



Empowering Belonging

Anti-Racism Framework

January 2026

Introduction

The Burnaby School District is located on the traditional territories of the hən'q'əmin'əm' 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.

The Anti-Racism Framework represents an important step in our ongoing commitment to building an inclusive and equitable educational environment. [The Co-Laboratorio's report on racism in the Burnaby School District](#) (2022) highlighted that racism remains a persistent issue, noting that "the experiences shared by students, staff, and families indicate a pervasive sense of exclusion and discrimination, particularly among racialized communities." While meaningful work has taken place since the release of the report, this framework is a necessary next step in addressing the root causes of racism and working toward a more just, supportive, and welcoming school community for all. Further, the Framework aligns with the Board of Education's vision, mission and values found in the [Burnaby Schools Strategic Plan 2025- 2030](#). The framework also supports [Board Policy #16 Racial Equity](#) and was created in consultation and collaboration with the District's Equity, Diversity, and Inclusion (EDI) Committee (Board of Education Members, Senior Staff, District Staff, BPVPA, BTA, CUPE, DPAC, and Student representatives.)

This framework will serve as a guiding document to support meaningful and sustainable change across the District. By embedding principles of equity, diversity, and inclusion (EDI) and anti-racism into procedures, practices, and daily work, the District seeks to foster school environments in which all individuals feel valued, respected, and safe. This work is grounded in accountability, ensuring the District takes responsibility for its actions and remains attentive to their impact on students, staff, and families.

This document is intended to be a living document, reflecting ongoing learning, growth, and evolving understandings related to anti-racism and EDI. Given the dynamic nature of language in anti-racism and EDI, and the recognition that definitions may vary based on context, lived experience, and evolving discourse, a static glossary of terms has intentionally not been included. Instead, the District draws guidance from the Ministry of Education and Child Care and directs readers to the [BC Provincial Government's Anti-Racism Definitions](#), which are regularly reviewed and updated to reflect current and emerging understandings.

The District is committed to being transparent about both our progress and our challenges, and to providing regular updates to staff, students, parents, and caregivers. A central purpose of this work is to promote openness in our ongoing anti-racism efforts. While we recognize that the elimination of racism will take time, the District remains firmly committed to creating equitable, inclusive, and respectful learning and working environments in which all students and staff experience care, safety, and a strong sense of belonging. This commitment reflects our shared responsibility to continue learning, growing, and taking intentional action over time.

Key Themes

In support of the Burnaby School District's Anti-Racism Framework, the Co-Laboratorio Group identified five interconnected themes that provide guidance and depth to our collective anti-racism efforts. These themes are grounded in the findings of the Co-Laboratorio's report and have been adapted to inform this Framework. Together, they offer a shared foundation for understanding the challenges identified and for guiding meaningful action across the District. The five key themes of the Framework are:

- 1) Administration and Leadership
- 2) Staff Capacity and Practice
- 3) Student Learning and Relations
- 4) Community
- 5) Curriculum, Learning Resources and Instruction

These themes act as lenses through which all members of the Burnaby Schools community members can examine their roles, practices, and areas for growth. Fighting racism and hate is a collective responsibility, and these themes invite each of us to reflect on the process of how we can create change within our contexts.



Individuals and teams may choose to focus on one or more themes, identifying current practices while also imagining and planning for future actions. Grounded in these themes all members of the District are encouraged to consider what resources are needed, how progress will be measured, and how accountability and impact will be demonstrated. Questions for reflection are included within the diagram above to support the work with each key theme. Together, these themes highlight a shared commitment to meaningful, lasting change and ensure our actions are informed, intentional, and community-centered.

From Vision to Action: Planning for Change – District Action

Each key theme area has corresponding actions that the District is considering or undertaking. For each action, indicators of what has or will take place are outlined, as well as how the impact of the action will be measured and when the timeline for completion of each action may be expected. Given the living nature of this framework, these actions and timelines may shift to support the evolving nature of the work within school communities.

Theme I: Administration and Leadership			
Action	Evidence of Action	Evidence of Impact	Accountability Timeline
Review student intervention processes with a focus on culturally responsive practices	To be determined	Intervention Committee feedback	2026-27
Anti-Racism & Equity training for the Burnaby Leadership Team	Workshops for Senior Management Team, Principals, Vice Principals and department leaders	Feedback exit slip and check ins (Including Tuesday Talk Time)	Ongoing
Human Resources offerings of Anti-Racist, Anti-Bias and Reconciliation Professional Development learning sessions	Human Resources Pro-D Offerings for District and School Leaders	Feedback forms	Ongoing
Development of Administrative Procedures to support Policy #16 Racial Equity	Feedback through EDI Committee	Adoption of the Administrative Procedure	Spring 2026
Indigenous staff health and wellness support	Staff participation in initiatives	Participant feedback	Ongoing
Strive to create equitable pathways for career growth, offering staff from underrepresented groups opportunities to contribute and lead	Revisions to recruitment process and support for underrepresented groups	Recruitment and retention of staff, as well as succession planning	Ongoing
Revisit the District's Code of Conduct	To be determined	Feedback from Administrators and Safe Schools	Ongoing

