

NEW BUSINESS
Reporting to Public Session, Tuesday, June 23, 2026

1. Policy Update

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 are now being recommended for circulation as Notice of Motion.

Recommendation:

THAT the Board of Education approve the attached policies for circulation as Notice of Motion for consideration at the September 29, 2026, Regular Meeting.

2. 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.

Board Report

Date: June 23, 2026
To: Board of Education – Private Meeting
From: Karim Hachlaf, Superintendent
Subject: Policy Update

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 policies and administrative procedures.

Considerations:

The following two policies have gone through the preliminary process with the Policy Committee, and the Committee of the Whole Partner Groups meeting. The following policies are now being recommended for circulation as Notice of Motion:

- Policy #21 Reconciliation (new)
- Policy #27 Student Voice (new)

Following the Notice of Motion, the final policies will go before the Board at the September 29, 2026, Regular Meeting.

Recommendation:

THAT the Board of Education approve the following policies for circulation as Notice of Motion:

- New Policy #21 Reconciliation and new Policy #27 Student Voice

RECONCILIATION

PREAMBLE

Burnaby Schools is committed to advancing Truth and Reconciliation by cultivating respectful relationships with Local First Nations and all Indigenous communities, integrating Indigenous perspectives into education, and acknowledging the historical and ongoing impacts of colonialism. This policy outlines the District's approach to Reconciliation through education, a distinctions-based approach, engagement and systemic change.

The Board of Education upholds Reconciliation in partnership with all Indigenous Peoples and embraces local knowledge and relationships. This commitment honours Indigenous students and families, recognizing land, community, and lived experience as foundational sources of learning that uphold respect, reciprocity, relevance, and responsibility.

In the words of late Senator Justice Murray Sinclair, we must “watch, listen, and show respect.” The Board encourages staff to lean into this teaching by approaching Reconciliation with humility, openness, and a commitment to learning from and with Indigenous students, families, communities, and staff.

POLICY

THE BOARD IS COMMITTED TO EMBEDDING EDUCATIONAL PRACTICES AND BOARD PROCESSES THAT ADVANCE RECONCILIATION IN THE DISTRICT'S LEARNING ENVIRONMENTS, SCHOOL CULTURE, DISTRICT FUNCTIONS AND GOVERNANCE ACTIONS. THE BOARD IS GUIDED BY THE 94 CALLS TO ACTION FROM THE TRUTH AND RECONCILIATION COMMISSION OF CANADA AND THE PROVINCIAL, FEDERAL AND INTERNATIONAL STATUTES, LEGISLATION AND RIGHTS, INCLUDING THE UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES (UNDRIP) THAT HAVE BEEN ESTABLISHED TO ADDRESS AND REPAIR BOTH HISTORICAL AND CURRENT INJUSTICES.

THE BOARD ADDRESSES ANTI-INDIGENOUS RACISM BY CREATING AND EXPANDING PARTNERSHIPS THAT SUPPORT THE HEALTH, WELL-BEING, AND SUCCESS OF INDIGENOUS LEARNERS AND THEIR FAMILIES, ALWAYS IN AN ENVIRONMENT OF MUTUAL RESPECT AND A SHARED RESPONSIBILITY TO HONOUR THE HISTORIES, CULTURES, AND PERSPECTIVES OF INDIGENOUS PEOPLES.

OBJECTIVES

In continuing the process of learning, changing, and growing in our actions towards Reconciliation, the Board will:

1. Work closely with local First Nations, honouring their inherent rights, histories, and leadership, and recognizing that following local protocols brings everyone together and respectfully acknowledges all Indigenous communities;
2. Work to create and establish environments that are culturally safe, welcoming, and inclusive where Indigenous identities, knowledge systems, perspectives, and ways of being are respected, valued, and represented, and where anti-Indigenous racism is challenged.
3. Support the development of safe environments where students, families, staff, and Trustees critically examine assumptions, biases, and current practices to deepen understanding of Truth, Reconciliation, and healing. The Board recognizes that individuals are at different places in their learning journeys.
4. Begin public and private Board meetings, as well as formal school events, gatherings, and ceremonies with a Land Acknowledgement. The District's formal Land Acknowledgment, developed with guidance from local First Nations, reflects a commitment to respectful relationships, ongoing learning, and understanding of the lands on which we live, learn, and work. Staff are encouraged to engage in Land Acknowledgements using the formal wording or more personalized expressions, as a meaningful practice that honours Indigenous presence, strengthens connection to place, and advances Reconciliation through awareness, commitment, and responsibility.

Date Adopted: YYYY-MM

Date(s) Revised:

Cross References:

STUDENT VOICE

PREAMBLE

The Board of Education values authentic student perspectives as an important source of input to inform its consideration of issues, policy development, and decision-making. The Board is committed to student engagement that reflects the diversity of the District's student body, including perspectives that are often underrepresented. The Board recognizes that decision-making authority rests with the Board of Education.

