #108 Boundary Adjustments (New)
- #109 Charitable Organizations – Access to Schools
- #110 Purchasing Goods and Services
- #203 Political Activities in Schools (New)
- #400 Selection of Learning Resources (Updated)
- #401 Field Experiences (Updated)
- #415 Board/Authority Authorized (BAA) Courses (New)
- #417 Extended Student Absences (New)
- #418 Inclusive Education (New)

Recommendation:

THAT the Board of Education receive this information.

2. Byrne Creek Community School Renaming Project

In February 2023, the Board of Education received a request from the students, staff, and families of Byrne Creek Community School to consider a change to the school’s name. The current name is derived from the adjacent park, which is named after Peter Byrne, the local Indian Agent from 1911 to 1921. The school community has expressed concern that this name represents a direct association with the residential school system and its harmful legacy on Indigenous peoples. As such, the existing name is viewed as not aligning with the District’s commitment to Reconciliation and to fostering inclusive and respectful learning environments.

In response, District staff initiated the development of Administrative Procedure #500: Naming or Renaming of District Facilities. As outlined in the Administrative Procedure, following the final phase of engagement, the Board will receive name recommendations from the committee for final selection.

Recommendation:

THAT the Board of Education receive this information.

Board Report

Date: June 23, 2026
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:

- #107 Resolving Concerns, Complaints, and Issues (New)
- #108 Boundary Adjustments (New)
- #109 Charitable Organizations – Access to Schools
- #110 Purchasing Goods and Services
- #203 Political Activities in Schools (New)
- #400 Selection of Learning Resources (Updated)
- #401 Field Experiences (Updated)
- #415 Board/Authority Authorized (BAA) Courses (New)
- #417 Extended Student Absences (New)
- #418 Inclusive Education (New)

Recommendation:

THAT the Board of Education receive this information.

ADMINISTRATIVE PROCEDURES #107

RESOLVING CONCERNS, COMPLAINTS, AND ISSUES

BACKGROUND

The Burnaby School District recognizes that concerns, complaints, and issues may arise related to school and District operations, programs, resources, student matters, and decisions made by District employees. The District values strong partnerships with parents, guardians, students, and the broader community, and is committed to working collaboratively to resolve concerns in a constructive manner.

The purpose of this Administrative Procedure is to provide a clear and consistent process for addressing and resolving concerns and complaints, support respectful and collaborative problem-solving, clarify roles and responsibilities, ensure alignment with the *School Act* and Board policy, and preserve the right to appeal decisions where applicable. This Administrative Procedure is intended to be read alongside the [District's Working Together to Resolve Concerns](#) process, available on the Burnaby School District website.

PROCEDURES

This procedure applies to concerns and complaints related to school and District-level personnel, programs, resources, student matters, and school and District policies and procedures. This procedure does not replace other legislated or contractual processes.

Every effort should be made to resolve concerns at the earliest possible stage through respectful, fair and timely communication in accordance with the [District Code of Conduct](#).

The following steps outline the appropriate process for resolving a concerns:

1. Teacher, School Staff or Classroom Level Concerns
 - a. Discuss the matter directly with the school staff member involved in the concern.
 - b. If not resolved, discuss the concern with the Vice-Principal or Principal.
 - c. If the concern remains unresolved, consultation may occur with a member of District administrative staff (e.g., a Director of Instruction and/or an Assistant Superintendent) who will participate to assist in achieving a resolution.
 - d. If the concern remains unresolved, and it involves a decision (or a failure to make a decision) that significantly affects the education, health, or safety of a student, a parent and/or guardian may request an appeal under [Policy #9 Appeal of Decisions Bylaw](#). The completion of all steps should not be a barrier to initiating an

appeal. Appeals are initiated by a written request (notice of appeal) to the Superintendent in accordance with [Policy #9 Appeal of Decisions Bylaw](#).

2. Principal / Vice-Principal or School Level Problem

- a. Discuss matter directly with the Principal/Vice-Principal involved in the concern or school level issue.
- b. If not resolved, refer to the Director of Instruction or Assistant Superintendent or designate.
- c. If the concern remains unresolved, and it involves a decision (or a failure to make a decision) that significantly affects the education, health, or safety of a student, a parent and/or guardian may request an appeal under [Policy #9 Appeal of Decisions Bylaw](#). The completion of all steps should not be a barrier to initiating an appeal. Appeals are initiated by a written request (notice of appeal) to the Superintendent in accordance with [Policy #9 Appeal of Decisions Bylaw](#).

3. District Level Concerns

- a. Discuss the matter with the personnel involved.
- b. If not resolved, refer to the Director of Instruction or Assistant Superintendent or designate.
- c. If the concern remains unresolved, and it involves a decision (or a failure to make a decision) that significantly affects the education, health, or safety of a student, a parent and/or guardian may request an appeal under [Policy #9 Appeal of Decisions Bylaw](#). The completion of all steps should not be a barrier to initiating an appeal. Appeals are initiated by a written request (notice of appeal) to the Superintendent in accordance with [Policy #9 Appeal of Decisions Bylaw](#).

To support early resolutions, parties are encouraged to clearly describe the concern, identify the desired outcome, and share relevant information in confidence with those who need it to address the matter.

Expectations for Conduct

All interactions must be conducted in a manner consistent with the [District Code of Conduct](#). Parents and/or guardians are expected to communicate respectfully and follow established processes. Conduct from parents and/or guardians that threatens, intimidates, harasses, or interferes with the safe and effective operation of schools will not be tolerated and may result in communication boundaries or other actions consistent with District policy.