Theme II: Staff Capacity and Practice

Action	Evidence of Action	Evidence of Impact	Accountability Timeline
Anti-racism and Equity training for the Burnaby Leadership Development Program	Anti-racism & equity presentation	Feedback from participants	Ongoing
Professional learning for educators to support curriculum implementation	Offerings throughout the school year/School-based Pro-D Days/District Joint Pro-D Day	Participant Feedback and Student Learning Survey and Student voice	Ongoing
Focused professional learning for educators connected to the BC Professional Teaching Standards (9 th Standard)	Sessions offered throughout the school year	Indigenous Annual Plan inclusion and Student Learning Survey data	Ongoing
Support the development of school-based Anti-Racism & Equity Staff Professional Learning Committees	Staff participation in committees	Number of school committees	Ongoing

Theme III: Student Learning and Relations

Action	Evidence of Action	Evidence of Impact	Accountability Timeline
Anti-racism, equity and human rights workshops for international students	Anti-racism, equity, human rights workshops for all international students	Student and staff feedback	Annually
Creating age-appropriate anti-racist learning opportunities for elementary students	Anti-racism and human rights presentations for elementary students	Create check-in/feedback form for participating schools	Ongoing
Supporting the development of Student Affinity Groups at schools	Growing affinity groups throughout the District	Student voice	Ongoing
Online Indigenous Education learning sessions for all K-7 students	Student participation throughout year	Engagement of students during session	Yearly review cycle

Theme IV: Community

Action	Evidence of Action	Evidence of Impact	Accountability Timeline
Develop community relationships and partnerships	Partnerships with external groups and organizations	Continued reciprocal partnership initiatives and growing	Ongoing
Support community affinity-space initiatives such as UBC Black Futures Program	Burnaby student participation in community initiatives	Student voice and year-end student surveys	Ongoing
Indigenous community gatherings held monthly	Family participation	Feedback from participants	2026

Theme V: Curriculum, Learning Resources, and Instruction

Action	Evidence of Action	Evidence of Impact	Accountability Timeline
Supporting Teacher Librarians with the work of diversity audits	Professional development for Teacher-Librarians and Library Technicians	Increasing diversity in library collections	Ongoing
Supporting new provincial curriculum implementation (i.e.. Social Studies 10 - Holocaust Education, Residential Schools, Hogan's Alley and Japanese Canadian Internment)	Professional development/ resource offerings	Feedback from educators	Ongoing
Increased focus on authentic Indigenous resources within Library Learning Commons collections	Creation of Indigenous Peoples Collection	Number of resources available in collections with a distinctions-based approach	2026-27
Curate and increase access to educators for authentic Indigenous resources	Review metrics of how and what is being accessed	Number of resources and modes to access them	Ongoing

Data Collection

Effective Anti-Racism work requires intentional data collection, analysis, and reflection to identify disparities, track progress, and inform equitable practices. Data provides a clear picture of existing inequities and helps school leaders and staff make evidence-based decisions to improve outcomes for all students.

Types of Data to gather for Racial Equity

1. **Quantitative Data:** For example, this may include things like demographic data, attendance records, academic achievement, and participation in advanced courses or extracurricular activities.
2. **Qualitative Data:** Captures experiences, perceptions, and voices that numbers alone cannot convey. Qualitative data provides context and deeper understanding of the climate within schools.

By celebrating successes and highlighting progress achieved through racial equity data, staff can recognize the impact of their efforts and build momentum for continued growth. At the same time, this data helps identify challenges that remain, guiding the ongoing development of Framework actions to create more inclusive, equitable learning environments for all members of the Burnaby Schools community.

Reflection Cycle

Reflection is the intentional practice of pausing to think critically about our actions, decisions, assumptions, and their impact. In anti-racism work, reflection requires honest examination of what we are doing, what we are learning, what we may be missing, and how our individual and collective choices either advance equity or cause harm. Reflection is an active process that strengthens awareness, accountability, and meaningful change.

Because racism is embedded in systems, policies, and everyday interactions, reflection helps surface what is often normalized or unseen. It allows individuals and teams to examine how power, privilege, bias, and identity influence decisions and experiences, intentionally or unintentionally. Through reflection, we build the capacity to interrupt inequities, redesign practices, and create learning environments where all students, staff, and families experience care, dignity, and belonging.

Reflection is essential to anti-racism work because it:

- **Promotes accountability** by examining alignment between actions, values, and impact.
- **Deepens understanding** by identifying assumptions, blank spots, and gaps in knowledge.
- **Supports growth and adaptation** by responding to new learning, data, and feedback.
- **Centers impact over intention**, focusing on how decisions were experienced.
- **Builds collective capacity** by strengthening trust, collaboration, and shared responsibility. Without reflection, anti-racism efforts risk becoming performative rather than transformative. Reflection enables learning from experience, repair when harm occurs, and more equitable outcomes over time.

