

**UNFINISHED BUSINESS**  
**Reporting to Public Session, Tuesday, March 11, 2025**

**1. Policy Updates**

The Board of Education, through its Policy Committee, has been working to review and update its current policies leading to a complete restructuring of the Policy Manual. In alignment with this process, the Superintendent will be reviewing and updating existing administrative procedures. The policies attached have been sent out for circulation as Notice of Motion, and two of the policies received feedback in the timeline allotted.

**Recommendation:**

THAT the Board of Education receive this information, and that Policies #10, 11 *as amended*, 12, 13, 14 and 17 *as amended*, be approved for insertion into the Policy Manual.

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# Board Report

Date: March 11, 2025  
To: Board of Education – Public Meeting  
From: Karim Hachlaf, Superintendent  
Subject: Policy Updates

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## **Background:**

The Policy Committee presented the following draft policies to the Board at the February 10th, 2025 Committee of the Whole Meeting:

1. Policy #10 Financial Management
2. Policy #11 Community Schools, *as amended*
3. Policy #12 Permanent School Closure
4. Policy #13 Child Care Programs in School District Facilities
5. Policy #14 Disposal or Lease of Real Property and Improvements
6. Policy #17 Sexual Orientation, Gender identity and Gender Expression, *as amended*

The Board approved the circulation of the draft policies through a Notice of Motion, which was released on February 11, 2025. Feedback or comments were to be received by March 5, 2025. Two of the policies received feedback for Board consideration.

## **Recommendation:**

THAT the Board of Education receive this information, and that Policies #10, 11 *as amended*, 12, 13, 14 and 17 *as amended*, be approved for insertion into the Policy Manual.

**FINANCIAL MANAGEMENT**

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**PREAMBLE**

The Board of Education believes that effective financial management systems are an essential component of appropriate and transparent financial oversight and monitoring. The District's Foundational Statements contained in Policy #1 guide the Board in its financial oversight role. The Board believes that a clear definition of processes and areas of responsibility help to ensure system accountability and will maximize the resources available to support educational programs and services.

**POLICY**

**THE BOARD OF EDUCATION, THROUGH THE SUPERINTENDENT AND SECRETARY-TREASURER, SHALL ENSURE THE MAINTENANCE OF RECORDS FOR ALL REVENUES, EXPENDITURES, AND CAPITAL ASSETS IN ACCORDANCE WITH THE SCHOOL ACT AND PUBLIC SECTOR ACCOUNTING STANDARDS. THE BOARD COMMITS TO MAINTAINING A STRONG FINANCIAL POSITION. THE BOARD'S OVERALL FISCAL STRATEGY SHALL AIM TO ESTABLISH RESERVE FUNDS OF BETWEEN 1-2% TO SUPPORT EXTRAORDINARY NEEDS, TO REPLACE DEPRECIATED EQUIPMENT AND FIXED ASSETS, AND TO BALANCE THE OPERATIONAL BUDGET FROM FISCAL YEAR TO FISCAL YEAR.**

**THE BOARD BELIEVES THAT FINANCIAL AND HUMAN RESOURCES SHOULD SUPPORT THE ACHIEVEMENT OF EDUCATIONAL AND OTHER DISTRICT GOALS. THE BUDGET DEVELOPMENT PROCESSES FOR OPERATING AND CAPITAL BUDGETS AIM TO SUPPORT THE BOARD'S STRATEGIC PLANS, AND SHALL BE TRANSPARENT TO THE PUBLIC.**

**Budget Monitoring and Reporting****Operating and Capital Budget Development Process**

1. The Secretary-Treasurer and Superintendent are responsible for the finalization of the operating and capital budgets for presentation to the Board at a public meeting within the timelines required by the *School Act* and by the Board's annual calendar.
2. The Board will have opportunities to inform the budget development processes in preparation for consultation with stakeholders. The Board will be made aware of any

significant changes being processed prior to the presentation of the finalized budget.