Privacy and Confidentiality

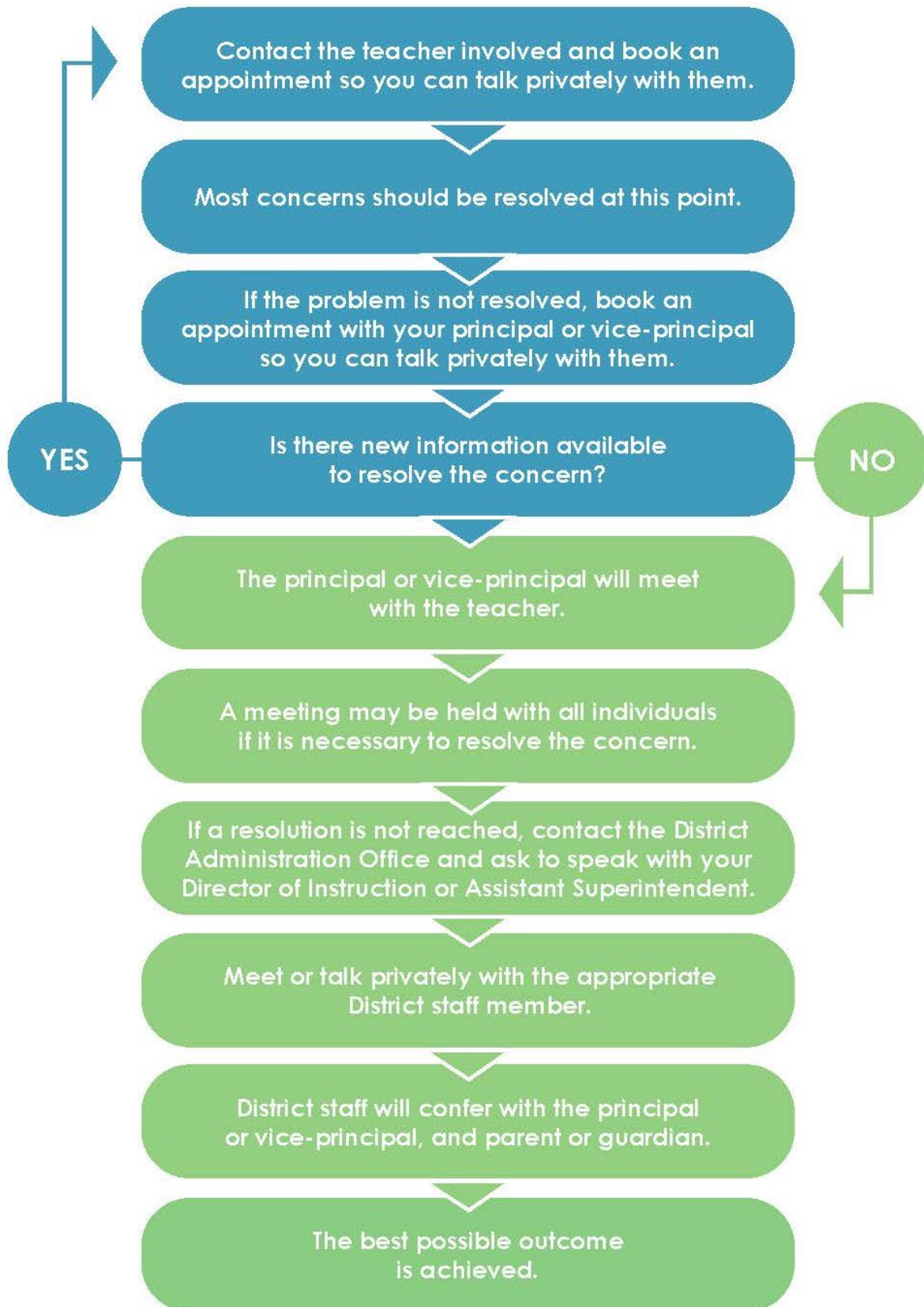
The District is committed to protecting personal and confidential information. Information will be collected, used, and shared only as necessary and in accordance with the [Administrative Procedure #302 Privacy Management Program](#).

Date(s) Revised:

[District Code of Conduct](#)
[Policy #9 Appeal of Decisions Bylaw](#)
[Working Together to Resolve Concerns](#)
[AP #302 Privacy Management Program](#)

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Steps To Resolve a Concern



ADMINISTRATIVE PROCEDURE #108

BOUNDARY ADJUSTMENTS

BACKGROUND

School boundary adjustments are essential for ensuring equitable access to education and efficient use of District facilities. This procedure applies to all schools within the District and governs the process for initiating, reviewing, and implementing boundary changes.

PROCEDURES

1. Guiding Principles

- a. Optimize school capacity and prevent overcrowding or underutilization.
- b. Ensure student safety by using appropriate geographic boundaries.
- c. Engage communities through transparent consultation.
- d. Minimize disruption for families and maintain equity.

2. Conditions for Review

Boundary adjustments may be considered when:

- a. A school cannot accommodate catchment students now or in the forecast period.
- b. A school is underutilized.
- c. A new school opens or an existing school closes.
- d. Significant demographic shifts occur.

3. Roles and Responsibilities

- a. Board of Education: Approves all boundary changes.
- b. Superintendent or designate: Initiates reviews and submits recommendations.
- c. Long Term Planning Committee: Provides enrolment data and projections and provides initial report.
- d. Communications Team: Coordinates public engagement.

PROCESS

Step 1 – Initiation and data Analysis

Long Term Planning Committee reviews current enrolment, 10-year projections, and school capacities and provides report with recommendations to the Superintendent.

Step 2 – Review

Superintendent or designate reviews report and considers recommendations to determine if process will continue.

Step 3 – Initial Recommendation

If recommendations are accepted, they report to the Board with proposed changes and rationale.

Step 4 – Public Consultation

- 1. Provide minimum 3-month public notice.
- 2. Host public meetings, surveys, and online engagement as determined by District personnel.

Step 5 – Final Recommendation

Superintendent or designate submits final report to the Board with proposed changes and rationale.

Step 6 – Board Decision

Following final report, the Board approves or rejects recommendations via formal resolution.

Step 7 – Implementation

- 1. Determine implementation date.
- 2. Communicate changes to affected families.
- 3. Update school locator tools and District maps.

Step 8 – Communication Strategy

- 1. Publish updates on District website.
- 2. Send letters/emails to affected families.
- 3. Provide FAQs and contact information for inquiries.

