NEW BUSINESS Reporting to Public Session, Tuesday, June 24, 2025

1. Select Standing Committee on Finance & Government Services Presentation

Each year, school boards across the province are granted the important opportunity to present their priorities and funding needs to the Government's Select Standing Committee on Finance and Government Services. This annual engagement allows Boards to advocate for the resources necessary to support student success and educational equity.

Recommendation:

THAT the Board of Education receive this information.

2. Burnaby Schools Strategic Plan 2025-2030

The Burnaby Schools Strategic Plan 2025-2030 represents a vision for the future. This plan builds on the foundation of our past strategic plan and the successes of previous work while setting new, ambitious goals that reflect our collective aspirations for Burnaby Schools. This process was guided by a commitment to engage diverse voices from across the community – families, students, staff, and partners. Through surveys, interviews, and focus groups conducted by an outside organization, Burnaby Schools sought to understand its community's unique needs, goals, and challenges, and incorporate them throughout the plan.

Recommendation:

THAT the Board of Education receive and approve the Burnaby Schools Strategic Plan 2025-2030.



Board Report

Date: June 24, 2025

To: Board of Education – Public Meeting

From: Kristin Schnider, Board Chair

Subject: Select Standing Committee on Finance & Government Services Presentation

Background:

Each year, school boards across the province are granted the important opportunity to present their priorities and funding needs to the Government's Select Standing Committee on Finance and Government Services. This annual engagement allows Boards to advocate for the resources necessary to support student success and educational equity. The following is the script delivered by the Chair Schnider during the presentation to the Committee on June 4, 2025, highlighting the District's key priorities and recommendations for the upcoming provincial budget.

Considerations:

1. Addressing Inequity in K–12 Education Funding

In 2016, the Supreme Court of Canada restored class size and composition language that had been illegally stripped in 2002. To respond, the Province introduced the Classroom Enhancement Fund (CEF) as a temporary fix – meant to bridge the gap until new agreements and a new funding formula were in place.

Nearly a decade later, that 'temporary' solution has become a lasting source of inequity. CEF has created winners and losers – and Burnaby has consistently lost.

When the language was removed in 2002, Burnaby and other districts chose to protect classroom supports, making deep cuts elsewhere – administration, operations, and maintenance. While other districts dismantled classroom services, we held the line. And we have been penalized for it ever since.

When the CEF was introduced, it rewarded Districts that cut classroom teachers by giving them greater funding to bring these needed teachers. Districts like Burnaby who upheld the spirit of collective agreements received less. No recognition of our other cuts. No adjustments. No equity.

While we appreciate the Ministry's efforts to support school districts with increased funding, over the past decade, Burnaby has still lost nearly \$70 million in CEF compared to similar districts that cut classroom supports. Looking more broadly, there are districts that receive hundreds less per student than the provincial CEF average. And it's not just a past injustice; it's a compounding, annual deficit that continues to undermine our ability to support students today.

I would also note that CEF is one of the primary sources of public education dollars.

Unfortunately, CEF isn't the only source of funding inequity. With the provincial rollout of the federal National Food Program, Burnaby – BC's fourth largest school district – received the fourth smallest allocation: just \$7,804 for 27,000 students, or 29 cents per student for the year, which is not even enough for one BC-grown apple each.

Meanwhile, some school districts receive 100 times more, based on a socioeconomic index from the 2016 census data, which we believe is a flawed measure that overlooks many vulnerable populations including newcomers.

Recommendation:

We urge the Province to review and revise CEF allocations, special purpose funds, and all education funding to ensure they reflect equity so districts that made responsible, student-first decisions are no longer penalized, and to ensure that vulnerable learners, regardless what school district they attend, are no longer left behind.

2. Mid-Year Funding for Temporary Resident Registrations (TRRs)

Burnaby and other Metro Districts have seen a sharp rise in enrolment from Temporary Resident Registrations (TRRs) – students whose families are in BC on work or study permits. This year, Burnaby welcomed nearly 3,500 TRR students, with 276 arriving after the September 30 funding cutoff. Last year, it was nearly 3,000 with 436 arriving between October and December.

Despite being legally entitled to public education, TRRs are only funded if they register before September 30. That leaves hundreds – many of them English language learners with additional support needs – without funding, placing pressure on already stretched resources.

Refugee claimants, by contrast, receive mid-year funding when they enroll after September 30. Why the discrepancy? Districts should not have to split resources thinner and thinner to provide services to students legally entitled to a publicly funded education.

