

DISTRICT OPERATIONS – ADMINISTRATIVE SERVICES
Reporting to Public Session, Tuesday, September 29, 2026

1. Indigenous Education Council Year Overview

The Indigenous Education Council (IEC) will meet at least four times during the year, with additional meetings scheduled as needed. Future meeting dates are set following each meeting and may be adjusted or supplemented at the discretion of the IEC. The IEC Chair is a shared role, with each meeting chaired by a representative from the Nation hosting the meeting.

The IEC advises the Board on equitable education for Indigenous students, including targeted funding and related programs.

Recommendation:

THAT the Board of Education receive this information.

2. How We're Doing Report 2025-2026

Progress over the first year of the Burnaby School District's five-year Strategic Plan is captured in the How We're Doing Report 2025-26.

Annually, the District releases a public report looking back over the prior school year at accomplishments toward the Burnaby Board of Education's priorities, as outlined in the Strategic Plan. The priorities guide system-wide work happening across the District.

This is the first report on the new Strategic Plan that was released at the start of the last school year. This year's How We're Doing Report includes highlights in achievements toward supporting all learners, innovating in teaching and learning, nurturing mental health and well-being, deepening equity, diversity and inclusion, the path to Reconciliation, fostering healthy learning communities, and more. The report reflects system-wide work to engage, educate and empower learners while recognizing that schools are critical places for the whole community.

Recommendation:

THAT the Board of Education receive this information.

3. Enhancing Student Learning Report (ESLR)

School districts across the province are required to develop a long-term plan to improve student achievement. The Enhancing Student Learning Report (ESLR) focuses on system-wide continuous improvement, enhancing student outcomes and life chances for all students. With a particular emphasis on English Language Learners, Indigenous students, children and youth in care and students with disabilities or diverse abilities, the report is submitted to the Ministry of Education and Child Care every three years, with Interim Progress Reports submitted in the two years in-between.

The Enhancing Student Learning Report is also intended to support Boards of Education in the development of strategic plans as well as provides a framework by which Districts can reflect on and adjust practices and share progress publicly.

Roberto Bombelli, Deputy Superintendent, will provide an overview of the Interim Progress Report September 2026, summarizing the data and findings.

The final report, once approved, will be submitted to the Ministry of Education and Child Care by October 1, 2026.

Recommendation:

THAT the Board of Education receive the information and approve the Interim Progress Report September 2026.

4. Accessibility in Burnaby Schools

The Burnaby School District has updated its Three-Year Accessibility Plan (2026-2029) in accordance with the *Accessible British Columbia Act*. Building on the District's first plan, the updated plan reflects consultation with students, staff, families, community partners, and individuals with lived and living experience of disability.

The plan focuses on three priorities: Understanding Accessibility Together, Accessible Learning and Working Environments, and Inclusive Employment and Organizational Practices. The plan will be available on the District website. The District website also allows users to share feedback on the Accessibility Plan and report any barriers they encounter.

Through ongoing feedback, monitoring, and collaboration, the District remains committed to identifying, preventing, and reducing barriers while fostering inclusive and accessible learning and working environments for all.

Kelly Chow, Director of Instruction, will provide highlights of the District's updated Accessibility Plan.

Recommendation:

THAT the Board of Education receive this information.

Board Report

Date: September 29, 2026
To: Board of Education – Public Meeting
From: Brandon Curr, Assistant Superintendent
Subject: Indigenous Education Council Year Overview

Background:

The Burnaby Board of Education's 2025 – 2030 Strategic Plan identifies **Connection & Partnership** as a key priority. The goal is *working together to support students*. The objective is to strengthen and deepen meaningful relationships with Indigenous peoples and the Indigenous Education Council, fostering mutual respect, understanding, and collaboration.

Introduction

The first Indigenous Education Council (IEC) meeting of the 2026-27 school year is scheduled for October 2, 2026, hosted by səliłwətaʔt (Tsleil-Waututh). The IEC will meet at least four times during the year, with additional meetings scheduled as needed. Future meeting dates are set following each meeting and may be adjusted or supplemented at the discretion of the IEC. The IEC Chair is a shared role, with each meeting chaired by a representative from the Nation hosting the meeting.

The District operating budget IEC consultation is scheduled for April 14, 2027.

Considerations:

The IEC advises the Board on equitable education for Indigenous students, including targeted funding and related programs.

Recommendation/Next Steps:

THAT the Board of Education receive this information.



How We're Doing: Highlights & Accomplishments

Strategic Plan 2025-2026 Implementation



Innovate in Teaching & Learning

- NEW literacy intervention model launched to better support struggling readers across all elementary schools
- 50 elementary & secondary teachers & principals participated in District-led Artificial Intelligence Inquiry Group to identify issues & benefits of AI in education
- 100s of elementary classrooms attended monthly online teachings with local Indigenous community members
- ALL elementary grades provided with digital literacy & citizenship lessons focused on understanding, online safety, & healthy use of technology



Deepen Equity, Diversity & Inclusion

- 1000+ students with disabilities or diverse abilities supported at Summer Session
- FIRST high school teams (3) of youth with disabilities or diverse abilities from the District played in the Special Olympics BC Unified Basketball Provincial Jamboree
- Anti-Racism Framework launched across District as a guiding document supporting intentional action in support of Equity, Diversity & Inclusion
- 35 vendors & 3 graduates shared resources & guidance for supporting life after graduation with students with disabilities or diverse abilities and their families at District session



Fostering Healthy Learning Communities

- 5% reduction in annual natural gas-related greenhouse gas emissions through improved building controls, facility upgrades, & system improvements
- 3 schools piloted the Schools Stewarding Burnaby Park environmental education program at outdoor workshops to restore habitat
- 6% increase in adult learners taking high school completion & English language foundation courses through Burnaby Community & Continuing Education
- 1 of 3 school districts in Greater Vancouver to retain federal funding to support Language Instruction for Newcomers to Canada (LINC)



Centering Student, Family, & Caregiver Voices

- MONTHLY cultural events for Indigenous students & their families to build connection between home & school
- 16% increase in courses taken through Burnaby Online, allowing students choice & flexibility
- 10 high school students trained to lead human rights, Equity, Diversity & Inclusion presentations for elementary students
- 72 before & after school child care spaces & 30 additional preschool spaces licensed on school property to support families



Working Together to Support Students

- RECORD turnout of 100 families attended District Speech & Language Articulation night to guide them with supporting their own child's speech needs
- 200+ families connected by District Settlement Workers in Schools with resources to address food insecurity
- 370+ devices provided to support students with disabilities or diverse abilities
- FIRST annual Walking Tuesday Campaign hosted by District in collaboration with Healthier Community Partnership to promote pedestrian safety & clean transport



Taking Care of Staff

- EXPANDED staff Lunch & Learn series led by District Mental Health & Well-Being Committee in collaboration with community partners
- 140+ Indigenous staff & their families gathered for cultural activities that promote well-being, belonging, & healing
- PARTNERED with Accessible Resource Centre - British Columbia to provide students & staff at 15 schools actionable information in support of accessibility for all
- ALL staff provided with multi-factor authentication & phishing awareness training to empower individuals & strengthen network security



Nurture Mental Health & Well-being

- MONTHLY Greeting of the Day teachings, following guidance from local Indigenous Elders, at all elementary schools to ground the day in well-being
- 35 community partners at renewed District Counsellor Resource Fair, strengthening school counsellors' connections & collaboration in support of students & families
- DOUBLED counselling hours for newcomer students & their parents or caregivers, including group & individual sessions in their first languages
- MONTHLY Mental Health Blasts to school staff to strengthen district-wide capacity on issues impacting students, such as sleep, technology, & social connection



Support All Learners

- 400 primary teachers trained on best practices for literacy screening to support students with foundational reading skills for success
- FIRST Spring Break Camps run by the District implemented to engage students in Grades 4 to 8 & support families over the school break
- NEW online system implemented for English Language Learner assessments across all high schools, providing faster results & enhanced student support
- 20% increase in capacity for adult students in Burnaby CCE's Early Childhood Education Program, increasing the prospective early childhood educator pool

Burnaby

SD041

Interim Progress Report September 2026

In Review of Year 2 of Strategic Plan 2025-2030

Approved by Board on September 29,2026

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A Note on the Interim Progress Report

Every year, district teams gather, analyze, interpret, and triangulate local and provincial data. This annual data and evidence review allows the team to monitor student outcomes and identify areas for growth on an annual basis. The findings are shared with the Indigenous Education Council (IEC), education partners, the public, and the ministry through the Enhancing Student Learning Report or the Interim Progress Report.

While the internal work of data and evidence review remains the same each year, the Interim Progress Report is intended to ease the burden of reporting for district teams. The Interim Progress Report highlights key areas for growth and strategic adjustments from the data review. Whereas, the Enhancing Student Learning Report, completed every third year, provides a comprehensive account of the district team's processes and development of this report will take longer to complete.

Interim Progress Report for Enhancing Student Learning:

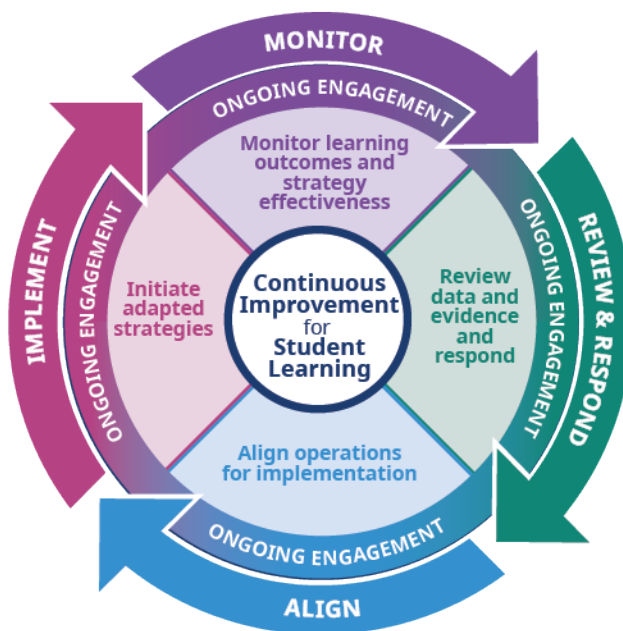
Ministry Note

Each school district in British Columbia submits an annual report as required by the Enhancing Student Learning Reporting Order (Reporting Order). As of 2025, the report submission process occurs on a three-year cycle. In this three-year cycle, a district team submits one Enhancing Student Learning report and two Interim Progress Reports. Although brief and more concise, the Interim Progress Report meets the requirements of the Reporting Order.