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Date Adopted: ____-____

Date(s) Revised:

Cross References:

ADMINISTRATIVE PROCEDURE #1093.18

CHARITABLE ORGANIZATIONS – ACCESS TO SCHOOLS

BACKGROUND

~~The opportunity for students to assist in charitable organizations' civic projects provides an opportunity for active participation in community service. Voluntary participation based upon an understanding of and support for the objectives of a particular charitable endeavour has considerable educational potential. The Board wishes to support community and charitable activities through student participation when such ventures are consistent with education goals and in keeping with the District's Administrative Procedure #3.15 Commercialism in Schools.~~

~~**COMMUNITY AND CHARITABLE ORGANIZATIONS OF A NON-PROFIT AND NON-COMMERCIAL NATURE MAY WITH THE APPROVAL OF THE SUPERINTENDENT PROVIDE INFORMATION TO SCHOOLS REGARDING FUNDRAISING AND STUDENT PROJECTS.**~~

~~The District recognizes that student involvement in community and charitable initiatives can foster responsible citizenship and provide meaningful opportunities for service learning. Participation in charitable activities may offer educational value when such activities are voluntary, age-appropriate, and aligned with the educational goals of the School District.~~

~~The District supports student participation in community and charitable activities provided that these activities are consistent with Board policy, are non-commercial in nature, and do not interfere with instructional programs.~~

OBJECTIVES

- ~~1. To reinforce responsible citizenship in the form of appreciation for humanitarian charitable endeavours.~~
- ~~2. To provide an opportunity for voluntary charity.~~
- ~~3. To provide an opportunity to assist established reputable public charities.~~

REGULATIONS PROCEDURES

1. All requests from charitable organizations, ~~except those of a controversial nature will be considered for approval by the seeking to provide information to schools regarding fundraising initiatives of student projects must be submitted to the Superintendent or designate. Approved charitable activities must not disrupt instructional time or interfere with regular school operations and should, where possible, support learning outcomes related to citizenship, social responsibility, or community engagement.~~

~~2. The Superintendent will submit requests of a controversial nature to the Board for its approval.~~

3.2. Individual requests from organizations which have been approved by the Superintendent or ~~designate Board~~ will be referred to principals and or student councils for their consideration.

4.3. Participation in fundraising endeavours by school classes or groups of students is to be voluntary, ~~and various forms of pressure are to be avoided.~~

Date Adopted: _____ 1988-05 _____ Cross References: [AP #3.15 Commercialism in Schools](#)

~~Date(s) Revised: _____ Statutory:~~

~~Converted from Policy 3.18: _____ -~~

~~Dates(s) Revised:~~

ADMINISTRATIVE PROCEDURE #109

CHARITABLE ORGANIZATIONS – ACCESS TO SCHOOLS

BACKGROUND

The District recognizes that student involvement in community and charitable initiatives can foster responsible citizenship and provide meaningful opportunities for service learning. Participation in charitable activities may offer educational value when such activities are voluntary, age-appropriate, and aligned with the educational goals of the School District.

The District supports student participation in community and charitable activities provided that these activities are consistent with Board policy, are non-commercial in nature, and do not interfere with instructional programs.

PROCEDURES

1. All requests from charitable organizations seeking to provide information to schools regarding fundraising initiatives of student projects must be submitted to the Superintendent or designate. Approved charitable activities must not disrupt instructional time or interfere with regular school operations and should, where possible, support learning outcomes related to citizenship, social responsibility, or community engagement.
2. Individual requests from organizations which have been approved by the Superintendent or designate will be referred to principals and/or student councils for their consideration.
3. Participation in fundraising endeavours by school classes or groups of students is to be voluntary.

Date Adopted: 1988-05
Converted from Policy 3.18: ____-____
Date(s) Revised:

Cross References: [AP #3.15 Commercialism in Schools](#)

ADMINISTRATIVE PROCEDURE # 1103-80

PURCHASING GOODS AND SERVICES

BACKGROUND

This Administrative Procedure establishes a consistent framework for purchasing activities across the District to ensure that public funds are used responsibly, and that procurement processes are fair, transparent, and compliant with applicable legislation, trade agreements, and Board policies. It is intended to support effective and efficient purchasing practices while achieving best value for the District and providing equitable access to business opportunities for suppliers.

The Board, in the performance of its duties as defined by the School Act, is responsible for ensuring that all services, supplies and equipment required for ongoing operations of the School District are procured in an efficient and cost-effective manner to obtain maximum value for the District in accordance with good business practices.

~~THE BOARD, THROUGH THE SECRETARY-TREASURER, WILL UTILIZE SOUND AND PROFESSIONAL BUSINESS PRACTICES WHILE OBTAINING THE BEST VALUE FOR THE PROCUREMENT OF GOODS, SERVICES AND EQUIPMENT. PROCUREMENT FUNCTIONS WILL BE UNDERTAKEN USING COMPETITIVE PUBLIC SERVICE PURCHASING PRACTICES.~~

OBJECTIVES

- ~~1. To obtain maximum value for the District on all purchases including the life cycle cost of purchases.~~
- ~~2. To provide reasonable opportunities for qualified suppliers and contractors to seek the School District's business.~~
- ~~3. To conduct purchasing in an efficient and cost-effective manner in accordance with competitive public service purchasing practices.~~
- ~~4. To select vendors through processes that are transparent and competitive, and to balance the administrative effort and cost with commensurate value of the purchase.~~
- ~~5. To provide purchasing discretion and flexibility for the District, schools, and departments within granted purchasing authority and subject to optimizing best value for the School District as a whole.~~

- b. The nature of the requirement is such that it would not be in the public interest to invite competitive quotes/bids.
- c. Only one bidder is capable of providing the goods/services.
- d. Competition is precluded because of the existence of patent rights, copyrights, intellectual property or trade secrets.
- e. The goods/services require compatibility with existing goods/services logistics, or may void any warranties or guarantees.
- f. Pricing has been established by another public agency or cooperative purchasing venture.

f. Any exceptions to the requirement for a solicitation of public bids must be submitted by the Director, Finance to the Secretary-Treasurer for approval.

- 8. Where appropriate, the District will actively participate with other public agencies in cooperative purchasing ventures.
- 9. Financial Services will release documentation in accordance with the Freedom of Information and Protection of Privacy Act.