Recommendation:

We recommend that the Province to extend mid-year funding eligibility to Temporary Resident Registrations, aligning it with what is already provided to newcomer refugees. TRR students deserve the same opportunities – and school districts cannot continue to bear the full cost of their education alone.

3. Addressing Unintended Downloaded Costs on School Districts

School districts are also absorbing millions in costs downloaded from well-intentioned but unfunded policy changes.

Recent improvements to extended health and dental benefits through provincial bargaining have resulted in higher claim expenditures. This has led to significant increases in benefit premiums that are borne solely by school districts. In Burnaby alone, we're facing a \$4 million increase in benefit premium costs next year with no additional funding from the Ministry.

We're also grappling with higher staff replacement costs driven by rising sick leave, a post-pandemic reality we support, but it has led to an additional \$750,000 in replacement costs in

Burnaby this year alone and we know this challenge is being faced by many school districts year after year. And while the province's five paid sick days for all workers is welcome policy, one that all workers deserve; districts must now pay sick leave to casual workers who decline shifts, with no funding to offset it.

And finally, staffing costs tied to labour settlements are only funded based on staffing levels at start of the year. But in districts like Burnaby, enrolment and staffing grow significantly after September yet those salaries remain unfunded.

We support these worker protections. But without corresponding funding, we are forced to make cuts. Cuts that hurt students.

Recommendation:

We call on the Province to fund the full cost of negotiated benefit increases, paid sick days, and post-September staffing growth, so districts are not forced to choose between respecting worker rights and maintaining student services.

In closing, I'll say this: public education is meant to be the great equalizer. But that promise only holds true when funding follows students, and when equity, not history or averages, determines allocations.

Every funding gap I've spoken to today lands on the backs of children, especially vulnerable learners. These aren't just numbers. They're students. They deserve classrooms with adequate support. They deserve an education system that sees them, counts them, and funds them.

Thank you.

Recommendation:

THAT the Board of Education receive this information.



Board Report

Date: June 24, 2025

To: Board of Education – Public Meeting From: Karim Hachlaf, Superintendent

Subject: Burnaby Schools Strategic Plan 2025-2030

Background:

The Burnaby Schools Strategic Plan 2025-2030 represents a vision for the future. This plan builds on the foundation of our past strategic plan and the successes of previous work while setting new, ambitious goals that reflect our collective aspirations for Burnaby Schools. This process was guided by a commitment to engage diverse voices from across the community – families, students, staff, and partners. Through surveys, interviews, and focus groups conducted by an outside organization, Burnaby Schools sought to understand its community's unique needs, goals, and challenges.

Considerations:

In the document attached, the Board of Education outlines the following Vision, Mission, Values and our Strategic priorities for the future.

Vision: Curious minds, confident leaders

Mission: Engage, educate and empower learners

Values: Students First, Joy and Curiosity, Truth and Reconciliation, Belonging, and Collaboration

Strategic Priorities: Empowered Learners, Safe & Caring Community, Connection & Partnership, and Inspired Learning Environments

We are committed to actioning this Strategic Plan across Burnaby Schools and look forward to providing annual reports on our progress.

Recommendation:

THAT the Board of Education receive and approve the Burnaby Schools Strategic Plan 2025-2030.





Letter from the Board

The Burnaby Board of Education is proud to present the Burnaby School District's 2025-30 Strategic Plan — a vision for the future shaped by the voices of Burnaby students, families, staff, and community. This plan builds on the foundation of our past strategic plan and the successes of previous work while setting new, ambitious goals that reflect our collective aspirations for Burnaby Schools. It is a blueprint for action, driven by the belief that every student deserves a learning environment where they feel safe, supported, and empowered to succeed.

In developing this plan, we sought to understand the unique needs, objectives, and challenges across the community. We are deeply appreciative of the people who made time to share their thoughts about the District and schools. Their voices have shaped our priorities, ensuring that this plan is not just about them but truly for them. At the heart of this plan is a commitment to listening, learning, and uplifting the voices of Burnaby students and the community. This includes an ongoing commitment to incorporating Indigenous voices and knowledge, recognizing the importance of truth, Reconciliation, and shared responsibility in creating an inclusive and respectful learning environment.

We recognize that the work ahead will not be easy. With limited control over issues such as growth and funding for infrastructure, meeting our goals will require strong advocacy. But we are resolute. As a Board, we are determined to lead this work and strengthen partnerships to build a Burnaby School District that we can all be proud of — one defined by opportunity, engagement, compassion, and optimism.

Burnaby Board of Education

Foundational skills such as literacy and numeracy remain central to student success. At the same time, the plan acknowledges that true success is only possible when students feel seen, heard, and valued for who they are.