The Interim Progress Report, as well as the full Enhancing Student Learning Report, both provide an update on the district team's work to continuously improve student learning outcomes, with a particular focus on improving equity of outcomes. Both reports summarize the results of the district team's ongoing review of student learning data and evidence.

For the Interim Progress Report, district teams are required to use the ministry-provided templates to standardize and expedite the reporting and annual review process.

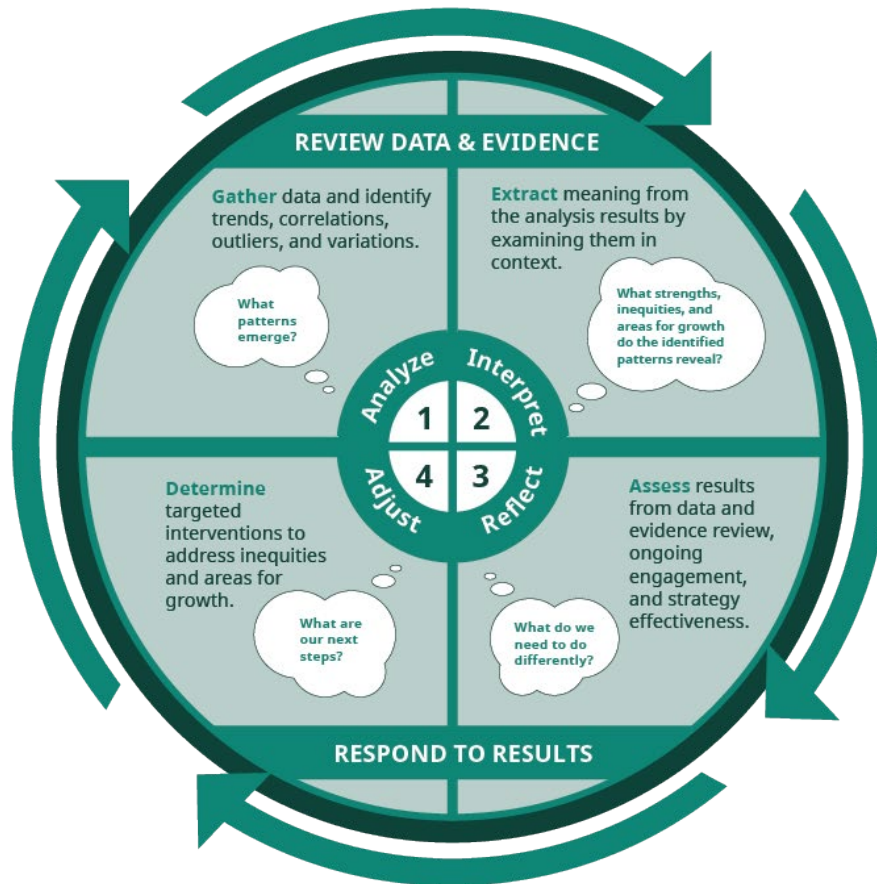
The Interim Progress Report provides information on the district's continuous improvement processes, with a focus on processes included within the Continuous Improvement Cycle:



A **continuous improvement cycle** is a critical element of the ongoing commitment to raising system performance. District Continuous improvement cycles are developed by the senior team and ensure a focus on the educational success of every student and effective and efficient district operations. The continuous improvement cycle is actioned annually by the district team and allows them to implement, monitor, review and respond, and align targeted strategies and resources to improve student learning outcomes.

District teams must evaluate and adjust strategies to meet objectives to best target areas for growth and improve learning outcomes for all students. Adjustments are based on evidence-informed decisions uncovered in the analysis and interpretation of provincial- and district-level data and evidence. Districts must evaluate data and evidence and adjust strategies based on the results of this review. This “Review and Respond Cycle” is actioned within the “Review and Respond” portion of the Continuous Improvement Cycle and the outcomes are summarized and reported out on in the annual Enhancing Student Learning Report.

Review and Respond Cycle:



For the purpose of this document, please note:

The use of Local First Nation(s) refers to a First Nation, a Treaty First Nation or the Nisga'a Nation in whose traditional territory the board operates.

"Indigenous students, children and youth in care, and students with disabilities or diverse abilities" are referred to as the priority populations identified in the Framework for Enhancing Student Learning Policy.

A note on provincial data provided in this template:

The ministry has provided visual representations for the required provincial measures set out in the [Enhancing Student Learning Reporting Order](#). These are grouped into three categories:

- Intellectual development (literacy & numeracy proficiency);
- Human and social development (student feelings of welcomeness, safety, and belonging); and
- Career development (graduation and post-secondary transition rates).

Please note: As per the [Protection of Personal Information when Reporting on Small Populations](#) policy, this report **does not** display data points that:

- reflect groups of 9 students or fewer, or
- pose a risk of individual student identification through the mosaic effect.

Data that is not displayed as per the above policy is **masked data**.

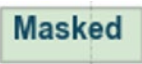
A note on children and youth in care data:

As of 2026, the children and youth in care (CYIC) cohort was changed to include students from three Care categories:

- In Care,
- Out of Care (Kinship Care), and
- Youth Services.

Previously, only students that were in the In Care or Youth Services category were included in provincial data for the children and youth in care cohort. This update will result in a more comprehensive view of students that have had agreements with the Ministry of Children and Family Development and will result in more students appearing in this category. The category has been renamed from CYIC All Resident Students to CYIC All Legal Groups Resident Students. For a more comprehensive overview, please see the Children and Youth in Care: How Are We Doing? report [here](#).

Interpreting the provincial data graphs

	This marker indicates that the data is masked according to the above policy to protect student privacy.
	This marker indicates that no data is available for this cohort and year. This means there are no students in the selected cohort (i.e., cohort=0).

Intellectual Development

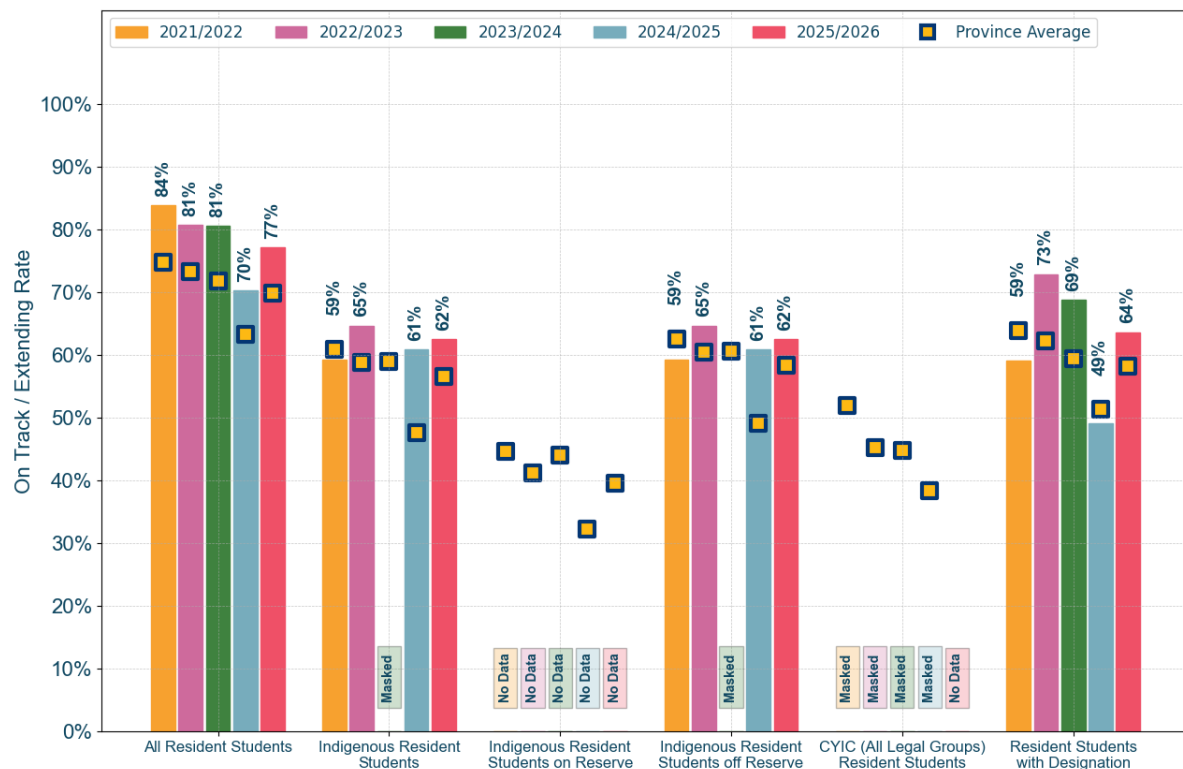
Educational Outcome 1: Literacy

Measure 1.1: Grade 4 & Grade 7 Literacy Expectations

Grade 4 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	1881 55%	1862 57%	2028 60%	2028 64%	2159 68%
Indigenous Resident Students	77 35%	53 32%	49 43%	56 41%	53 60%
Indigenous Resident Students on Reserve	Masked	0	0	0	0
Indigenous Resident Students off Reserve	Masked	53 32%	49 43%	56 41%	53 60%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	185 24%	171 28%	208 37%	202 29%	239 41%