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Date Adopted: _____ 2007-01 _____ Cross References: [AP #4.46 Conflict of Interest](#)
 Date(s) Revised: _____ [Supply Chain Canada](#)
 _____ [AP #5.15 Student and other School](#)Converted from Policy 3.80: _____ -

Records: Access, Storage & Transfer

Statutory: FIOPPA, School Act 141 (1), Canadian Free Trade Agreement (CFTA)

Freedom of Information and Protection of Privacy Act

Other:

- c. \$50,001 to \$250,000 Assistant Secretary-Treasurer
- d. \$250,001 to \$1,000,000 Secretary-Treasurer or designate

- e. Over \$1,000,000 Secretary-Treasurer (with an information report to the Finance Committee of the Board of School Trustees)

6. The Secretary-Treasurer, or designate, is responsible for procedures, standard documents and an evaluation process for the solicitation of bids. Subject to the exclusions identified in procedure 7, all goods and services with a value of:

- a. up to \$10,000 at a minimum, require a verbal quotation
- b. \$10,001 to \$20,000 at a minimum, require a written quotation
- c. \$20,001 to \$75,000 at a minimum require three written quotations
- d. Over \$75,000 require solicitation of public bids

7. Quotations and public bids may not be requested if:

- a. There is an urgent need and delay would be injurious to the public interest.
- b. The nature of the requirement is such that it would not be in the public interest to invite competitive quotes/bids.
- c. Only one bidder is capable of providing the goods/services.
- d. Competition is precluded because of the existence of patent rights, copyrights, intellectual property or trade secrets.
- e. The goods/services require compatibility with existing goods/services logistics, or may void any warranties or guarantees.
- f. Pricing has been established by another public agency or cooperative purchasing venture.

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Date Adopted: 2007-01
 Date(s) Revised:
 Converted from Policy 3.80: ____-__

Cross References: [AP #4.46 Conflict of Interest](#)
[Supply Chain Canada](#)
[Canadian Free Trade Agreement \(CFTA\)](#)
[Freedom of Information and Protection of Privacy Act](#)

ADMINISTRATIVE PROCEDURES #203

POLITICAL ACTIVITIES IN SCHOOLS

BACKGROUND

The Burnaby School District is committed to maintaining a learning and working environment that is politically neutral, respectful, and focused on educational purposes. Schools and District facilities must not be used to promote or oppose any political party, candidate, or campaign.

This Administrative Procedure provides direction regarding political activities in schools and on District property, while supporting appropriate civic education consistent with the *School Act* and other applicable legislation.

PROCEDURES

1. Political Campaigning
 - a. Political campaigning by individual candidates or political parties for municipal, school board, provincial, or federal elections is not permitted on School District property or during school-sponsored activities.
 - b. The posting or distribution of political campaign materials on lands or within buildings owned or operated by the Burnaby School District is prohibited, except as permitted under sections 2 or 3 of this Administrative Procedure.
2. Educational Activities
 - a. Schools may organize all-candidate forums, assemblies, or similar events for educational purposes, provided that participation is voluntary, all candidates are given equal opportunity, and the event is impartial and educational in nature.
 - b. Political materials may be used as instructional resources in classrooms provided that they are used solely for educational purposes and do not solicit support for or opposition to a candidate or party.
3. Use of District Facilities
 - a. School facilities may be rented outside of instructional hours by political candidates or parties on a commercial rental basis, in accordance with District procedures.
 - b. Political materials may only be displayed in rented spaces and must be removed immediately following the event.
4. Distribution of Materials

- a. Political campaign materials must not be distributed through schools or sent home to parents and/or guardians via students or school communication systems.
- b. Information related to school board elections may be posted or distributed only as directed by the Board of Education or the Superintendent.

5. Exceptional Circumstances

- a. The Superintendent may rule on extraordinary requests related to political activities not clearly addressed in this Administrative Procedure.
- b. Any such rulings will be reported to the Board of Education for information.

Date Adopted: YYYY-MM

Cross References: [School Act](#)

Date(s) Revised:

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ADMINISTRATIVE PROCEDURE #400

SELECTION OF LEARNING RESOURCES

BACKGROUND

The Administrative Procedure for the Selection of Learning Resources aims to select learning resources that support the educational goals and curriculum of the Burnaby School District. This procedure ensures that selected resources meet the criteria listed below.

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

Definitions

"**Learning Resource**" refers to any materials, print or digital, used across a variety of educational contexts, including classrooms, library learning commons, and school-wide learning environments selected by teachers to support curricular objectives and student learning. The principles and criteria outlined in this Administrative Procedure apply consistently to all learning resources used within these contexts.

PROCEDURES

Primary Objectives of Selecting Learning Resources

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

Responsibility for Selection

1. Educators are responsible for using the [Focused Education Learning Resource Selection Model](#) criteria and applying their professional judgement when using currently available resources and when selecting new resources.
2. Teacher Librarians will annually review the [Focused Education Learning Resource Selection Model](#) with their school staff to ensure that all educators apply the model when using current resources or selecting new resources.
3. Educators will ensure that the learning resources are compliant with Federal policies regarding copyright usage in schools, provincial policies such as the BC Freedom of Information and Protection of Privacy Act and the BC School Act, as well as District policies.
4. Teacher Librarians will review the appropriateness of Focused Education Learning Library Commons resources through yearly inventory and collection management processes.
5. The principal is responsible for coordinating the selection and purchase of school learning resources based on identified school priorities and available budgets.
6. An adequate record shall be kept of materials purchased.

Criteria for Selection of Resources

Criteria for selection of resources follows the [Focused Education Learning Resource Selection Model](#):

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

Selection Process for Learning Resources

1. Core Learning Resources - Learning resources that are used as core components of instruction (i.e. Picture book sets, non-fiction text sets, novels, textbooks, etc.) are subject to the process outlined below:
 - a. Determine if the resource is specified in Ministry of Education curriculum

guide or policy recommended by FNEESC or SOGI 123, ~~reviewed by ShareEdBC~~ or evaluated by Focused Ed Resources.

- b. If yes, then educators use their professional judgment to determine the appropriateness of the resource for their students based upon their emotional maturity, cognitive level and lived experience.
- c. If no, then educators use the [Focused Education Learning Resource Selection Model](#) and consult with their Teacher Librarian and principal. Educators may also submit the resource to Focused Education for evaluation.

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

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

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

This process involves:

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

4. Ongoing Review of Learning Resources – The selection of learning resources is an ongoing, reflective process. Educators are encouraged to periodically review learning resources already in use to ensure continued alignment with curriculum, student needs, and the criteria outlined in the Administrative Procedure.

5. Professional Learning and Support – Teacher-Librarians and administrators will

support ongoing professional learning related to learning resource selection, including engagement with Ministry of Education and Child Care guidance documents and District-approved selection models.