Moving Forward Together

This Framework will be used annually to communicate progress, challenges, and ongoing commitments related to anti-racism efforts across the District. It will highlight actions that have been completed, those currently underway, and the work that remains. As a living document, the Framework will continue to evolve as our understanding deepens and as the needs of our school communities change over time. We look forward to the continued anti-racism work that will unfold across Burnaby Schools in the years ahead.

Appendices

While the Framework provides direction for the District, the accompanying appendices are designed to support schools and departments in planning and advancing anti-racism initiatives within their own communities. This approach recognizes that meaningful anti-racism work requires collective effort and shared responsibility, and that fostering inclusive, equitable, and empowering environments of belonging depends on the active participation of everyone within Burnaby Schools.

Appendix A.

An invitation for schools and departments is to consider utilizing the key themes derived from the Co-Laboratorio report and work collaboratively as a learning community to determine what actions may be undertaken to support anti-racism work within their community. The appendix below is intended to engage collaboration and progress within school communities, rooted in the needs observed locally. When engaging with the key themes to create actions, teams are invited to consider the following questions:

- What is this theme about?
- How does it show up in my work?
- What impact does it have on others?
- Why does it matter?

From Vision to Action: Planning for Change = School/Department Action

Theme:			
Action	Evidence of Action	Evidence of Impact	Accountability Timeline

Appendix B.

This appendix outlines best practices for collecting, analyzing, and sharing data in ways that support racial equity and informed decision-making. Thoughtful and responsible data practices are essential for understanding experiences within our school communities, identifying inequities, and guiding meaningful action. The principles below are intended to support transparency, accountability, and continuous improvement in our anti-racism efforts.

Best Practices for Collecting Data

- **Ensure Confidentiality and Respect:** When collecting sensitive racial equity data, it is critical to maintain confidentiality and build trust with participants, clearly explaining the purpose and use of the data.
- **Use Multiple Methods:** Combining quantitative and qualitative methods provides a fuller picture of racial equity issues.
- **Disaggregate Data:** Break down data by race, ethnicity, and other relevant demographics to uncover specific inequities rather than relying on aggregate data.
- **Regular and Ongoing Collection:** Data should be collected consistently over time to monitor trends and measure the impact of interventions.

Effective Reporting and Sharing

- **Use Clear, Accessible Language:** Present data in ways that are understandable to all stakeholders, avoiding jargon.
- **Visualize Data:** Use charts, graphs, and infographics to highlight key findings and disparities.
- **Contextualize Findings:** Pair data with qualitative insights to provide meaning and avoid misinterpretation.
- **Promote Transparency and Dialogue:** Share findings openly with school communities, inviting feedback and collaborative problem-solving.
- **Action-Oriented Reporting:** Focus on how the data informs specific actions, policy changes, or resource allocations to advance racial equity.

Appendix C.

This appendix offers a structured reflection cycle to support thoughtful planning, implementation, and evaluation of anti-racism work. By engaging in reflection before, during, and after action, schools and departments can better understand impact, remain responsive to community needs, and strengthen alignment with equity commitments. The reflection practices and guiding questions that follow are intended to support continuous learning, accountability, and meaningful progress over time.

Planning a Reflection Cycle: Before, During, and After

Before – Setting Purpose

Clarify goals and desired outcomes for students, staff, and families. Identify assumptions shaping the work and determine what data is needed, including perspectives from racialized communities. Establish agreements for engaging respectfully, especially when discomfort arises.

Guiding Practice: *Begin with clarity, honesty, and a shared understanding of equity.*

During – Noticing and Adjusting

Pause regularly to reflect on progress, emerging patterns, and unintended impacts. Revisit assumptions and remain open to changing direction. Use student, staff, and community feedback to inform decisions in real time.

Guiding Practice: *Stay responsive rather than reactive.*

After – Learning and Moving Forward

Analyze data and lived experiences to assess impact. Identify lessons learned, areas for growth, and next steps, paying attention to differences across racial groups. Apply insights to strengthen future practice.

Guiding Practice: *Close the loop by turning learning into action.*

Reflection as a District Habit

Reflection is most powerful when embedded across leadership, classrooms, policy development, hiring, resource allocation, and community partnerships. When practiced consistently, reflection helps ensure alignment with values, accountability to communities, and sustained progress toward racial equity. Reflection is not the end of the work; it is what makes the work ethical, sustainable, and transformative.

Companion Reflection Questions

Core Questions

- What assumptions shaped our decisions, and how did they influence outcomes?
- How did our actions align with our anti-racism commitments?
- Whose voices were centered, and whose were missing?
- What impact did this work have across different racial groups?

Looking Forward

- What should we stop, start, or strengthen to advance equity?
- What supports or resources are needed next?
- What commitments will guide our next cycle of action?