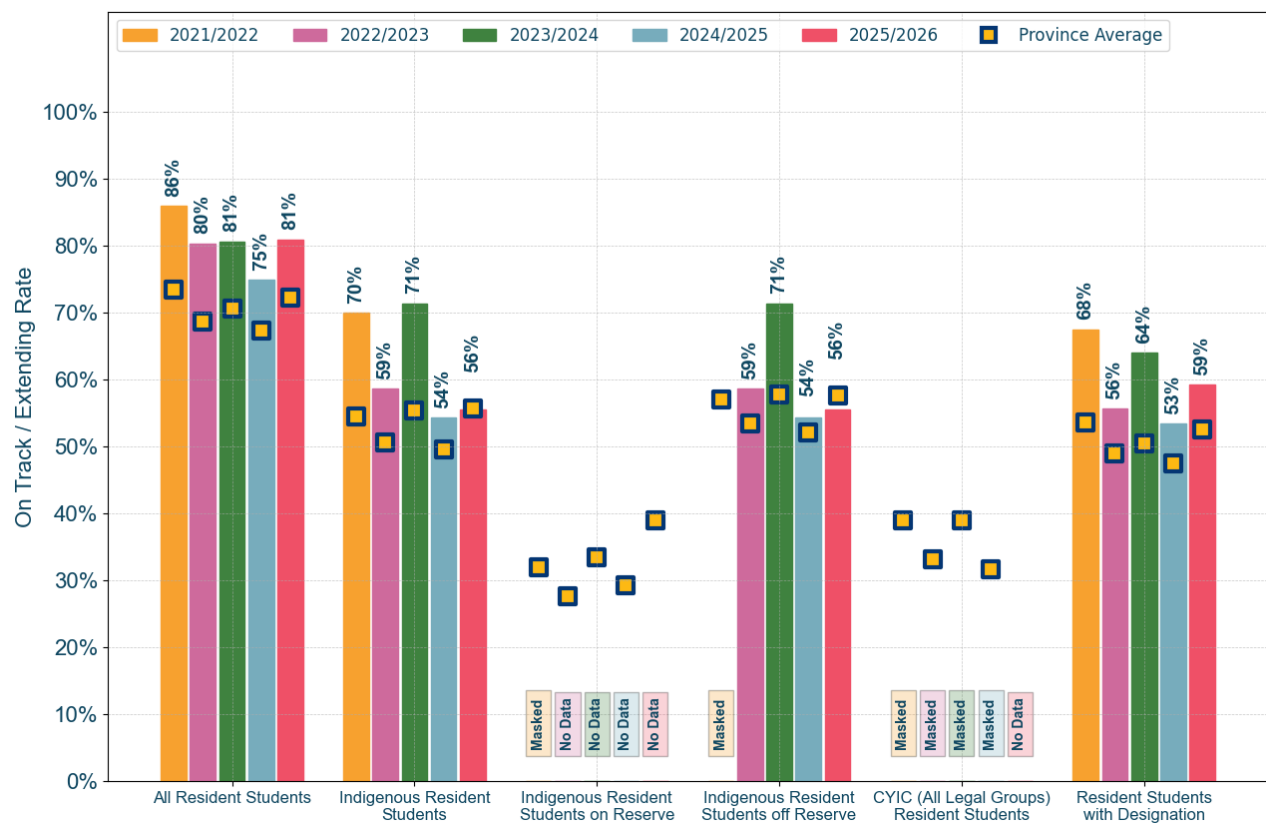
Grade 4 FSA Literacy - On Track / Extending Rate Burnaby



Grade 7 FSA Literacy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	1783 53%	1792 57%	1984 57%	2141 68%	2031 67%
Indigenous Resident Students	61 33%	68 43%	66 42%	63 56%	48 38%
Indigenous Resident Students on Reserve	Masked	0	0	0	Masked
Indigenous Resident Students off Reserve	Masked	68 43%	66 42%	63 56%	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	244 32%	273 29%	286 40%	298 49%	272 46%

Grade 7 FSA Literacy - On Track / Extending Rate Burnaby

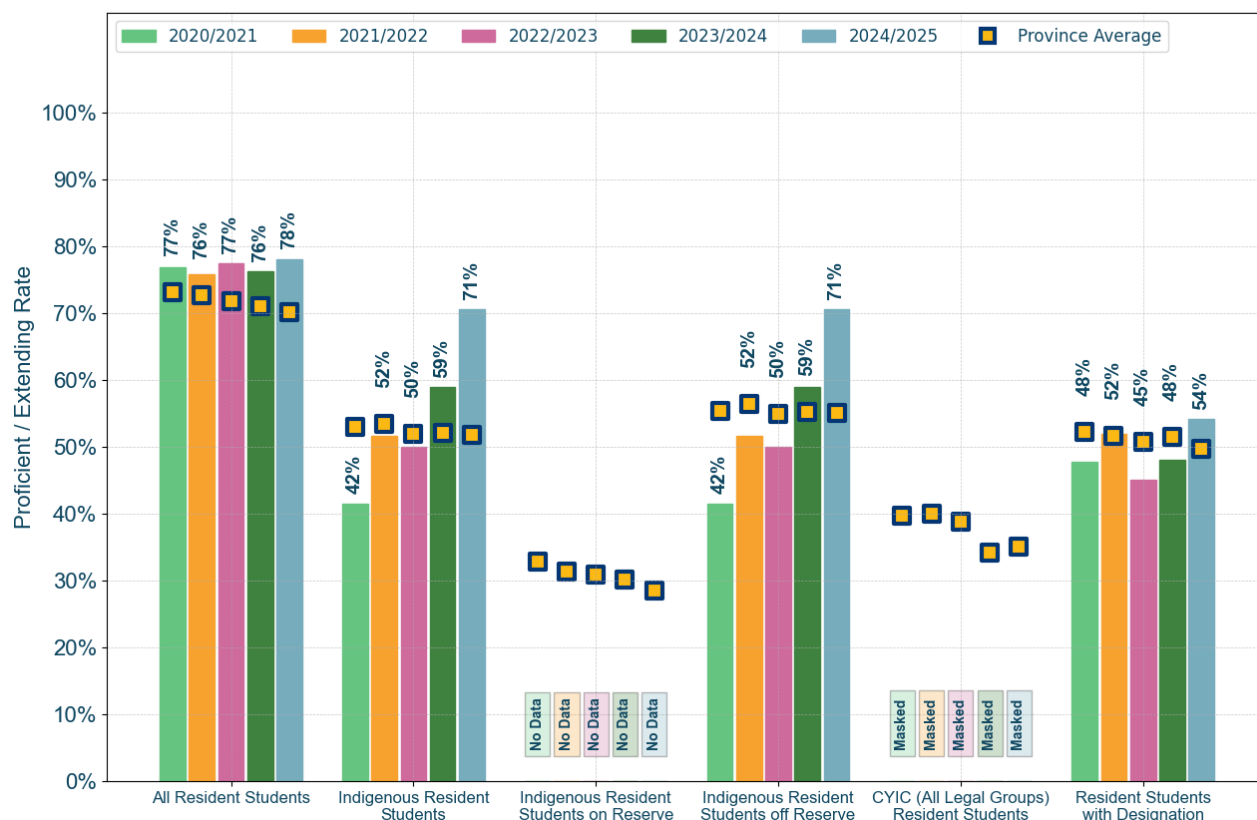


Measure 1.2: Grade 10 Literacy Expectations

Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1778 86%	1839 87%	2045 89%	2116 88%	2163 88%
Indigenous Resident Students	75 71%	78 65%	71 73%	79 66%	61 69%
Indigenous Resident Students on Reserve	0	Masked	0	0	0
Indigenous Resident Students off Reserve	75 71%	Masked	71 73%	79 66%	61 69%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	272 67%	246 73%	266 77%	276 71%	297 74%

Grade 10 Graduation Assessment Literacy - Proficient / Extending Rate Burnaby



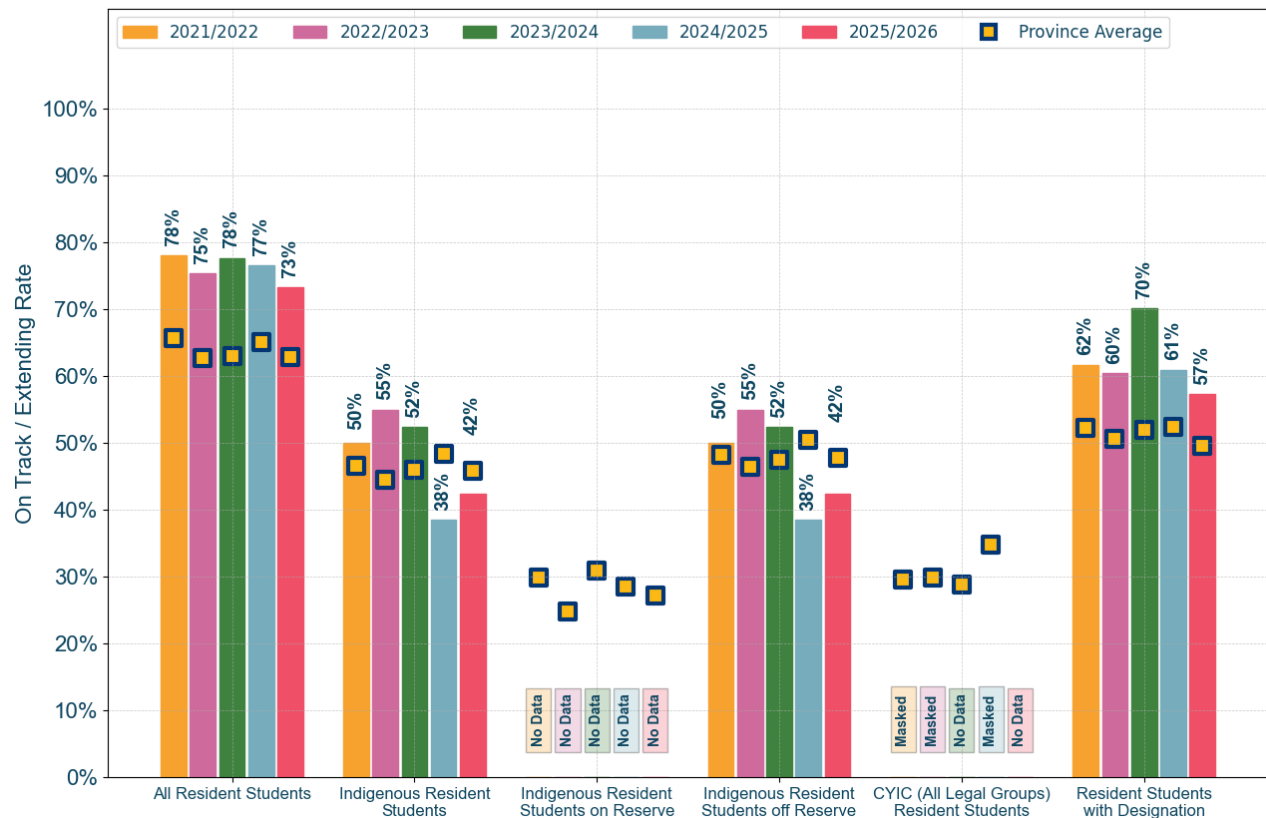
Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 & Grade 7 Numeracy Expectations