4.6. Challenged Materials

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

Date Adopted: 1979-09

Converted from Policy 6.55: 2025-03

Date(s) Revised: -

Cross References: _____

Ministry of Education and Child Care's July 1, 2017 Policy Focused Education Learning Resource Selection Model

Date(s) Revised: _____

Ministry of Education and Child Care's Guidance on Learning Resource Selection

ADMINISTRATIVE PROCEDURE #400

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BACKGROUND

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Definitions

"**Learning Resource**" refers to any materials, print or digital, used across a variety of educational contexts, including classrooms, library learning commons, and school-wide learning environments to support curricular objectives and student learning. The principles and criteria outlined in this Administrative Procedure apply consistently to all learning resources used within these contexts.

PROCEDURES

Primary Objectives of Selecting Learning Resources

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

Responsibility for Selection

1. Educators are responsible for using the [Focused Education Learning Resource](#)

[Selection Model](#) criteria and applying their professional judgement when using currently available resources and when selecting new resources.

2. Teacher Librarians will annually review the [Focused Education Learning Resource Selection Model](#) with their school staff to ensure that all educators apply the model when using current resources or selecting new resources.
3. Educators will ensure that the learning resources are compliant with Federal policies regarding copyright usage in schools, provincial policies such as the BC Freedom of Information and Protection of Privacy Act and the BC School Act, as well as District policies.
4. Teacher Librarians will review the appropriateness of Focused Education Learning Library Commons resources through yearly inventory and collection management processes.
5. The principal is responsible for coordinating the selection and purchase of school learning resources based on identified school priorities and available budgets.
6. An adequate record shall be kept of materials purchased.

Criteria for Selection of Resources

Criteria for selection of resources follows the [Focused Education Learning Resource Selection Model](#):

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

Selection Process for Learning Resources

1. [Core Learning Resources](#) - Learning resources that are used as core components of instruction (i.e. Picture book sets, non-fiction text sets, novels, textbooks, etc.) are subject to the process outlined below:
 - a. Determine if the resource is specified in Ministry of Education curriculum guide or policy recommended by FNECS or SOGI 123, or evaluated by

Focused Ed Resources.

- b. If yes, then educators use their professional judgment to determine the appropriateness of the resource for their students based upon their emotional maturity, cognitive level and lived experience.
- c. If no, then educators use the [Focused Education Learning Resource Selection Model](#) and consult with their Teacher Librarian and principal. Educators may also submit the resource to Focused Education for evaluation.

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

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

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

This process involves:

- a. School based review of the digital learning resource using the Focused Education Criteria.
 - b. District review of the digital learning resource by the District Privacy Assessment Committee.
 - c. Resource is added to the list of approved digital learning resources and a Privacy Impact Assessment is completed.
4. [Ongoing Review of Learning Resources](#) – The selection of learning resources is an ongoing, reflective process. Educators are encouraged to periodically review learning resources already in use to ensure continued alignment with curriculum, student needs, and the criteria outlined in the Administrative Procedure.
 5. [Professional Learning and Support](#) – Teacher-Librarians and administrators will support ongoing professional learning related to learning resource selection,

including engagement with Ministry of Education and Child Care guidance documents and District-approved selection models.

6. Challenged Materials

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

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

Cross References:

[Ministry of Education and Child Care's July 1, 2017 Policy Focused Education Learning Resource Selection Model](#)
[Ministry of Education and Child Care's Guidance on Learning Resource Selection](#)

ADMINISTRATIVE PROCEDURE #401

FIELD EXPERIENCES

BACKGROUND

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

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

PROCEDURES

Types of Field Experiences and Responsibilities

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

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

3. High-Risk Field Experiences: Relates to curricular or extra-curricular activities that may include some potential risk of injury in the planned activity.
 - a. These may proceed only with the completion of the online special/high-risk field experience form with authorization of the school principal at least 60 days prior to the event.
 - b. Following principal approval, authorization of the Superintendent or designate at least 30 days prior to the event, following deadlines outlined in the District Field Experience Calendar.
4. Overnight Field Experiences: Involves two calendar dates or more.
 - a. These may proceed only with the completion of the online special/high-risk field experience form with authorization of the school principal at least 60 days prior to the event.
 - b. Following principal approval, authorization of the Superintendent or designate at least 30 days prior to the event, following deadlines outlined in the District Field Experience Calendar.
5. International Field Experiences: All field experiences that occur outside of Canada for broadening students' understanding of other cultures and their Canadian identity.
 - a. Student travel to countries that are or become subsequently identified as having a travel advisory other than 'take normal security precautions' through travel advisories by the Government of Canada shall not occur during the period of such warning unless the District specifically approves such travel during this period with the additional security precautions.
 - b. Phase 1 authorization of the proposed international field experience must be provided by the school principal at least eight months prior to departure.
 - c. The phase 1 proposal form and required documentation is to be submitted for approval in principle by the Superintendent or designate at least seven months prior to departure, following deadlines outlined in the District Field Experience Calendar.
 - d. No payments, binding contracts or financial commitments are to be made until approval in principle is obtained.
 - e. Following approval in principle, staff submit a phase 2 planning stage form and required documentation to allow for approval by the school principal and the Superintendent or designate at least three months prior to departure.
 - f. Following phase 2 approval, phase 3 final approval is required with authorization by the Superintendent or designate at least 30 days prior to the event, following deadlines outlined in the District Field Experience Calendar.

Supervision

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

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

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

1. Routine Field Experiences

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

2. Competition Field Experiences

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

3. High-Risk Field Experiences

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

4. Overnight Field Experiences

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

5. International Field Experiences

- a. Grades 4 to 12: one teacher/supervisor for every 8 students, and gender appropriate supervisors must accompany groups of students.

b. For all international field experiences must be supervised by District staff, who retain overall responsibility for the ~~are approved to be~~ supervisors and safety of students.

i. ~~Non-staff supervisors will not normally be included in international field experiences. Where inclusion is requested, approval may be granted at point of phase 1 approval in principle where a clear rationale is provided (e.g., program-specific supervision needs, student safety considerations, etc.)~~

ii. Where approved, non-staff supervisors must:

- be screened and approved in accordance with Administrative Procedure 2.15 Volunteers in District Schools, this includes completing a criminal record check;
- be assigned defined roles under the direction of a staff supervisor; and
- not assume primary responsibility for student supervision.
- District staff must constitute the majority of supervisors at all times.

