

## **Committee of the Whole (Public)**

**Date:** February 9, 2026

### **1. Accessibility in Burnaby Schools**

Presentation by Kelly Chow & Jody Moss.

Highlights:

- Accessibility Video Series launched (4 short awareness videos)
- Site accessibility scan piloted at 5 schools
- Scaling focus areas:
  - Parking lots
  - Entrances & doors
  - Sensory/self-regulation classrooms
  - Signage
- Advisory & working groups include parent and student reps
- Accessibility Week: June 1–5

### **2. Attendance Management Program**

Presentation by Harpinder Hothi.

Program introduced June 2025.

Between July 1 – Dec 31, 2025, compared to previous year:

- 2,606 fewer sick days
- 522 fewer understaffed days
- 394 more direct-service days to students
- 125 more teacher prep days protected
- \$220,000 saved in replacement costs

Focus described as:

- Non-disciplinary coaching conversations
- Employee well-being
- Accountability
- Engagement with union partners

#### **DPAC Consideration:**

Future question opportunity around:

- Teacher workload and burnout supports
- Sustainability of improvements

COMMITTEE OF THE WHOLE - PUBLIC  
SCHOOL DISTRICT 41 - BURNABY  
AGENDA

Monday, February 9, 2026, 4:00 pm  
Brentwood Room

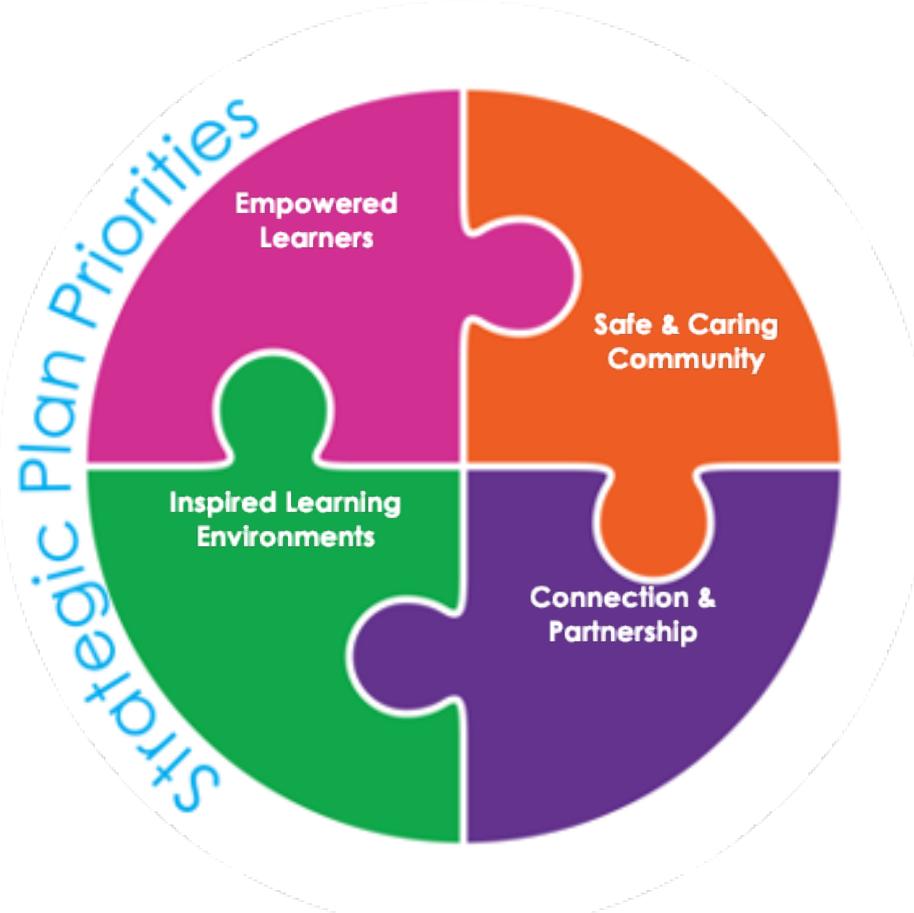
---

	Pages
1. Territory Acknowledgement	
2. Confirmation of Agenda	
3. Accessibility in Burnaby Schools	1
4. Attendance Management Program	15
5. Updates from Burnaby Community Committees	24
6. Adjournment	

# Accessibility in Burnaby Schools

Committee of the Whole Public Meeting  
February 9, 2026  
Kelly Chow and Jody Moss, Directors 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.