We must continue amplifying the voices of the Burnaby School District and work with the community to secure the resources and opportunities students need and deserve. Meaningful change demands not just vision but action, innovation, and dedication from everyone. The dedicated staff across Burnaby Schools are integral to this work. They are the heart and soul of this District, driving student success every day. We are deeply grateful for their passion and expertise.

This plan is more than a roadmap; it is a promise — a promise to foster curiosity, confidence, and belonging; to champion equity and Reconciliation; and to cultivate a school community where every learner can thrive. That said, we realize the plan is also a living document, one that will continue to rely on engagement, collaboration, and a commitment to continuous improvement.

We invite you — students, families, staff, and community members — to join us in this journey. Together, we will continue to strengthen Burnaby Schools as an empowered learning community of curious minds and confident leaders of all ages.







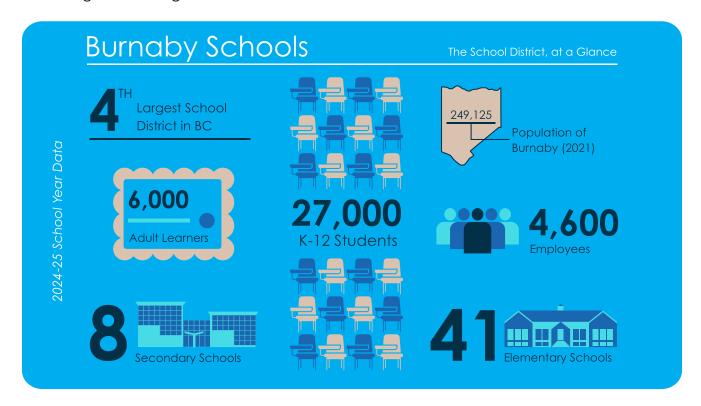
Who We Are

The Burnaby School District is located on the traditional territories of the həńqəmińəm and Skwxwú7mesh sníchim-speaking people. As we continue to learn about these traditional territories, and grow as a learning community, our knowledge and understanding of this acknowledgement will evolve.

Burnaby is at the geographical centre of Metro Vancouver. In 2021, the city had a population of 249,125. It is culturally diverse, with roughly 54% of residents having a primary language other than English or French. The Burnaby School District is the fourth largest in BC, operating 41 elementary and 8 secondary schools, as well as a range of District programs and Provincial Resource Programs. There are 27,000 students enrolled in Kindergarten through Grade 12.

Our District employs more than 4,600 dedicated employees who are committed to providing all students with a wide variety of innovative, high-quality programs to ensure student achievement in areas that include academics, athletics, trades training, visual and performing arts, social responsibility, and leadership. In addition, our staff support the successful operation of our school facilities. Our District also provides lifelong learning opportunities to more than 6,000 adult learners through the Burnaby Community & Continuing Education program.

The work of the District is governed by the Burnaby Board of Education, which consists of seven Trustees who are elected for four-year terms.





About the Strategic Planning Process

The Burnaby School District embarked on an inclusive and comprehensive strategic planning process to shape its vision and priorities for 2025-30. This process was guided by a commitment to engage diverse voices from across the community — families, students, staff, and partners. Through surveys, interviews, and focus groups conducted by an outside organization, Burnaby Schools sought to understand its community's unique needs, goals, and challenges. A total of over 2,700 survey responses, 10 key interviews, and focus groups with dozens of staff (including school-based and District staff), families, students and partner groups provided rich insights into the Burnaby Schools' strengths and opportunities for growth.

Interactive strategy sessions with leadership and the Board were held to develop actionable objectives. This approach combined data from the engagement process with forward-looking strategies to address challenges such as staff retention, infrastructure gaps, and mental health supports. The resulting strategic plan reflects a shared vision, rooted in community input, to create meaningful and sustainable change across Burnaby Schools.





Strategic Framing



Vision

Curious minds, confident leaders



Mission

Engage, educate and empower learners



Values

Our values guide everything we do across Burnaby Schools, shaping decisions, setting priorities, and fostering a healthy, supportive culture. Recognizing the responsibility to uphold these principles, we remain committed to aligning our work across Burnaby Schools with these values through an ongoing and intentional process.

Students First

We centre students at the heart of Burnaby Schools' work.

Joy and Curiosity

We inspire through the joy of learning and the curiosity of discovery.

Truth and Reconciliation

We take authentic action and commit to shared responsibility toward Truth and Reconciliation.

Belonging

We value all forms of diversity and provide equitable access to education to make learning safe and inclusive for everyone.

Collaboration

We foster trusting, respectful, and collaborative relationships with students, staff, families, and the community.