~~b. will only be considered in exceptional circumstances at the point of phase 1 approval in principle.~~

Personal Safety and Consent to Participate

Any Burnaby student in good standing is eligible to take part in a field experience, subject to the criteria and guidelines of the trip. Students who participate must be currently enrolled in a relevant course or program at their school or be a member of a school team sponsored by the teacher undertaking the planning of the trip.

The following should be planned for in all field experiences:

1. Student Conduct/Concerns
 - a. Supervising staff must be aware of student needs, concerns, and know the approved procedures – such as mental health supports, safety plans and/or behaviour plans – to be prepared, should needs arise.
2. Unforeseen Circumstances
 - a. Should a serious health concern, injury or misconduct occur, supervising staff must contact their school administrator immediately.
3. All required Consent to Participate forms must be completed and signed by parent(s) and/or guardian(s) and maintained during the field experience. The following consent forms are required depending on the type of field experience:
 - a. Routine Field Experience Consent Form
 - b. Special Field Experience High-Risk Consent Form
 - c. Ski/Snowboard Field Trip Disclosure Form
 - d. Special Field Experience High-Risk and/or Overnight Consent Form
 - e. International Field Experience Form
4. No student shall participate in any field experience without the written and signed approval of their parent(s) and/or guardian(s).
5. Full instruction will be provided to students regarding safety considerations related to the field experience.
 - a. All ski/snowboard trips must be planned and carried out in accordance with District guidelines for Ski/Snowboard Field Experiences, and permission from parent(s) and/or guardian(s) must be received in writing using the District Ski/Snowboarding Parent Permission Form.

Student Fees

1. The fees charged to students for field experiences may be used to cover costs related to:
 - a. Transportation;
 - b. Rental of facilities;
 - c. Rental of equipment;
 - d. Admission charges; and,
 - e. Teacher-on-call expenses for international field experiences and exceptional field experiences within Canada (such as a trip to Quebec).

2. Direct financial contributions to field experiences by the Board shall be limited to the funds allocated to each school for this purpose.
3. The funds for such experiences are used equitably for the benefit of all students.
4. Teachers and other adults acting as accompanying supervisors on field experiences may be expected to pay for the trip expense.
5. Administrative Procedure #3.16 Fundraising Activities in Schools will be followed.

Volunteers and Student Transportation

1. All field experiences must be planned and carried out in accordance with related Administrative Procedures, including those governing Volunteers in District Schools (#2.15) and Transportation of Students (#3.05).
2. Students are not authorized to act as volunteer drivers.
3. If a field experience requires bussing of students, only District approved vendors are authorized to transport students.

Relevance to Curriculum

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

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

General

1. The District shall support field experiences for school curricular and competition field experiences subject to the following:
 - a. The field experience is inclusive, and no student is prevented from participating for financial reasons.
 - b. The field experience is planned and organized to minimize the disruption of other schedules and events within the school.
 - c. Appropriate arrangements are made for the instruction of any students not participating in the field experience.
 - d. Each student shall fulfill the preparatory requirements at an appropriate level of performance, participate during the trip in a responsible way, and carry out satisfactorily all prescribed follow-up activities.

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

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

Cross References: [AP #3.16 Fundraising Activities in Schools](#)
[AP #2.15 Volunteers in District Schools](#)
[AP #3.05 Transportation of Students](#)

ADMINISTRATIVE PROCEDURE #401

FIELD EXPERIENCES

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Note: a ratio of one teacher/ supervisor for every 8 students is required for overnight trips.
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3. High-Risk Field Experiences

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

4. Overnight Field Experiences

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Note: gender appropriate supervisors must accompany groups of students.

5. International Field Experiences

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 - be screened and approved in accordance with Administrative Procedure 2.15 Volunteers in District Schools, this includes completing a criminal record check;
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 - a. Supervising staff must be aware of student needs, concerns, and know the approved procedures – such as mental health supports, safety plans and/or behaviour plans – to be prepared, should needs arise.
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Student Fees

1. The fees charged to students for field experiences may be used to cover costs related to:
 - a. Transportation;
 - b. Rental of facilities;
 - c. Rental of equipment;
 - d. Admission charges; and,
 - e. Teacher-on-call expenses for international field experiences and exceptional field experiences within Canada (such as a trip to Quebec).
2. Direct financial contributions to field experiences by the Board shall be limited to the funds allocated to each school for this purpose.

3. The funds for such experiences are used equitably for the benefit of all students.
4. Teachers and other adults acting as accompanying supervisors on field experiences may be expected to pay for the trip expense.
5. Administrative Procedure #3.16 Fundraising Activities in Schools will be followed.

Volunteers and Student Transportation

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Relevance to Curriculum

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1. Provide students with experiences that cannot be presented effectively in the classroom.
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General

1. The District shall support field experiences for school curricular and competition field experiences subject to the following:
 - a. The field experience is inclusive, and no student is prevented from participating for financial reasons.
 - b. The field experience is planned and organized to minimize the disruption of other schedules and events within the school.
 - c. Appropriate arrangements are made for the instruction of any students not participating in the field experience.
 - d. Each student shall fulfill the preparatory requirements at an appropriate level of performance, participate during the trip in a responsible way, and carry out satisfactorily all prescribed follow-up activities.
 - e. Staff members responsible for planning shall determine, from an educational perspective, that the travel time is worthwhile for the students.

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3. School personnel are not permitted to participate in package tours offered by travel companies or commercial organizations during the school year.
4. A teacher participating in student tours during vacation periods must make it clear to students and their parent(s) and/or guardian(s) that the teacher is participating on a personal basis. Recruitment of student participants for such tours may not be carried out on school premises or by using school resources or facilities.
5. All students travelling outside of Canada, on day or overnight trips, must have individual medical coverage and appropriate travel insurance, including cancellation and trip interruption.
6. Teachers Teaching-On-Call may be requested to release teachers for field experiences at the discretion of the principal.
7. Teachers involved in a field experience shall only be considered "on duty" for the District if the field experience has received the requisite approvals.
8. A plan must be in place to support students who have disabilities or diverse abilities. After consultation with the school, if the parent(s) and/or guardian(s) determine that their child will not be participating on the field trip, a plan for the day will be provided in lieu of missed instruction.
9. Where prescribed medicine for a student is necessary, administrative procedures for Administration of Medication at School will be followed.