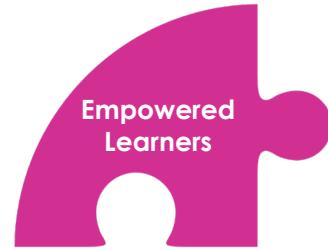


Objective: Strengthen partnerships to enhance wrap-around support for students, providing every individual with the resources and care they need to flourish.



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

# Accessing the Curriculum



Resource Links

Digital Accessibility Toolkit

We offer a variety of learning materials and resources to help you learn and implement accessibility in your digital projects

Accessibility Fundamentals

Discover the principles behind accessible digital products and services. These principles remove barriers for people living with disabilities and ensures ease of use

How To's

Tips and core steps to help make all your digital products and content, such as documents, meetings, accessible.



Resources and Tools



Tip Sheets for Microsoft Office



Additional Burnaby Resources

BURNABY SCHOOL DISTRICT

## STAFF DEVELOPMENT

Professional Development and Resources to Support Student Learning

### Staff Development

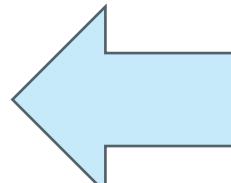
The Staff Development Team in Burnaby Schools is an interdisciplinary instructional support team to support professional learning across the district. Team's mission is to nurture the development of communities of practice to amplify student learning.

[See Our Current Professional Development Opportunities](#)

### Resources

Accessibility  
[CLICK HERE](#)

Advanced Learning  
[CLICK HERE](#)



Explore the various guides and learning materials created by federal public servants working to advance digital accessibility.

Learn to identify and correct common accessibility issues in the Microsoft office suite of software.

Burnaby Staff-developed resources on for such topics as; Canva, M365, Book Creator, Digital Accessibility

# Launched the Accessibility Video Series



- 4 videos developed to increase awareness
- Each video is 3-4 minutes

## *Accessibility Series Videos and Talk Time*

### **Video 1 – Disability**

<https://vimeo.com/1054208947>

#### **Staff prompts**

1. The video explains that some disabilities are visible, while others are invisible (e.g., learning disabilities or chronic pain). How can we create more inclusive environments where people with invisible disabilities feel comfortable asking for accommodations? What are some of the challenges they may face?
2. The video touches on the idea that people with disabilities are a diverse group with varying experiences. How can we avoid generalizing or stereotyping people with disabilities, and instead foster an environment that respects their individuality and unique needs?
3. The video stresses that people with disabilities lead active lives and participate in many areas, such as work, sports, and community activities. How can we challenge the common misconceptions that people with disabilities cannot fully contribute to society? How can we ensure their inclusion in these areas?