Grade 4 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	1881 55%	1862 57%	2028 61%	2028 65%	2159 69%
Indigenous Resident Students	77 34%	53 38%	49 43%	56 46%	53 62%
Indigenous Resident Students on Reserve	Masked	0	0	0	0
Indigenous Resident Students off Reserve	Masked	53 38%	49 43%	56 46%	53 62%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	185 25%	171 28%	208 37%	202 32%	239 40%

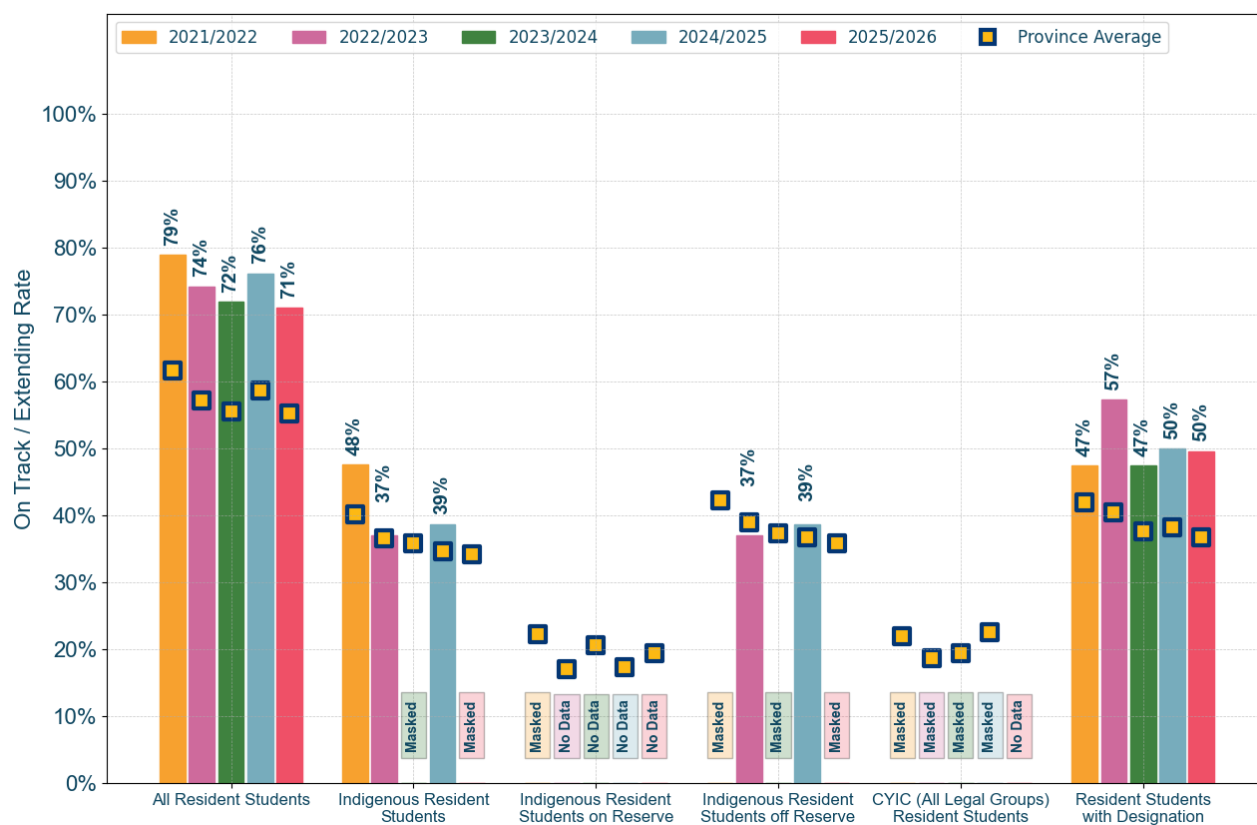
Grade 4 FSA Numeracy - On Track / Extending Rate Burnaby



Grade 7 FSA Numeracy - Expected Count | Participation Rate

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	1783 53%	1792 57%	1984 58%	2141 68%	2031 67%
Indigenous Resident Students	61 34%	68 40%	66 42%	63 49%	48 31%
Indigenous Resident Students on Reserve	Masked	0	0	0	Masked
Indigenous Resident Students off Reserve	Masked	68 40%	66 42%	63 49%	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	0
Resident Students with Designation	244 32%	273 27%	286 41%	298 47%	272 45%

Grade 7 FSA Numeracy - On Track / Extending Rate Burnaby

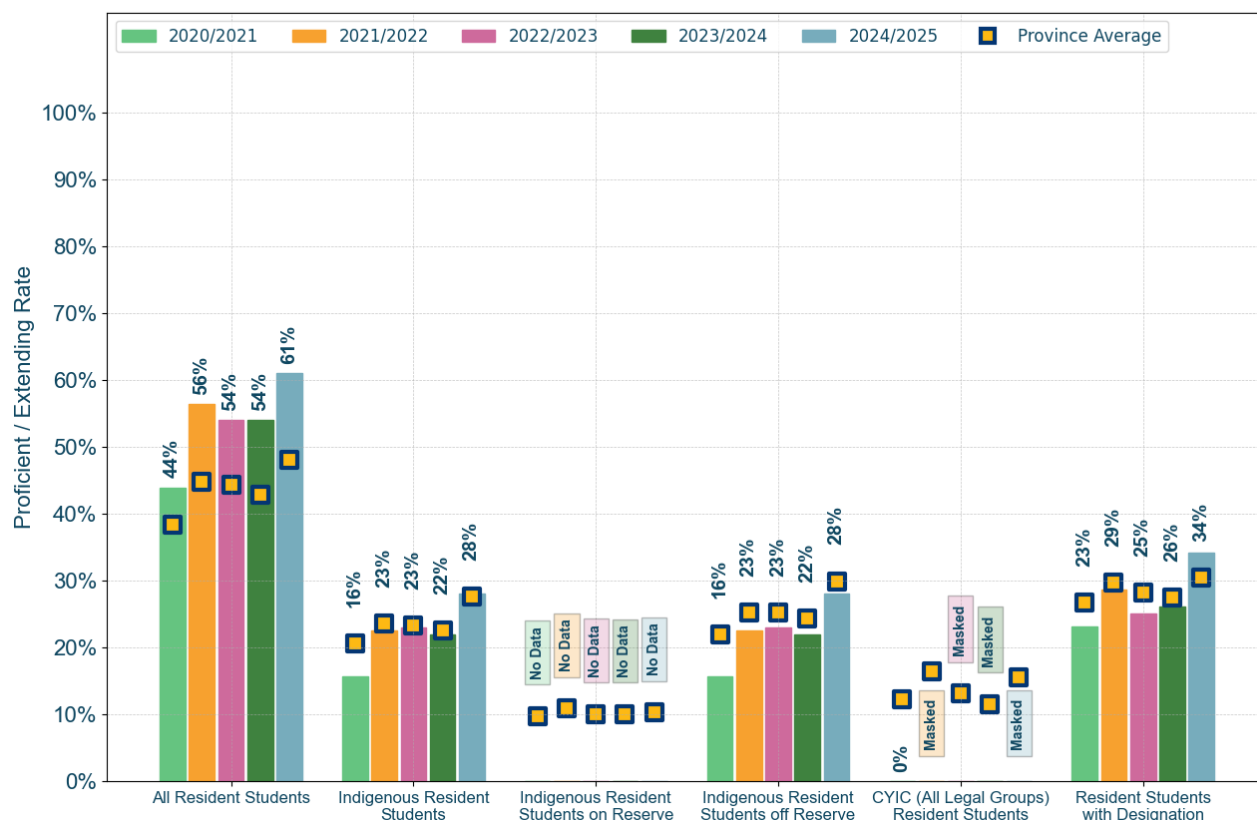


Measure 2.2: Grade 10 Numeracy Expectations

Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1777 86%	1835 87%	2043 88%	2111 89%	2163 88%
Indigenous Resident Students	73 70%	77 68%	69 67%	78 67%	61 70%
Indigenous Resident Students on Reserve	0	Masked	0	0	0
Indigenous Resident Students off Reserve	73 70%	Masked	69 67%	78 67%	61 70%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	272 65%	246 74%	266 74%	277 70%	296 68%