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

Cross References: [AP #3.16 Fundraising Activities in Schools](#)
[AP #2.15 Volunteers in District Schools](#)
[AP #3.05 Transportation of Students](#)

ADMINISTRATIVE PROCEDURES #415

BOARD/AUTHORITY AUTHORIZED (BAA) COURSES

BACKGROUND

The Board of Education recognizes that provincial curriculum alone may not meet all student interests or local community needs. In accordance with the [School Act](#) and Ministry of Education and Child Care requirements, the District may develop and offer Board/Authority Authorized (BAA) courses for Grades 10–12.

BAA courses provide flexibility and choice for students while maintaining educational integrity and graduation program requirements.

PROCEDURES

1. Course Development

- a. Schools may propose BAA courses to address demonstrated student and community needs not met by provincial curriculum.
- b. All BAA courses shall be developed in accordance with the [Ministry's BAA/FNA Course Requirements and Procedures Guidebook](#), including use of the approved BAA Course Framework template.
- c. Course proposals must include:
 - i. An educational rationale and demonstrated student need;
 - ii. Prescribed learning outcomes;
 - iii. Instructional methods and assessment criteria; and,
 - iv. Learning resources that comply with District policies.
- d. Indigenous-focused BAA courses shall be developed in consultation with District Indigenous Education staff and follow distinctions-based Ministry guidance.

2. Submission and Approval

- a. Completed BAA course proposals shall be submitted to the Superintendent or designate for review.
- b. The Superintendent or designate shall ensure that Ministry requirements are met prior to recommending the course to the Board of Education for approval.
- c. Approval process deadlines shall be as follows:
 - i. November – Course proposal submission
 - ii. December – District review
 - iii. February – Board approval

3. Implementation

- a. Approved BAA courses may be offered at District schools subject to the availability of appropriate staff, facilities, and resources.
- b. Schools shall deliver BAA courses as approved and evaluate students using the authorized assessment criteria.
- c. All BAA courses shall use the approved course code and approved name only.
- d. Principals shall convene a meeting in September with all BAA teachers to review the purpose, procedures, curricular requirements and reporting comments related to BAA courses.

4. Record Keeping and Review

- a. The District shall maintain records of all approved BAA courses and make them available for Ministry review upon request.
- b. BAA courses may be periodically reviewed by the District. Courses not offered for an extended period may be de-listed and require re-approval prior to reinstatement.

Date Adopted:
Date(s) Revised:

YYYY-MM

Cross References:

[School Act](#)
[Ministry's BAA/FNA Course Requirements and Procedures Guidebook](#)

DRAFT

ADMINISTRATIVE PROCEDURES #417

EXTENDED STUDENT ABSENCES

BACKGROUND

To establish clear expectations and procedures regarding extended student absences, ensuring consistent practices across schools while supporting effective enrolment management.

PROCEDURES

1. Communication with Families
Schools will communicate to families that continued enrolment may not be guaranteed under conditions of extended absence.
2. Conditions Impacting Continued Enrolment
A student's continued enrolment at their current school may not be guaranteed under the following circumstances:
 - a. No attendance within the first three (3) weeks of the school year;
 - b. An unexplained absence of more than twenty-five (25) consecutive school days;
or,
 - c. An explained absence of more than twenty-five (25) consecutive school days, excluding absences due to illness.
3. School Response to Extended Absences
Where a student meets one or more of the conditions above, schools will make reasonable efforts to contact the parent and/or guardian to determine:
 - a. The student's whereabouts; and,
 - b. The intent to return.

Schools will make reasonable efforts to contact the parent and/or guardian using multiple methods, including:

- a. Email;
- b. Telephone; and,
- c. Written correspondence.

All contact attempts will be documented in the student record.

4. Deregistration Process

If the school determines that the student will not be returning as per the timeframes in Section 2, the school will issue written notification to the parent and/or guardian indicating:

- a. The student has been removed from the school register; and,
- b. The requirement to re-register upon return.

Families will be informed that re-registration is not guaranteed at the original school.

Families will also be informed that placement may be subject to:

- a. Available space;
- b. Waitlist processes; and,
- c. Redirection to another school.

5. Principal Discretion

Principals retain discretion in applying this procedure, taking into consideration:

- a. Individual student and family circumstances;
- b. Compassionate or extenuating factors; and,
- c. Supporting documentation.

6. Responsibilities

Principals must:

- a. Ensure communication of expectations to families;
- b. Monitor student attendance for extended absences; and,
- c. Apply this procedure consistently and document decisions.

School Staff must:

- a. Support contact efforts and documentation; and,
- b. Maintain accurate attendance and communication records.

Date Adopted: YYYY-MM

Cross References:

Date(s) Revised:

ADMINISTRATIVE PROCEDURES #418

INCLUSIVE EDUCATION

REFERENCE TITLE: POLICY #20 INCLUSION AND ACCESSIBILITY

BACKGROUND

The Burnaby School District is committed to inclusive education that recognizes diversity as a valued part of school communities and ensures equitable access to learning, participation, and achievement for all students. Inclusive education supports students with diverse abilities as full members of their neighbourhood schools and emphasizes meaningful participation alongside peers in age-appropriate educational settings. Inclusion extends beyond physical placement and focuses on belonging, engagement, collaboration, and purposeful instructional planning that supports student success.

Universal Design for Learning (UDL) provides the foundation for inclusive practice in the Burnaby School District. UDL is an instructional framework that proactively plans for diverse learners by reducing barriers and providing multiple means of engagement, representation, and expression. By designing learning environments and instruction that are accessible to a wide range of learners from the outset, UDL supports student autonomy, flexibility, and success, and strengthens inclusive practices across classrooms, schools, and the District.

PROCEDURES

Placement of Students

1. The primary learning environment for all students is the regular classroom in their neighbourhood school.
2. Placement decisions are guided by inclusive education principles and are focused on supporting student success within inclusive classroom and school environments.
3. Decisions are based on assessment data, professional judgment, and consideration of each student's strengths, needs, and learning profile.
4. Placement decisions are made through a collaborative, school-based process involving administrators, classroom teachers, learning support staff, and students when appropriate. Parent and/or guardian consultation is required for all placement decisions involving students with disabilities or diverse abilities.