POLICY

THE BOARD OF EDUCATION SUPPORTS STUDENT ENGAGEMENT AS AN ESSENTIAL ELEMENT IN CREATING AND ENHANCING LEARNING ENVIRONMENTS FOR ALL STUDENTS. THE BOARD COMMITS TO ENSURING STUDENTS HAVE MEANINGFUL OPPORTUNITIES TO PROVIDE INPUT, WHERE STUDENT PERSPECTIVES CAN REASONABLY INFORM POLICY DEVELOPMENT AND BOARD DECISIONS. WHEN STUDENT REPRESENTATION IS ESTABLISHED TO INFORM BOARD WORK, IT WILL REFLECT STUDENTS FROM ACROSS THE DISTRICT'S SCHOOLS AND PROGRAMS.

OBJECTIVES

The Board supports student engagement in order to:

1. Advance belonging and inclusion by affirming students as valued partners in public education;
 2. Promote equity of representation so student perspectives reflect the diversity of the District;
 3. Strengthen Board understanding of diverse student experiences to inform policy direction and decisions;
 4. Support leadership through opportunities for student participation; and
 5. Promote transparency and trust by clarifying the purpose and scope of engagement.
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Date Adopted: YYYY-MM
Date(s) Revised:

Cross References:

DRAFT

Board Report

Date: June 23, 2026
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 Chair Schnider during the presentation to the Committee on June 9, 2026, highlighting Teacher Incremental Wage Costs and a recommendation for the upcoming provincial budget.

Considerations:

Teacher Incremental Wage Costs

Most teachers in the province are compensated through a nine-step salary grid. After every ten months of full-time service, teachers advance one step on that grid and receive a corresponding salary increase. Teachers may also move to higher salary categories by completing additional certifications, or graduate degrees.

These salary increments are not exceptional costs but a predictable and integral component of the teacher compensation system. Every year, districts can anticipate that a significant portion of staff will progress through the grid as they gain experience and pursue professional development.

Yet, while the Province funds negotiated general wage increases, it does not fund the cost grid progression. Districts must then absorb these costs within existing operating budgets. Each grid step differs by roughly \$3,000 to \$4,000 per teacher. Meaning grid movement can cost individual districts hundreds of thousands of dollars (or even millions) annually. Province-wide, the impact amounts to tens of millions of dollars of unfunded costs.

This pressure intensifies in districts with flat or declining enrolment. In these situations, operating grants do not increase - and may even decrease - but salary obligations do continue to rise. This further strains budgets and can deepen the cuts to direct supports for students.

This reflects a broader policy inconsistency. Compensation is set provincially through collective bargaining, yet district's are responsible for funding part of the resulting costs. District's have no control over salary grids or progression rules but must nonetheless accommodate them.

The issue extends beyond years of service. The K-12 system actively encourages teachers to pursue professional development and advanced degrees because we know that students necessarily benefit when educators deepen their expertise and knowledge. But when teachers improve their qualifications and consequently move to higher salary categories, those resulting salary increases effectively divert limited financial resources away from the very classrooms that the professional development was intended to strengthen.

The Salary Differential Grant is sometimes cited as a mechanism to address salary increments. However, that grant is actually intended to support districts with higher average teacher salaries. More simply, the grant's purpose is to ensure districts are not disadvantaged for hiring more experienced or highly educated teachers.

Salary differential was never intended to cover negotiated compensation costs like grid increments. And, since teachers across the province generally move through the grid at similar rates, these costs affect all districts in a similar way each year. So, while salary differential funding provides some relief, it falls well short of covering the true cost of salary progression, leaving districts to absorb a significant and recurring funding gap.

Salary differential also doesn't apply uniformly across all teaching positions. As seen in Burnaby's recent salary arbitration case, the grant excludes Teachers Teaching on Call (TTOCs), teachers on leave, and other teaching categories. As a result, a significant portion of salary increment costs fall outside the scope of this funding.

The arbitration further highlights this gap. By moving all beginning teachers in Burnaby one step higher on the salary grid, the award created substantial new salary obligations. Yet when compared with salary differential funding, it covered only a portion of the calculation - approximately half of the total award.

The principle is straightforward: if teacher compensation decisions are made provincially, then the full cost of those decisions should be funded provincially. Grid increments are predictable, contractual, and necessary costs of delivering public education. Requiring districts to absorb those costs creates structural budget pressures, forces difficult trade-offs in local spending, and ultimately diverts resources away from students and classrooms.

Recommendation

A sustainable funding model should recognize teacher salary progression as a core component of compensation and provide funding that fully reflects both negotiated wage increases and movement through the salary grid.

Teachers deserve to be compensated for their experience, education, and professional growth, and students should receive stable, well-resourced learning environments. Public education should not be forced to choose between the two.

Recommendation:

THAT the Board of Education receive this information.