Grade 10 Graduation Assessment Numeracy - Proficient / Extending Rate Burnaby

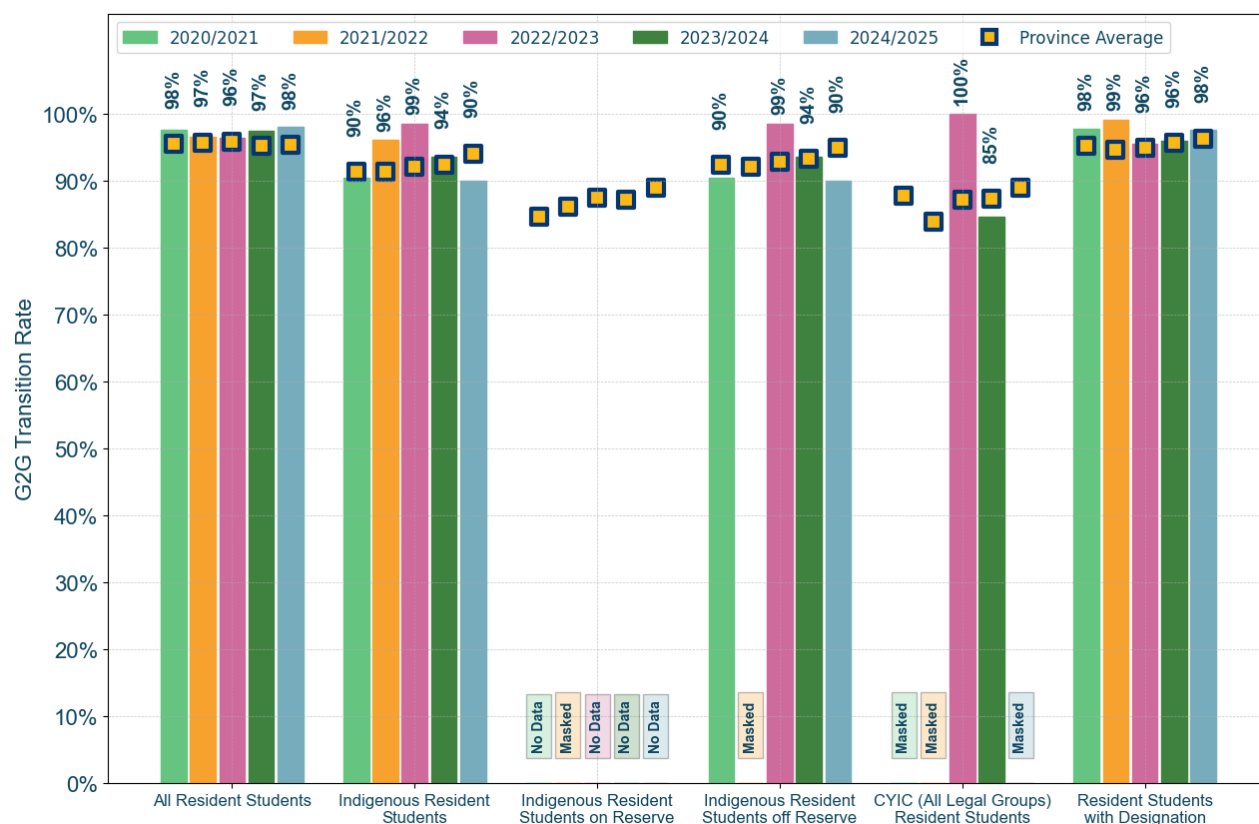


Measure 2.3: Grade-to-Grade Transitions

Grade 10 to 11 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1782	1837	2048	2113	2168
Indigenous Resident Students	73	77	71	79	60
Indigenous Resident Students on Reserve	0	Masked	0	0	0
Indigenous Resident Students off Reserve	73	Masked	71	79	60
CYIC (All Legal Groups) Resident Students	Masked	Masked	12	13	Masked
Resident Students with Designation	270	247	267	278	295

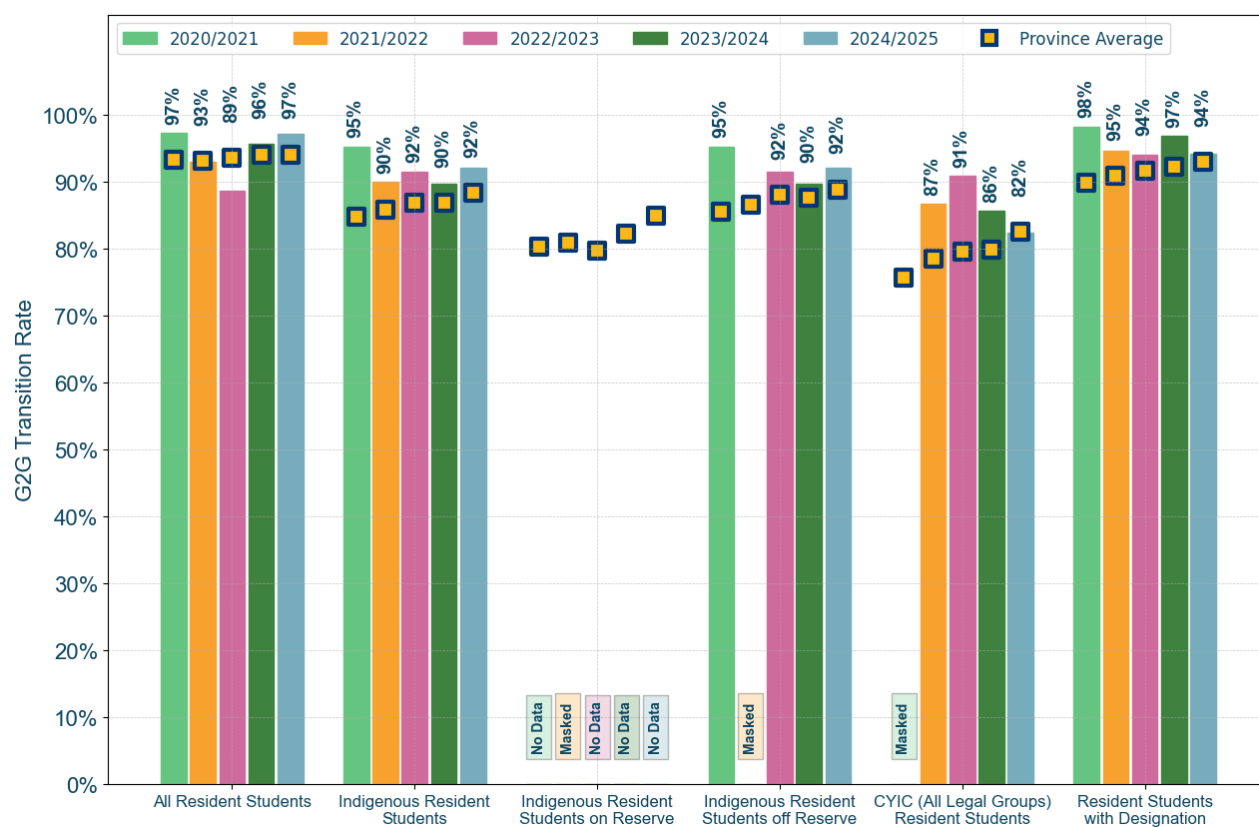
Grade 10 to 11 Transition Rate Burnaby



Grade 11 to 12 Transition - Cohort Count

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	1796	1896	2071	2169	2224
Indigenous Resident Students	64	80	83	68	76
Indigenous Resident Students on Reserve	0	Masked	0	0	0
Indigenous Resident Students off Reserve	64	Masked	83	68	76
CYIC (All Legal Groups) Resident Students	Masked	15	11	14	17
Resident Students with Designation	233	264	255	254	296

Grade 11 to 12 Transition Rate Burnaby



Review Data and Evidence: Intellectual Development



So what?

Using a maximum of three to five bullet points, please respond to the question:

What areas for growth are affirmed or identified by the data review? Did anything surprising emerge from the data review?

- Burnaby students continue to perform above the provincial average in literacy and numeracy measures.
- We see an upward trend across all Literacy measures except Children in Youth and Care Grade 10 Graduation Literacy Assessment.
- Numeracy results are mixed, with a continuation of a downward trend in grades 4 and 7, and an improvement in the grade 10 scores.
- We continue to see very high grade transition rates overall, though the transition rates for Indigenous students dropped in the past year and are below the provincial average.

Respond to Results: Intellectual Development



Now what?

Using a maximum of three to five bullet points, please respond to the question:

What key strategic adjustments will be made based on the above areas for growth to improve learning outcomes for all students and enhance equity of outcomes for priority populations?

Please note: As this report reflects an interim year, the district team may be continuing to monitor strategy impact and have limited, if any, adjustments to share.

- Continue the implementation of the District Literacy Framework, with a focus on early literacy (K-3)
- Introduce and begin the implementation of the District Numeracy Framework, with a focus on intermediate numeracy (4-7)
- Continue with the implementation of the Literacy Intervention Model with direct instruction targeting grade 2 and 3 students

Human and Social Development

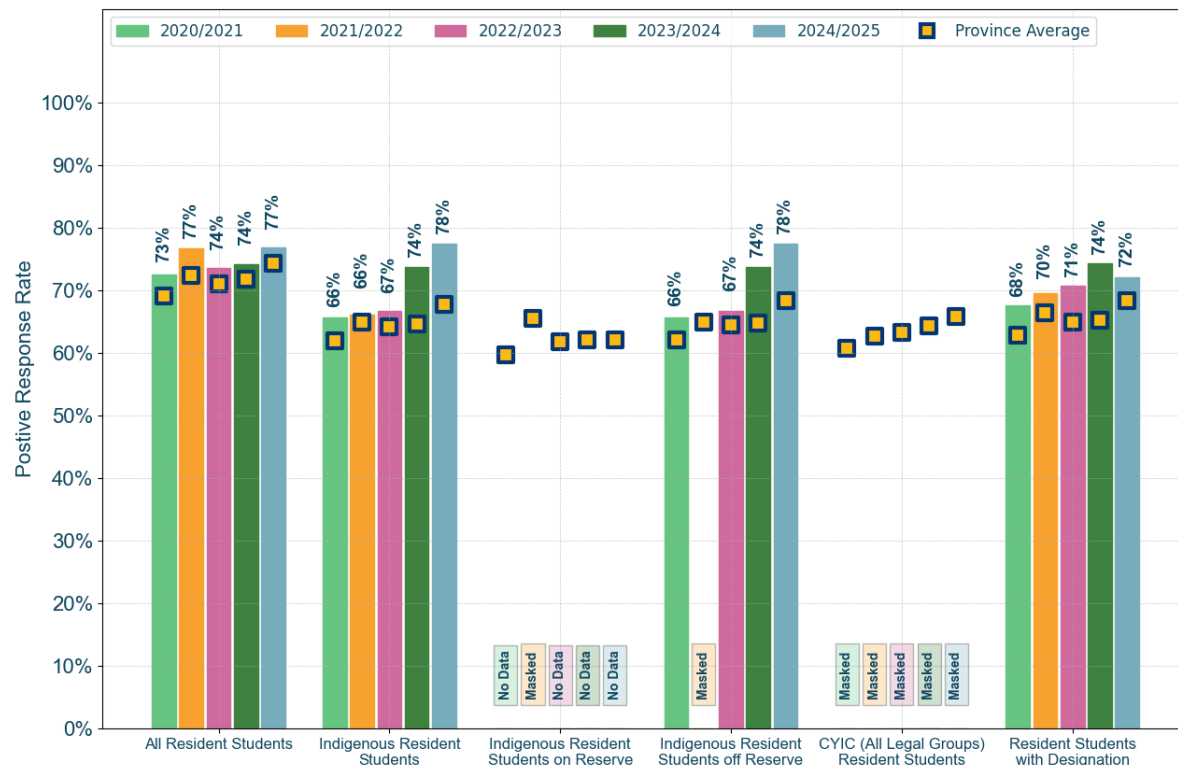
Educational Outcome 3: Feel Welcome, Safe, and Connected

Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School

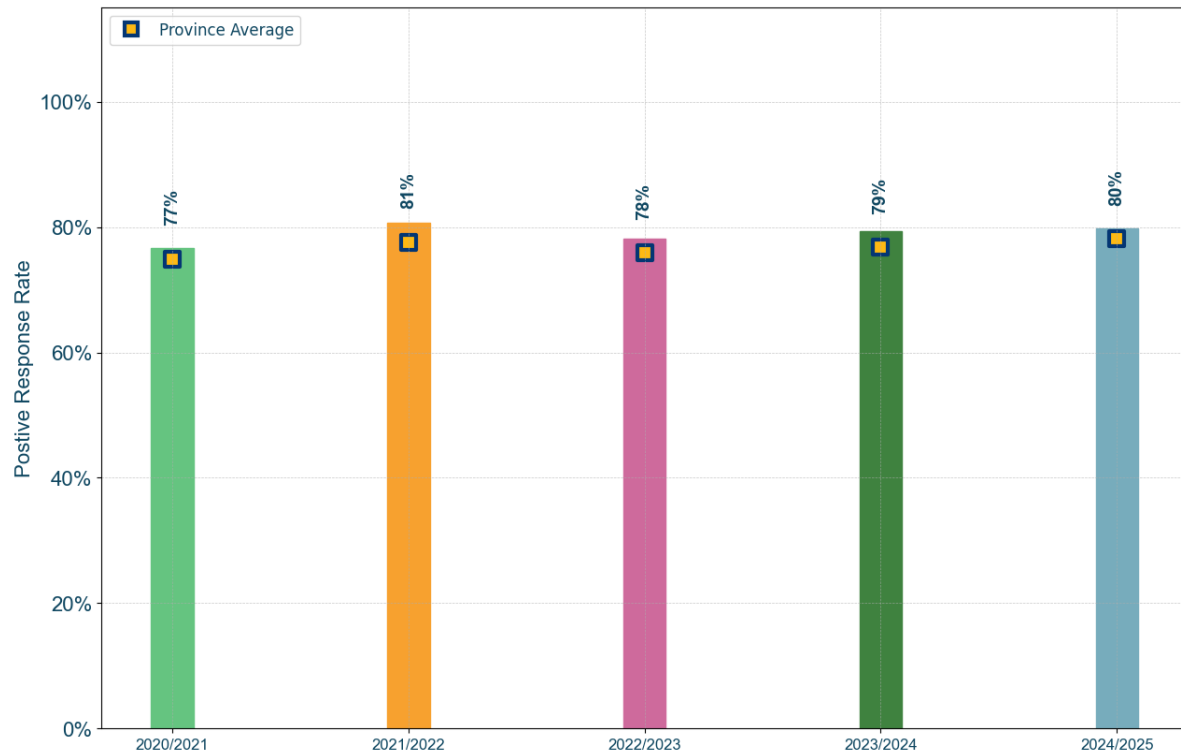
Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	5296 54%	5381 64%	5625 60%	6068 64%	6287 67%
Indigenous Resident Students	210 45%	210 52%	182 46%	189 55%	171 57%
Indigenous Resident Students on Reserve	0	Masked	0	0	0
Indigenous Resident Students off Reserve	210 45%	Masked	182 46%	189 55%	171 57%
CYIC (All Legal Groups) Resident Students	Masked	Masked	Masked	Masked	Masked
Resident Students with Designation	635 41%	660 49%	682 48%	750 52%	771 54%

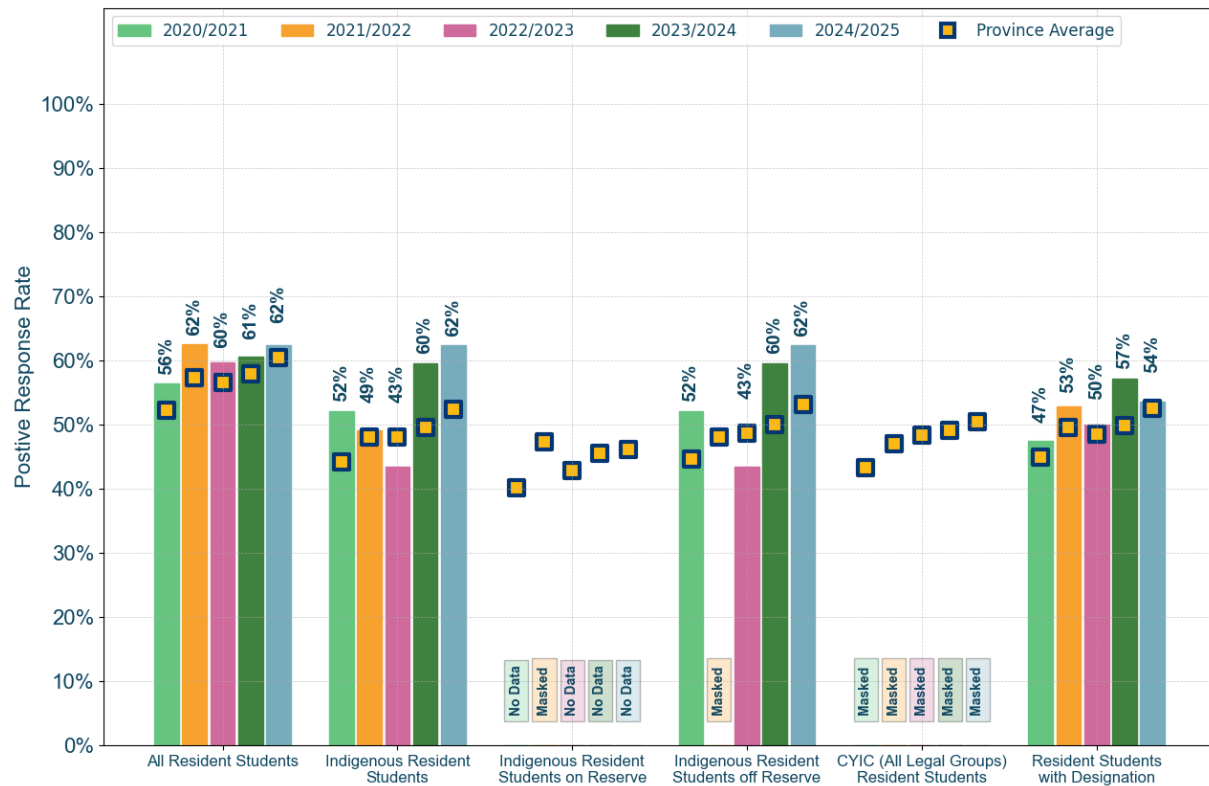
Feel Welcome - Positive Response Rate for Grades 4, 7, and 10
Burnaby