5. When documented strategies and interventions are insufficient to meet a student's needs within the regular classroom, and when evidence demonstrates that inclusive supports have been exhausted, short-term alternative placements may be considered. Any alternative placement is evidence-informed, time-limited, and includes clear goals, ongoing review, and transition planning.

Planning for Student Learning

1. An Individual Education Plan (IEP) is developed for students who require supports beyond universal classroom instruction. IEPs are required for students with a Ministry designation and are developed as soon as practical following identification. They are reviewed annually and updated as needed.
2. IEPs are implemented within the classroom and school context and are reviewed and updated regularly to monitor progress, inform instructional adjustments, and support responsive planning.
3. IEPs are competency-based and student-centered, aligned with the BC curriculum, and grounded in inclusive education principles. An IEP is not required when minimal or no adaptations are needed, there are no modifications to learning standards, and the student receives only limited supplementary support, such as less than 25 hours annually outside the classroom teacher.
4. The IEP is developed through a collaborative process involving the classroom teacher, learning support staff, school administrators, parents/guardians, and students when appropriate. The planning process includes the review of relevant assessment data, observations, and student records to identify priority learning needs and goals. Meaningful consultation with parents/guardians is an essential component of the IEP process and supports shared understanding and collective responsibility for student success.
5. An IEP includes current levels of performance, measurable goals and objectives, instructional strategies and supports, and any required accommodations and/or modifications. It also outlines the roles and responsibilities of staff, describes service delivery and learning environments, and establishes timelines for ongoing monitoring and review. The classroom teacher remains responsible for the design, delivery, and assessment of instruction, with support from the broader school team.
6. Support services are coordinated in collaboration with the school team. Education assistants are assigned based on student need, and access to itinerant teachers and specialized services, such as speech-language pathologists, psychologists, and counsellors is determined by student needs and available resources.

Inclusive Reporting Practices

1. All students, including those with disabilities or diverse abilities, with or without an IEP, receive regular communications of learning aligned with district reporting timelines.

Assessment and reporting practices are designed to support transparency, clarity, and shared understanding.

2. Ongoing communication with parents and guardians is essential. Families receive timely information that supports meaningful engagement in their child's learning. In accordance with provincial policy, students receive at least five communications of learning each year, including both informal and written updates.
3. Assessment is aligned with classroom instruction and, where applicable, with IEP goals. Students are typically assessed in relation to the Learning Standards of the BC curriculum, using the proficiency scale in Kindergarten through Grade 9 and letter grades and percentages in Grades 10 through 12. Descriptive feedback highlights student strengths, identifies areas for growth, and supports goal-setting and engagement in learning. Reporting remains the responsibility of the classroom teacher, carried out in collaboration with the school team.
4. In rare cases, some students with significant cognitive disabilities or diverse abilities may work exclusively toward individualized IEP goals rather than curriculum learning standards. In these situations, written updates focus on progress toward IEP goals and include descriptive feedback. Scale indicators or letter grades are not required. However, if they are used, reports must clearly indicate that evaluation is based on IEP goals rather than learning standards of the BC curriculum.

Date Adopted: YYYY-MM

Cross References:

Date(s) Revised:

[Policy #20 Inclusion and Accessibility
Burnaby School District - Inclusive Education
Handbook](#)
[Inclusive Education Service - A Manual of
Policies, Procedures and Guidelines 2024](#)

Board Report

Date: June 23, 2026
To: Board of Education – Public Meeting
From: Brandon Curr, Assistant Superintendent
Subject: Byrne Creek Community School Renaming Request

Background:

The Burnaby Board of Education's 2025 – 2030 Strategic Plan identifies **Safe & Caring Community** as a key priority. Strategic goal *Deepen Equity, Diversity & Inclusion* contains the following objective:

- Weave Reconciliation, equity, diversity, and inclusion into the fabric of everything we do, fostering a community of respect and understanding.

Introduction:

In February 2023, the Board of Education received a request from the students, staff, and families of Byrne Creek Community School to consider a change to the school's name. The current name is derived from the adjacent park, which is named after Peter Byrne, the local Indian Agent from 1911 to 1921. The school community has expressed concern that this name represents a direct association with the residential school system and its harmful legacy on Indigenous peoples. As such, the existing name is viewed as not aligning with the District's commitment to Reconciliation and to fostering inclusive and respectful learning environments.

Considerations:

At the time this request was received, the District did not have an established procedure for naming or renaming school or District sites. In response, District staff initiated the development of [Administrative Procedure #500: Naming or Renaming of District Facilities](#).

In alignment with this procedure, an ad hoc naming committee comprised of community representatives and District staff was established to develop an engagement plan. This plan outlines how the committee intends to solicit name suggestions from students, parents, staff, and the Byrne Creek's Community Council for Board consideration and approval.

Concurrently, District staff began engaging with the Host Nations through the Indigenous Education Council (IEC) to seek guidance on the appropriate process for requesting the gift of a name in *hən̓q̓əmin̓əm̓* and/or *Skwxwú7mesh Sníchim*, should this be deemed appropriate by the Nations.

During each phase of engagement, opportunities will be tailored to the needs of specific groups to support the development of name suggestions for submission to the Board for final consideration. All potential name suggestions, including the associated rationale, will be treated as confidential throughout the engagement process.

<u>Engagement Round 1</u>	<u>Engagement Round 2</u>	<u>Engagement Round 3</u>
Engagement Objective: Understanding the history of the current name to generate shared values and perspectives.	Engagement Objective: Activities to generate potential names.	Engagement Objective: Activities to finalize name submissions.
Timeline: September to October 2026	Timeline: November 2026 to January 2027	Timelines: January to March 2027
Focus: Students, staff, parents, Byrne Creek's Community Council, IEC	Focus: Students, staff, parents, Byrne Creek's Community Council, IEC	Focus: Students, staff, parents, Byrne Creek's Community Council, IEC

The ad hoc committee will provide ongoing updates to the IEC through District staff. With guidance from the IEC, the committee intends to submit a formal request for the gifting of a name through the appropriate referral processes with each of the Host Nations. Timelines outlined in the plan may be adjusted if support for renaming is received through these processes.

As outlined in the Administrative Procedure, following the final phase of engagement, the Board will receive name recommendations from the committee for final selection.

Recommendation:

THAT the Board of Education receive this information.