2025-2030 Strategic Plan

This section outlines the Priorities, Goals and Objectives for Burnaby Schools between 2025 and 2030.

Weaving through all of these priorities and centred as a core lens and pillar for all of our work is our commitment to Truth and Reconciliation.

We acknowledge that Truth and Reconciliation will be an ongoing journey and are committed to the vital personal, community, and systemic efforts required for meaningful change.



Our Strategic Priorities

These core priorities are interconnected.







Empowered Learners

Innovate in Teaching & Learning

Empower learners through engaging approaches to cultivate essential skills, build confidence and commitment to life-long learning, and develop the courage and resilience to flourish in an ever-changing world.

- Enhance student achievement in the foundational areas of literacy and numeracy.
- Strive to embed Indigenous perspectives across teaching and learning, fostering a deeper understanding, respect, and connection to diverse cultures and histories.
- Equip students with relevant life skills and career preparation tools, so they can flourish in their personal and professional journeys.
- Nurture meaningful communication between students, staff, and families about student assessments, supporting every student in their growth.
- Endeavour to provide students with access to the technology and digital skills they need to excel in our evolving world.

Support all Learners

Embrace each student's unique journey, nurturing adaptability and resilience, while empowering all learners to define and achieve their own vision of success.

- Recognize and strive to address systemic barriers to student learning outcomes, particularly for Indigenous students, children and youth in care, students with disabilities or diverse abilities, and English Language Learners.
- Explore innovative approaches to tailor learning to diverse needs, empowering students with the tools, support and agency needed to flourish.
- Focus on early intervention programs and specialized resources to meet the unique needs of learners, fostering lifelong learning.
- Support staff with skills, tools, and resources to address the diverse needs of all learners and meet them where they are at.





Deepen Equity, Diversity & Inclusion

Cultivate inclusive and respectful learning environments that break down barriers, making every student feel valued and seen.

- Encourage a broader understanding and appreciation of Indigenous knowledge, reciprocity, and histories, fostering a deeper connection to the rich cultural heritage that shapes our community.
- Endeavour to provide every student equitable access to education by providing the opportunities, resources, and support they need, regardless of their abilities, background or circumstances.
- Commit to anti-racism and addressing incidents of bullying to create a safer and more inclusive environment where every individual is respected, valued, and empowered to be their authentic self.
- Weave Reconciliation, equity, diversity, and inclusion into the fabric of everything we do, fostering a community of respect and understanding.



Nurture Mental Health & Well-being

Prioritize the well-being of students and staff by fostering a culture of support, respect, and care.

- Explore culturally responsive mental health support to help everyone feel understood, respected, and empowered to seek the care they need.
- Foster resilience in students, helping them navigate challenges and excel academically and personally.
- Support staff with tools and resources to create safer and more supportive environments where students feel valued and secure.
- Strengthen the integration of socialemotional learning to help students nurture emotional, social, and academic growth.
- Work towards creating inclusive school environments for students of all sexual orientations and gender identities to be affirmed, respected, and supported.







Centering Student, Family, & Caregiver Voices

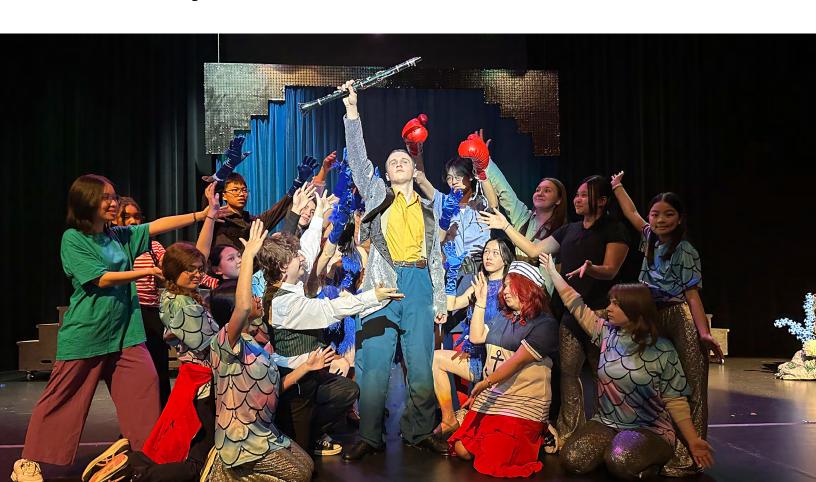
Provide meaningful opportunities for engagement and communication to weave student, family and caregiver voices and input across decision-making and priorities.