3. All operating, special purpose fund and capital budget decisions require full consideration of the District's Foundation Statements, the Board's Strategic Plan and related operational plans.

#### Establishment of Reserve Funds

1. Reserve Funds (Operating and Capital) are created through Board motion(s) from one or more of the following sources:
  - a. Sale of assets (e.g. a school, land, and equipment);
  - b. Identifying unrestricted and/or restricted reserves that have resulted from funds unused in any fiscal year; or
  - c. Budgeted reserve allocations provided in the annual operating budget.
2. Reserve Funds can only be accessed by Board resolution or by inclusion in the annual budget of the Board, or in the case of Restricted Capital Reserve, Board resolution and Minister of Education approval.
3. Reserve Funds will not be used for on-going operating expenses, except as directed by Board motion.

#### **Accumulated Surplus / Capital Reserves**

##### Guiding Principles

1. The following guiding principles inform surplus/reserve allocation decisions:
  - a. Healthy surplus levels are important in achieving and sustaining educational goals including financial stability;
  - b. Actual surplus balances need to be considered in regard to other school districts, especially those with a metro Vancouver context, on an ongoing basis to gauge whether financial health is being achieved and can be maintained; and
  - c. Allocation of surplus funds should be considered in relation to realistic longer-term financial plans.
2. The Accumulated Operating Surplus Regulation aims to:
  - a. Provide guidance, consistency, and support long-term planning;
  - b. Assist in managing the District's financial risk;
  - c. Mitigate short-term volatility; and
  - d. Provide contingency for unexpected costs.

##### Role of the Secretary-Treasurer

In consultation with the Superintendent, the Secretary-Treasurer shall be responsible for:

1. Recommending the appropriate balances to be maintained in the unrestricted and restricted accumulated operating surplus, and local Capital Reserve;
2. Recommending any increases, decreases and transfers to or from the surplus and reserve accounts; and
3. Recommending any revisions or amendments to this Policy, as may be required from time to time, as a result of changes in Ministry of Education and Child Care directives, accounting standards and/or economic conditions.

### **Finance Committee, Audit Committee and Internal Audit**

#### Finance Committee

1. The Finance Committee is an advisory committee of the Board, with the following purposes:
  - a. To assist the Board of Education in its financial oversight responsibilities, and to consider and make recommendations to the Board on financial matters.
  - b. To provide strategic direction and oversight of the development and updating of financial reports, including policies, information technology systems and reporting, as well as to review planning assumptions made by administration.
  - c. To assess and provide strategic direction regarding corporate performance, including banking and finance.
  - d. Review annual budgets and financial reports for alignment with Strategic and operational plans.
  - e. To oversee the development of the annual and amended consolidated Operating, Special Purpose fund and Capital budgets.
2. The Finance Committee will consist of the following members:
  - a. All Board members, one of whom shall act as Chair of the committee.
  - b. Superintendent, Secretary-Treasurer, Assistant Secretary-Treasurer, and other members of the senior management team as directed by the Superintendent and Secretary-Treasurer.

#### Audit Sub-Committee

1. The purpose of the Audit Sub-Committee is to assist the Board and Superintendent in fulfilling oversight responsibilities for the financial reporting process, the system of internal control over financial reporting, the audit process (including Public Sector Accounting Board compliance), review of the District's risk management strategy, and monitoring the District's compliance with laws and regulations pertaining to financial operations.
2. The Audit Sub-Committee will consist of:
  - a. Three Board members appointed by the Board Chair, one of whom shall act as Chair of the Audit Sub-Committee; and

- b. Two members of the public appointed by the Board - both being independent from the District and the audit firm - who are knowledgeable about financial procedures and analysis.

The Audit Sub-Committee shall oversee the development of audited financial statements, shall ensure necessary financial internal controls exist, shall supervise the audit process, and shall report to the Board any statutory non-compliance matters.