Feel Safe - Positive Response Rate for Grades 4, 7, and 10
Burnaby

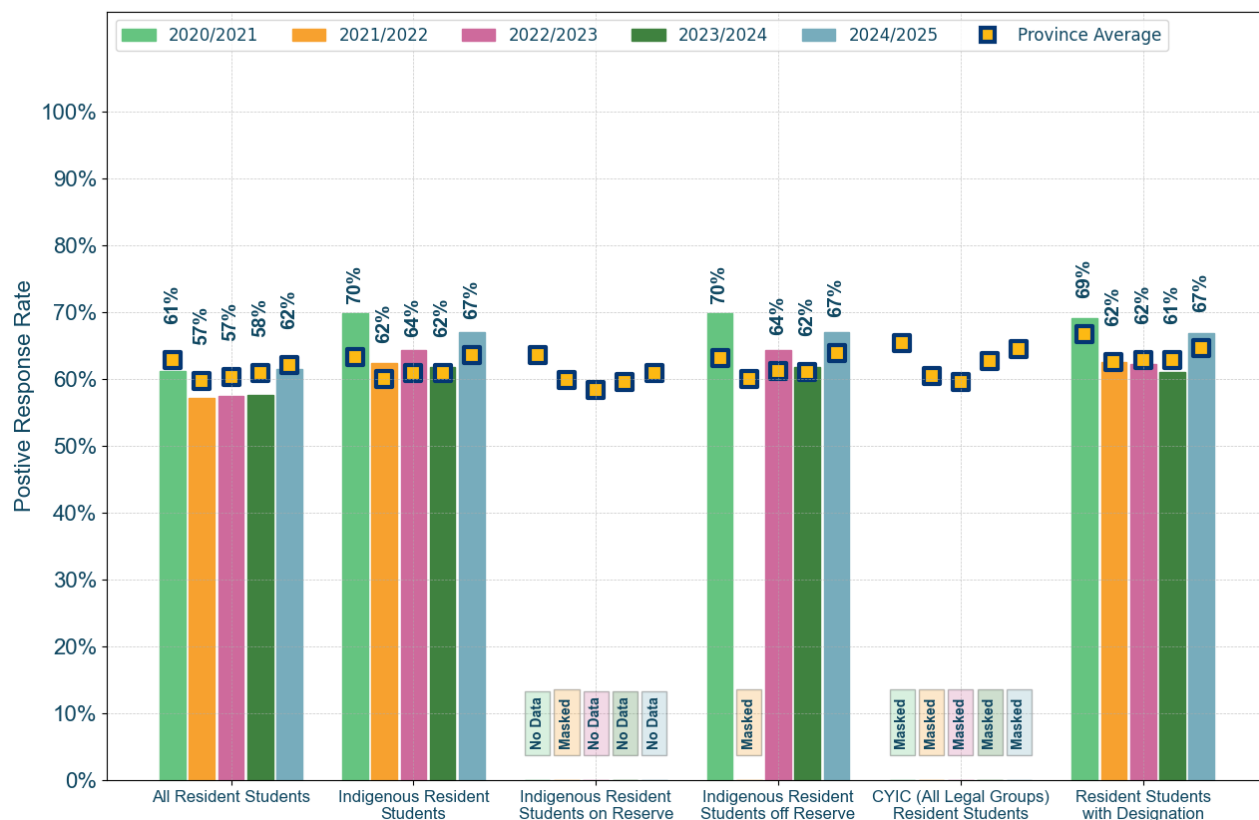


Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10
Burnaby



Measure 3.2: Students Feel that Adults Care About Them at School

2 or more Adults Care - Positive Response Rate for Grades 4, 7, and 10
Burnaby



Review Data and Evidence: Human and Social Development



So what?

Using a maximum of three to five bullet points, please respond to the question:

What areas for growth are affirmed or identified by the data review? Did anything surprising emerge from the data review?

- Participation rates in the student learning survey continue to increase. The District remains above average in all measures, with improvement in most areas.
- Improvement in the percentage of students who feel that adults care about them at school has continued to improve.
- While these increases are promising, the District will continue to focus on student mental health and well-being and on supporting student connection at school.

Respond to Results: Human and Social Development



Now what?

Using a maximum of three to five bullet points, please respond to the question:

What key strategic adjustments will be made based on the above areas for growth to improve learning outcomes for all students and enhance equity of outcomes for priority populations?

Please note: As this report reflects an interim year, the district team may be continuing to monitor strategy impact and have limited, if any, adjustments to share.

- Continue the implementation of the multi-year mental health and well-being framework.
- Continue to encourage school teams to map adult connections with vulnerable students and ensure no student is left without multiple connections and supports.
- Continue to implement the district Education Technology Plan, with a focus on Digital Citizenship and Literacy, and online safety.

Career Development

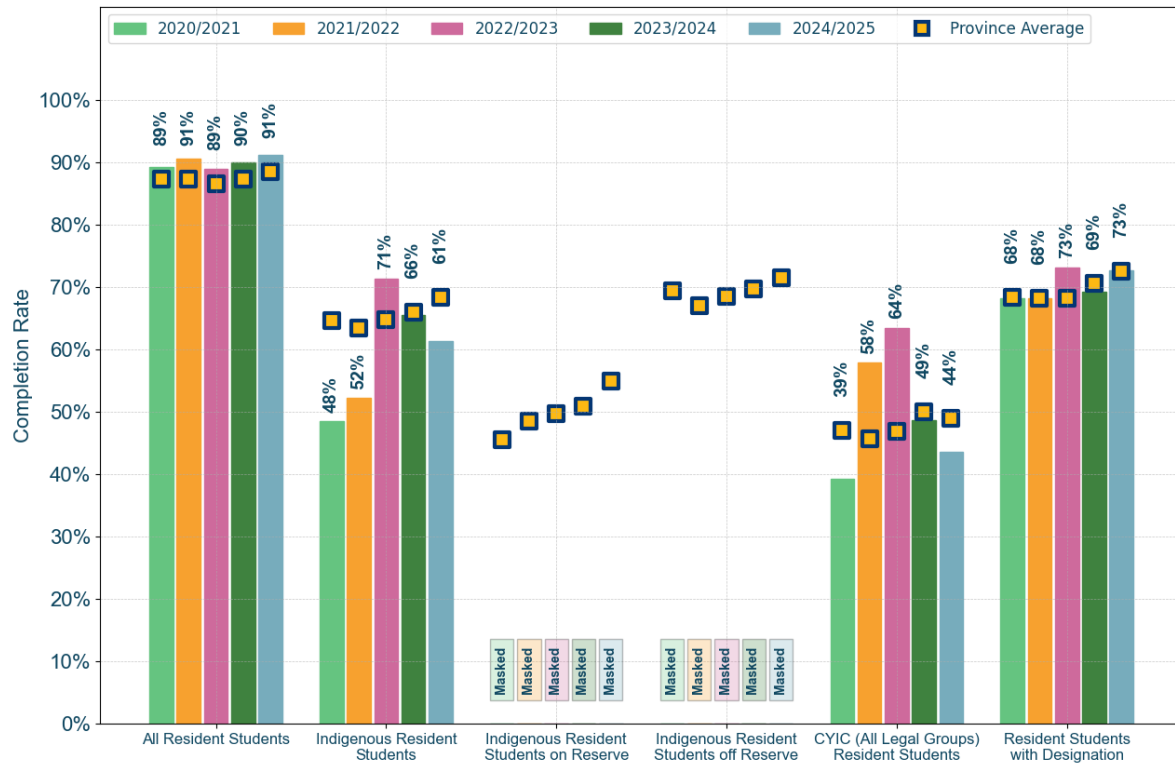
Educational Outcome 4: Graduation

Measure 4.1: Achieved Dogwood within 5 Years

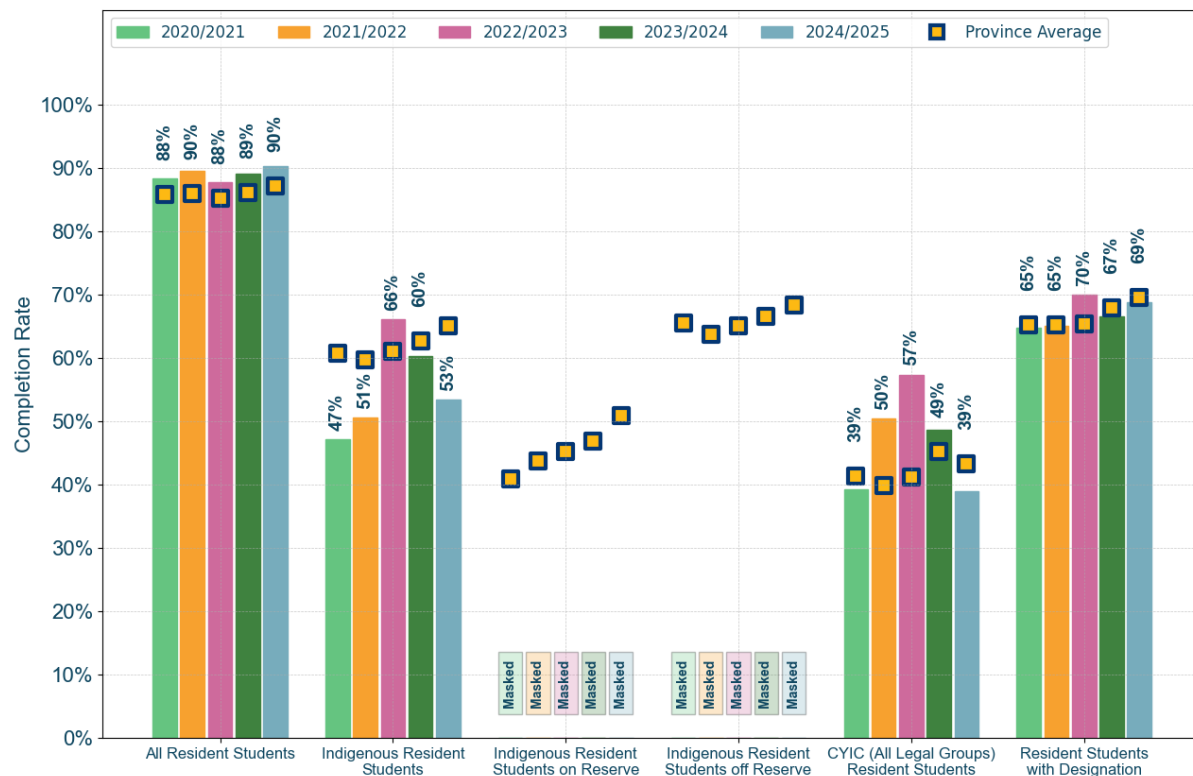
Completion Rate - Cohort Count | Outmigration Estimation

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	2007 182	1871 177	1983 183	2001 192	2327 244
Indigenous Resident Students	79 7	70 7	83 7	84 8	71 7
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	50 4	44 4	54 5	34 3	49 5
Resident Students with Designation	310 26	277 25	343 29	324 28	350 35