- Empower and amplify student voices, especially students from underrepresented backgrounds, to have opportunities to shape their learning and impact Burnaby Schools.
- Promote greater transparency and accountability in school district operations, cultivating trust and continuing to make decisions that reflect the needs and aspirations of the community.
- Foster open, ongoing dialogue with families and caregivers and incorporate feedback to strengthen Burnaby Schools and support students.

Working Together to Support Students

Cultivate strong partnerships to nurture a network of support for students.

- Strengthen and deepen meaningful relationships with Indigenous peoples and the Indigenous Education Council, fostering mutual respect, understanding, and collaboration.
- Actively engage community partners to create learning environments and opportunities that are supportive for all.
- Strengthen partnerships to enhance wrap-around support for students, providing every individual with the resources and care they need to flourish.
- Raise awareness of critical issues by amplifying community voices in our advocacy efforts with governments.







Fostering Healthy Learning Communities

Prioritize the creation of safe, inclusive, and inspiring learning spaces where students and staff feel supported, connected, and empowered.

- Advocate for the school spaces required to meet the needs of a growing community.
- Work towards creating culturally safe, accessible, and inclusive spaces where everyone feels valued and respected.
- Prioritize environmental sustainability in infrastructure and space design, modelling and inspiring students to protect the planet for future generations.
- Aim to transform schools into vibrant community hubs where learning, connection, and collaboration thrive for all.
- Enhance learning environments and resources to address the diverse needs of all students and foster engagement, growth, and success for every learner.

Taking Care of Staff

Focus on the well-being and needs of staff, helping them feel appreciated, respected, and equipped to succeed within our school community.

- Foster staff growth and development through meaningful professional learning opportunities that inspire continuous improvement, deepen expertise and nurture a culture of innovation, collaboration, and leadership.
- Strive to create equitable pathways for career growth, offering all staff, especially those from underrepresented groups, opportunities to contribute and lead.
- Make staff well-being a top priority and create an environment where individuals feel supported, valued, and empowered.











We are deeply committed to actioning this Strategic Plan and living and breathing it across all that we do at Burnaby Schools.

The Strategic Plan is one of four key integrated components of the District's broader planning. The others are the Long-Range Facilities Plan, enterprise risk management strategy, the Annual Budget, and Enhancing Student Learning Report. In addition, each year operational plans will be developed that include metrics and key actions outlining how the Strategic Plan will be enacted. Collectively, this approach and components help guide resourcing, prioritization, and decision-making to ensure we are doing our best in service of students and the whole Burnaby Schools community.

We are excited to report on our progress toward implementation of the Strategic Plan. We welcome your support and engagement in this important journey.



Our Board



Kristin Schnider
Chair



Jen Mezei Vice-Chair



Bill Brassington



Gary Wong



Larry Hayes

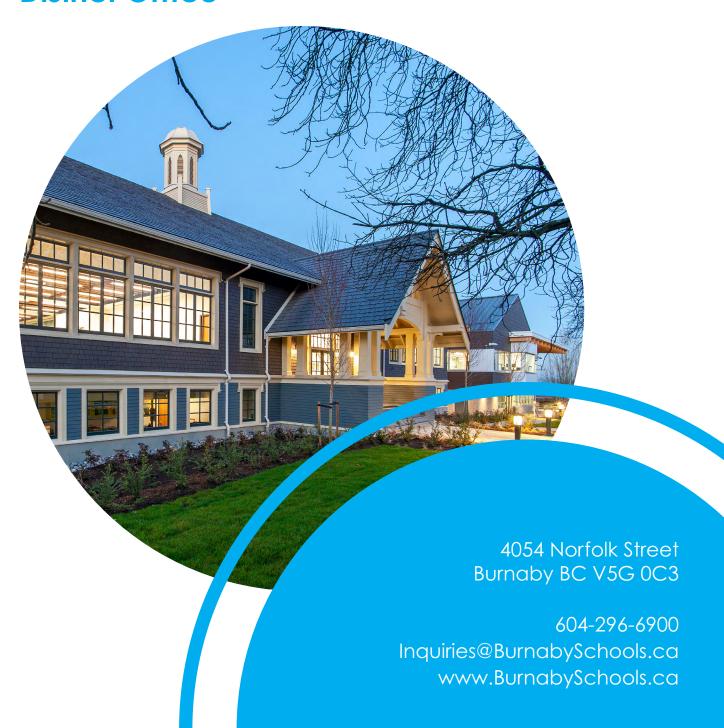


Mikelle Sasakamoose



Peter Cech

District Office







If you have questions or comments about the Strategic Plan, please contact us at Inquiries@BurnabySchools.ca