#### Internal Audit

The Board believes that internal audits contribute significantly to improving the District operation and help senior management to achieve the Board's and District's objectives. The internal audit function is empowered to conduct independent reviews that provide objective information, advice, and assurance to senior management and the Board. Internal audit promotes accountability and supports best practices in District operations.

#### **Financial Statement Discussion and Analysis**

##### Presentation

Management staff shall prepare a Financial Statement Discussion and Analysis for presentation with the audited financial statements, including cross-referencing specific sections of the financial statements.

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Date Adopted: 2019-11-26  
Date(s) Revised:

## COMMUNITY SCHOOLS

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### PREAMBLE

Community Schools increase the effective use of school buildings and grounds as community assets. They contribute to a healthy community dynamic by increasing public access to programs and services that may occur alongside regular school operations as well as during evenings, weekends and school breaks. Community Schools in Burnaby have proven to be effective settings to integrate many community services that provide benefits to community members of all ages. The Burnaby School District's Community Schools model is built on the following values: inclusiveness; ~~capacity building self-determination and self-help~~; sharing resources, including human, physical and financial; leadership development; lifelong learning; inter-agency coordination, cooperation and collaboration; neighbourhood-based action, and; sustainability.

### POLICY

**THE BOARD SUPPORTS A COMMUNITY SCHOOL MODEL TO MEET COMMUNITY INTERESTS AND NEEDS THAT ARE BEYOND THE MINISTRY OF EDUCATION AND CHILD CARE'S CORE MANDATE. THE BOARD BELIEVES THAT THE PROGRAMS AND SERVICES PROVIDED IN COMMUNITY SCHOOLS CONTRIBUTE TO OVERALL COMMUNITY HEALTH AND WELLNESS. THE BOARD'S ABILITY TO SUSTAIN THE COMMUNITY SCHOOLS MODEL IS DEPENDANT ON PARTNERSHIPS WITH OTHER LEVELS OF GOVERNMENT AND NON-GOVERNMENTAL AGENCIES TO ENSURE THAT SUFFICIENT RESOURCES ARE PROVIDED.**

### OBJECTIVES

To sustain an effective Community Schools initiative, the Board of Education commits to:

#### **Partnerships with Community Organizations**

Developing and maintaining formal partnerships with local organizations, non-profits, and government agencies to resource the supports and services that will effectively serve community needs. These partnerships are confirmed through formal agreements endorsed by the Board and each partner organization.

## **Community Engagement and Involvement**

Community School designation and ongoing operation require collaborative engagement with the local community – parents and guardians, local organizations, and other community groups. Such collaboration is necessary to identify community needs, to design programs and services, and to monitor program enrolment to ensure sustainability.

## **Scope of Programming**

Community Schools consider the local community population of all ages in developing and sustaining accessible and inclusive programs and services that reflect the needs and interests of the community.

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Date Adopted: 1977-02  
Date(s) Revised: 2021-04

      

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## PERMANENT SCHOOL CLOSURE

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### PREAMBLE

The Board of Education is responsible for providing school facilities throughout the District that support educational programs and operational efficiency. To fulfil this responsibility and in accordance with the requirements of the *School Act*, relevant Regulations and Orders, the Board may consider the permanent closure of schools. Closing a school permanently is defined as closing, for a period exceeding twelve months, a school building used to provide educational programming to students.

### POLICY

**WHEN THE BOARD CONSIDERS THE PERMANENT CLOSURE OF A SCHOOL, THE BOARD MUST INITIATE A TIMELY AND MEANINGFUL PROCESS TO CONSULT THE PUBLIC. THE RESULTS OF THE PUBLIC CONSULTATION PROCESS MUST BE CONSIDERED BY THE BOARD PRIOR TO A DECISION TO CLOSE A SCHOOL.**

### OBJECTIVES

1. To manage the Board's facilities so that resources are effectively and efficiently allocated to support students' needs and educational programs.
2. To ensure parents and caregivers with children at the school under consideration for permanent closure are informed in a timely manner prior to any final decision by the Board.
3. To provide a process to consult the public to ensure parents and caregivers at the school are able to provide feedback for consideration prior to the Board making a final decision.

