

UNFINISHED BUSINESS
Reporting to Public Session, Tuesday, September 29, 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 have been sent out for circulation as Notice of Motion, and we received feedback regarding Policy #26 and #27 in the timeline allotted.

Recommendation:

THAT the Board of Education receive this information, and that Policies #21, #26 and #27 be approved for insertion into the Policy Manual.

Board Report

Date: September 29, 2026
To: Board of Education – Public Meeting
From: Karim Hachlaf, Superintendent
Subject: Policy Updates

Background:

The Policy Committee presented the following draft policy to the Board at the May 26, 2026 Public Board Meeting:

1. Policy #26 Environmental Sustainability

And these two additional draft policies on June 23, 2026:

1. Policy #21 Reconciliation
2. Policy #27 Student Voice

The Board approved the circulation of these draft policies through a Notice of Motion, which was released on May 27, 2026, and June 24, 2026, respectively. Feedback or comments were to be received by June 17, 2026, for Policy #26 and September 10, 2026, for Policies #21 and #27. We received three parent emails in the timeline allotted for policy #26 and one staff email in the timeline allotted for policy #27.

Recommendation:

THAT the Board of Education receive this information, and that Policies #26, #21 and #27 be approved for insertion into the Policy Manual.

ENVIRONMENTAL SUSTAINABILITY

PREAMBLE

The Burnaby Board of Education recognizes the importance of supporting environmental sustainability as key to its values and operations. Doing so guides District practices regarding energy use, pollution, waste, and water consumption, all of which reduce the District's carbon footprint. Sustainable practices include actions that prioritize waste and energy use reduction, renewal, recycling, mindful resource use, and climate-conscious decision making.

POLICY

THE BOARD COMMITS TO CONTRIBUTING A HEALTHY, SUSTAINABLE FUTURE THROUGH ENVIRONMENTALLY RESPONSIBLE PRACTICES THAT ENGAGE STUDENTS, STAFF, FAMILIES, AND THE BROADER COMMUNITY. THE BOARD RECOGNIZES THE SIGNIFICANT ROLE THAT SCHOOLS AND THEIR COMMUNITIES PLAY AS LEADERS IN ENVIRONMENTAL STEWARDSHIP AND CLIMATE ACTION.

ENVIRONMENTAL SUSTAINABILITY SUPPORTS THE LONG-TERM WELL-BEING OF INDIVIDUALS, COMMUNITIES, AND THE PLANET. THE DISTRICT STRIVES TO INCORPORATE SUSTAINABLE ENVIRONMENTALLY SENSITIVE PRACTICES WHEN IMPLEMENTING OPERATIONS, COLLABORATING WITH PUBLIC AGENCIES, CULTIVATING LEARNING ENVIRONMENTS, APPLYING DECISION-MAKING PROCESSES TO STRENGTHEN THE EDUCATIONAL EXPERIENCE, FOSTERING RESPONSIBLE STEWARDSHIP, AND WORKING TO REDUCE THE DISTRICT'S OVERALL IMPACT ON THE ENVIRONMENT.

Date Adopted: YYYY-MM
Date(s) Revised:

Cross References:

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. As relationships with Local First Nations continue to grow over time, the Board is committed to reviewing this policy and adapting its approaches as appropriate.

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.

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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. For the purposes of this policy, student voice is not limited to spoken communication and includes the diverse ways students communicate and express their perspectives, recognizes all forms of student communication including American Sign Language (ASL), written communication, visual representation, assistive or augmentative communication, and other forms of student expression. It includes all forms of expression through which students share their perspectives.

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; and₂
5. Promote transparency and trust by clarifying the purpose and scope of engagement.

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