5-Year Completion Rate - Dogwood + Adult Dogwood Burnaby



5-Year Completion Rate - Dogwood Burnaby



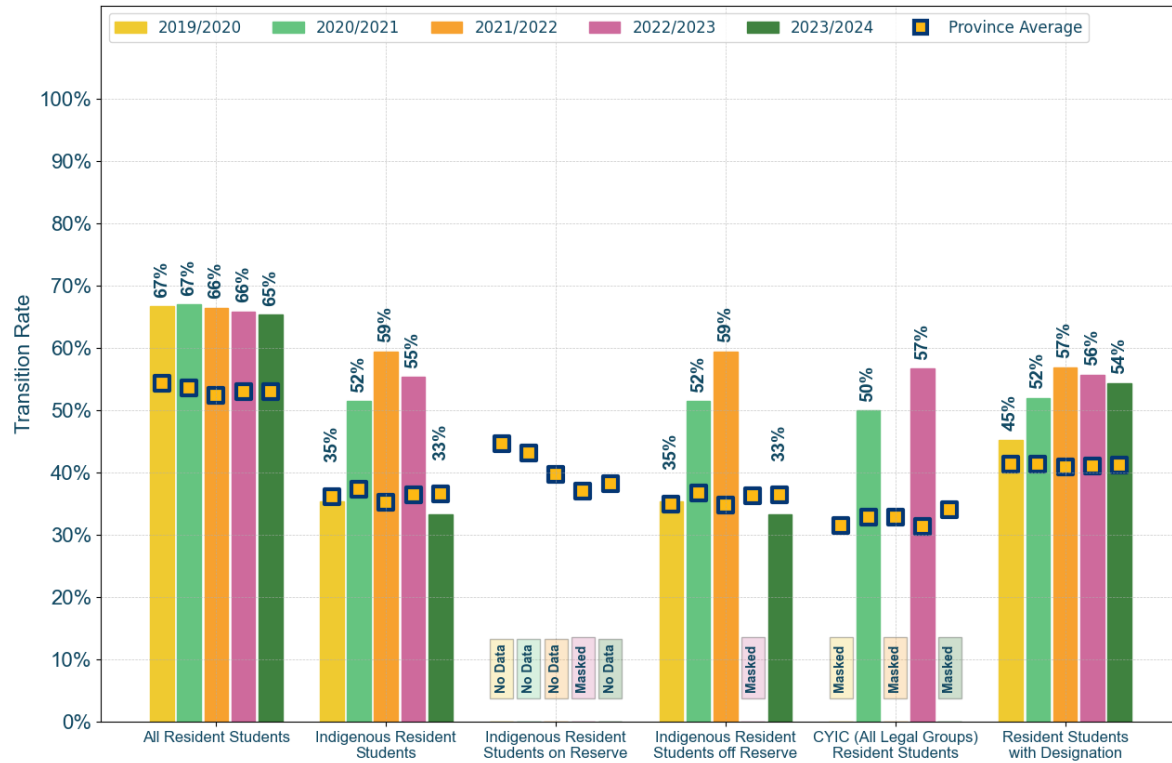
Educational Outcome 5: Life and Career Core Competencies

Measure 5.1: Post-Secondary Transitions

Transition to Post-Secondary - Cohort Count

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	1658	1653	1575	1635	1661
Indigenous Resident Students	34	33	37	56	48
Indigenous Resident Students on Reserve	0	0	0	Masked	0
Indigenous Resident Students off Reserve	34	33	37	Masked	48
CYIC (All Legal Groups) Resident Students	Masked	22	Masked	30	Masked
Resident Students with Designation	115	150	137	174	160

Immediate Transition to Post-Secondary Burnaby



Within 3 Years Transition to Post-Secondary Burnaby



Review Data and Evidence: Career Development



So what?

Using a maximum of three to five bullet points, please respond to the question:

What areas for growth are affirmed or identified by the data review? Did anything surprising emerge from the data review?

- The 5-Year Dogwood and Adult Dogwood completion rate is consistently high and above provincial average.
- There was a decrease in Indigenous student and Children in Youth and Care results, with both moving below provincial average.
- The 5-Year Dogwood completion rate continues to be above provincial average and has slightly increased overall.
- There was a decrease in Indigenous student and Children in Youth and Care results, with both moving below provincial average.

Respond to Results: Career Development



Now what?

Using a maximum of three to five bullet points, please respond to the question:

What key strategic adjustments will be made based on the above areas for growth to improve learning outcomes for all students and enhance equity of outcomes for priority populations?

Please note: As this report reflects an interim year, the district team may be continuing to monitor strategy impact and have limited, if any, adjustments to share.

- We will continue to focus efforts on providing pathways and supports for all students.
- We will continue to work with post-secondary institutions to expand transition programs and create increased opportunities for students.
- We will continue to create opportunities for students to develop knowledge and skills that lead to post-secondary programs and/or work and apprenticeship opportunities.

Burnaby School District Three-Year Accessibility Plan 2026-2029

September 29, 2026
Kelly Chow, Director of Instruction

Strategic Plan Connections



Objective: Support staff with skills, tools, and resources to address the diverse needs of all learners and meet them where they are at.



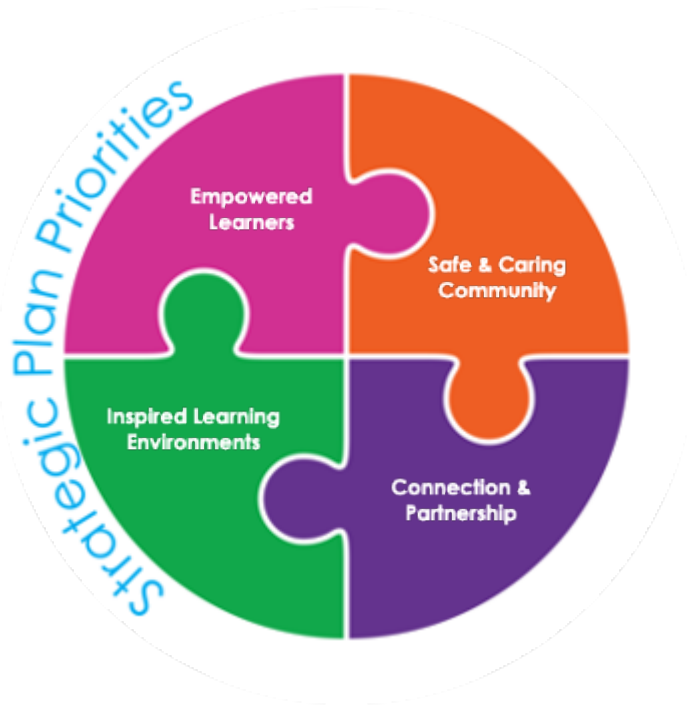
Objective: Endeavour to provide every student equitable access to education by providing the opportunities, resources, and support they need, regardless of their abilities, background or circumstances.



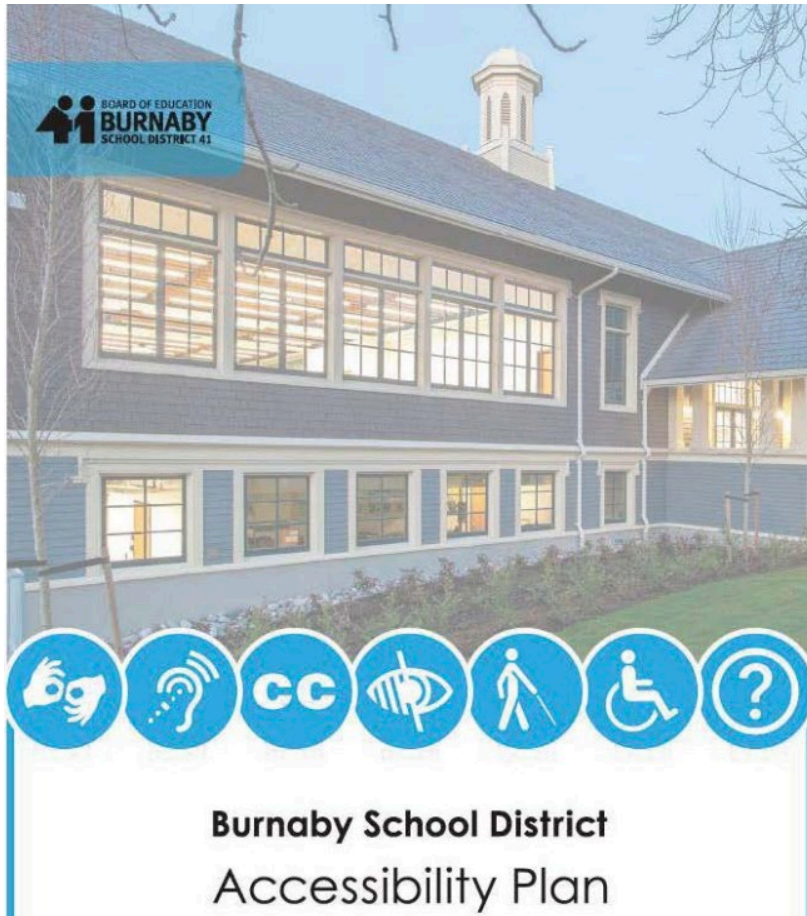
Objective: Strengthen partnerships to enhance wrap-around support for students, providing every individual with the resources and care they need to flourish.



Objective: Work towards creating culturally safe, accessible, and inclusive spaces where everyone feels valued and respected



Guiding the New Plan



- Accessibility Advisory Committee
- Accessibility Working Group
- Students, Staff, Families
- Individuals with lived and living experience of disability
- Accessibility BC Act
- Burnaby School District Strategic Plan
- Feedback



Three Priorities for 2026-2029

1. Understanding Accessibility Together
2. Accessible Learning and Working Environments
3. Inclusive Employment and Organizational Practices

Priority Highlights

Priority	Focus
Understanding Accessibility Together Objective: Strengthen shared understanding and collective responsibility for accessibility.	• Professional learning • Inclusive language and anti-ableism awareness
Accessible Learning & Working Environments Objective: Strengthen physical, sensory, and communication accessibility.	• Accessibility scans • Wayfinding improvements • Alternate Formats • inclusive spaces
Inclusive Employment & Organizational Practices Objective: Embed accessibility-informed practices across employment and operations.	• Staff well-being and support • Equitable opportunities • Accessibility-informed decision making

Accountability and Monitoring

- Accessibility Advisory Committee provides ongoing guidance informed by lived experience
- Accessibility Working Group supports implementation, monitoring, and reporting
- Feedback from students, staff, families, and community members helps identify barriers and priorities
- Progress is reviewed regularly to inform continuous improvement and future planning

Looking Ahead

Accessibility is an ongoing journey.

Our commitment is to identify, prevent, and reduce barriers while strengthening belonging, participation, and success for all members of our community.



Thank You