### PROCESS

A proposal to consider a school for closure shall be initiated through a Board motion at a public meeting of the Board. The school being considered for closure and the proposed effective closure date shall be specified. A public consultation process of at least 60 days, that includes informing and consulting with parents and caregivers at the school in question shall take place prior to any final decision by the Board..

1. The Board shall take the following steps to ensure that public consultation takes place:
  - a. At least one public meeting must be held to discuss the proposed school closure. The time and location of the public meeting shall be widely advertised to notify affected persons or groups in the community, and specifically, parents and caregivers with children currently at the school or registered to attend.
  - b. Make available in writing, at the public meeting(s) and to all interested parties, the rationale for the proposed school closure being considered by the Board.
  - c. The Board shall provide an opportunity for presentation of written submissions regarding the proposed school closure. The Board will provide information and directions on how to submit written responses either at the public meeting(s) or directly to the Board during the consultation period.
2. Following the public consultation process, the Board will give consideration to all input prior to making its decision on whether to close a school.
3. The decision to close a school will be made through the approval of a school closure bylaw at a public Board meeting.
4. Following the decision to close a school the Ministry of Education and Child Care will be notified on a timely basis of the decision.

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Date Adopted: 2006-02  
Date(s) Revised:

## CHILD CARE PROGRAMS IN SCHOOL DISTRICT FACILITIES

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### PREAMBLE

The Board of Education supports the use of its property by licensed child care providers between the hours of 7 a.m. and 6 p.m. on weekdays, provided the property is not required for K-12 educational needs, early learning programs, or extra-curricular activities, does not disrupt or interfere with the provision of education activities, and does not result in increased costs to the Burnaby School District.

### POLICY

**THE BOARD OF EDUCATION IS SUPPORTIVE OF THE POSITIVE COMMUNITY BENEFITS THAT OCCUR WHEN APPROPRIATE DISTRICT SPACES OR SITES ARE UTILIZED BY NON-PROFIT, LICENSED CHILD CARE PROVIDERS.**

### OBJECTIVES

1. Maximize the positive use of the District's vacant spaces or sites to serve community needs, when available and appropriate.
  2. Make appropriate spaces or sites in the District available to non-profit licensed child care providers, if financial and operating conditions are met.
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Date Adopted: 2014-04  
Date(s) Revised:

## DISPOSAL OR LEASE OF REAL PROPERTY AND IMPROVEMENTS

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### PREAMBLE

Real property and improvements will be allocated, retained or disposed of in the best interest of the Burnaby School District, as directed by the Board of Education and in accordance with the *School Act*. For the purposes of this policy, any lease for a term, including the cumulative total of all options and rights to extend or renew the lease for a period of more than five years and/or which provide for an option or right to purchase, shall be treated as a disposal. Any such disposal shall follow as closely as possible the procedures for the sale of Property.

### POLICY

**WHERE THE BOARD DETERMINES THAT REAL PROPERTY AND IMPROVEMENTS OWNED BY THE SCHOOL DISTRICT SHOULD BE DISPOSED OF OR OFFERED FOR LEASE, THE SECRETARY-TREASURER SHALL TABLE WITH THE BOARD PROCEDURES TO BE FOLLOWED THAT ARE CONSISTENT WITH GOOD BUSINESS PRACTICES, THE PROVISIONS OF THE SCHOOL ACT AND RELATED MINISTERIAL ORDER(S).**

**ANY REAL PROPERTY AND IMPROVEMENTS APPROVED FOR DISPOSAL OR LEASE MUST BE SURPLUS TO THE CURRENT AND ANTICIPATED FUTURE EDUCATIONAL NEEDS OF THE SCHOOL DISTRICT AND SHALL GENERALLY BE DISPOSED OF OR LEASED THROUGH A PUBLIC PROCESS AND AT FAIR MARKET VALUE. PROCEDURES FOR PROPERTY DISPOSAL OR LEASE MAY BE AMENDED FOR PROPERTY SALE, LEASE OR EXCHANGE WITH THE CITY OF BURNABY.**

### OBJECTIVES

1. To ensure ownership of real property and improvements are managed in the best interest of the School District, as directed by the Board.
2. To obtain fair market value for any real property and related improvements that have been declared unnecessary for both the current and anticipated future educational needs of the School District, with preference to public entities.

3. To initiate disposal or lease of real property and improvements through a public process.

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Date Adopted: 2006-02  
Date(s) Revised:

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## SEXUAL ORIENTATION, GENDER IDENTITY AND GENDER EXPRESSION

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### PREAMBLE

The Board of Education recognizes and values the diversity found within its school communities and believes that each individual contributes to the strength of the Burnaby School District's culture. The Board is committed to establishing and maintaining a safe and positive environment, free from discrimination, harassment and intimidation for all students, employees and community members regardless of their sexual orientation, gender identity and/or gender expression.

### POLICY

**AS PART OF FOSTERING AN ENVIRONMENT OF RESPECT, RECONCILIATION, AND SAFETY FOR ALL MEMBERS OF THE SCHOOL COMMUNITY, REGARDLESS OF SEXUAL ORIENTATION, GENDER IDENTITY AND/OR GENDER EXPRESSION, THE BOARD OF EDUCATION AND SCHOOL DISTRICT COMMIT TO RESPECT FOR HUMAN RIGHTS, INCLUDING ADHERENCE TO PROVINCIAL, NATIONAL AND INTERNATIONAL CODES AND CONVENTIONS, SUPPORT FOR DIVERSITY, AND MEASURES TO ADDRESS DISCRIMINATION AND HETERONORMATIVITY.**

### OBJECTIVES

The Board's Sexual Orientation, Gender Identity (SOGI) and Gender Expression policy supports students, families, employees and all community members who are Two-Spirit, Lesbian, Gay, Bisexual, Transgender, ~~Transsexual~~, Queer and other sexual orientations, identities and expressions, as well as those who are questioning their sexual orientation or gender identity and expression.

In support of 2SLGBTQIA+ rights, the Board commits to:

1. Creating and maintaining an inclusive culture and environment for all students, their families, and employees in all aspects of school life, irrespective of sexual orientation, gender identity, ~~gender and~~ expression, and intersections.

2. Improving understanding of the positive contributions to society made by people of all sexual orientations, gender identities and gender expressions.
3. Promoting greater awareness of, and responsiveness to, the negative impacts and consequences of homophobia, transphobia, anti-gay harassment, heteronormativity and/or exclusion.
4. Developing effective procedures to respond to complaints of homophobic, transphobic and heteronormative behaviours including discrimination, harassment and hate exclusion.
5. Promoting a systemic response, including ongoing staff and professional development to identify and address educational practices, policies, resources and procedures that perpetuate homophobia, transphobia and heteronormativity.
6. Making age-appropriate Sexual Orientation, Gender Identity (SOGI) and Gender Expression resources and support services available, visible and accessible for students and staff throughout the District.
7. Acting collectively to address systemic barriers that are faced by students, staff, and families based on their identity who feel a need to hide their true identities.
8. Committing to ongoing dialogue with communities that identify on the basis of sexual orientation, gender identity and/or gender expression to increase co-operation and collaboration among home, school, and the community.
9. Supporting respect for the use of self-ascribed~~chosen~~ pronouns.

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Date Adopted:      2011-06                      Cross Reference:      AP #403 Sexual Orientation, Gender Identity-  
Date(s) Revised:      2017-06    and Gender Expression  
 2017-10  
    2019-11