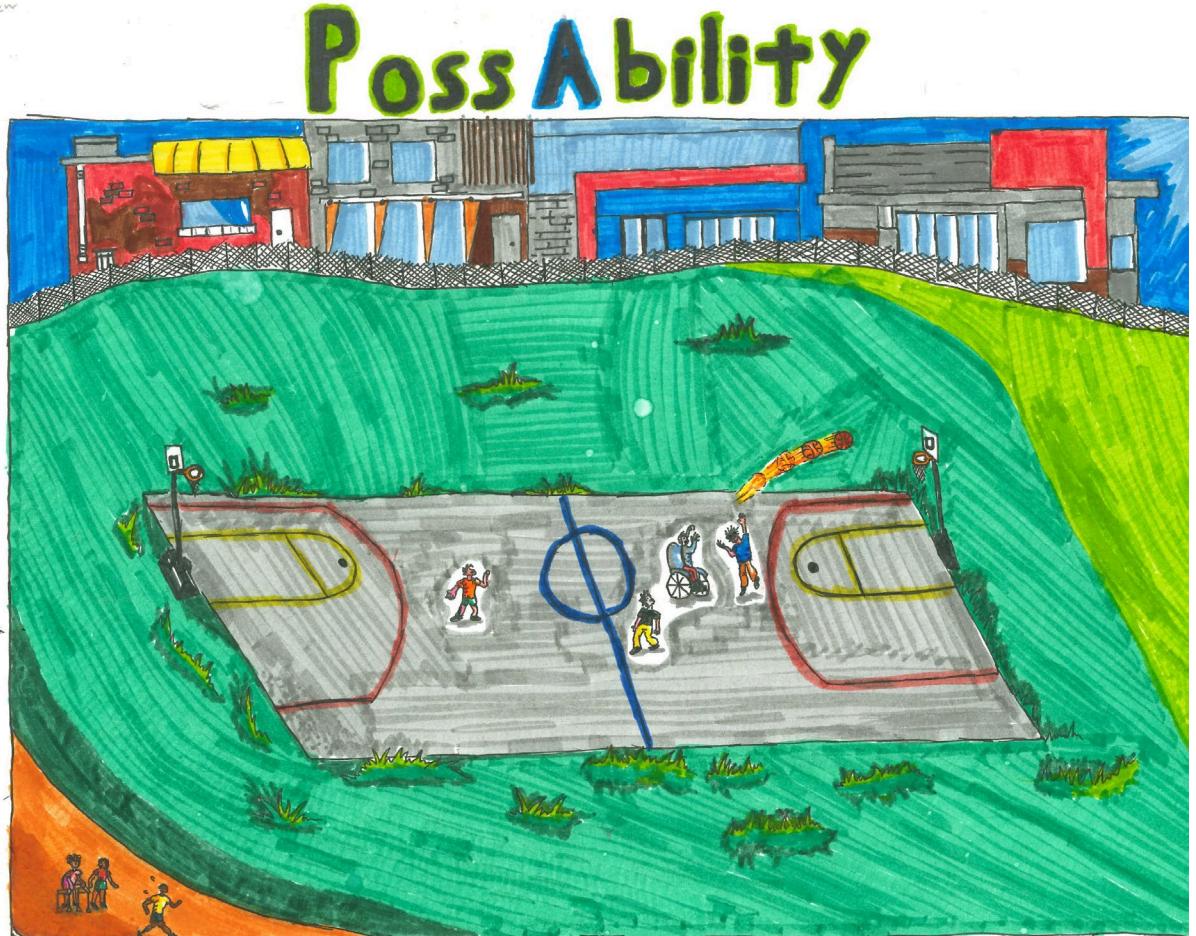
#### **Student Prompts**

1. Some people have disabilities you can see, like using a wheelchair, and some have disabilities you can't see, like trouble learning or feeling pain. How can we help everyone feel safe and okay asking for help when they need it? What might make it hard for them to ask?
2. People with disabilities can do lots of things, like work, play sports, and help in their community. How can we help others understand that people with disabilities can do great things, too? What can we do to make sure they're included in everything?

#### **Activity Idea**

"Inclusion Posters": Have students create posters that show people of all abilities doing fun or important things (like playing sports, going to work, helping others). Hang them around the classroom or school to celebrate inclusion.

# Poster Activity



# Accessing the Curriculum



- Social Studies Teacher & Intervenor offering a workshop on the February Professional Day.
- These two staff members worked with ARC BC – Accessibility Resource Center



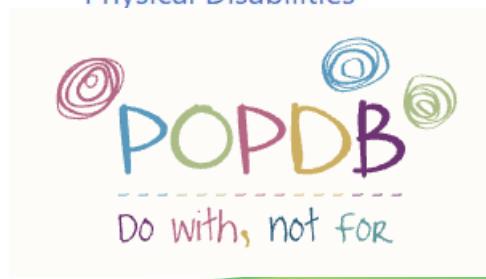
Learning Disabilities



Physical Disabilities

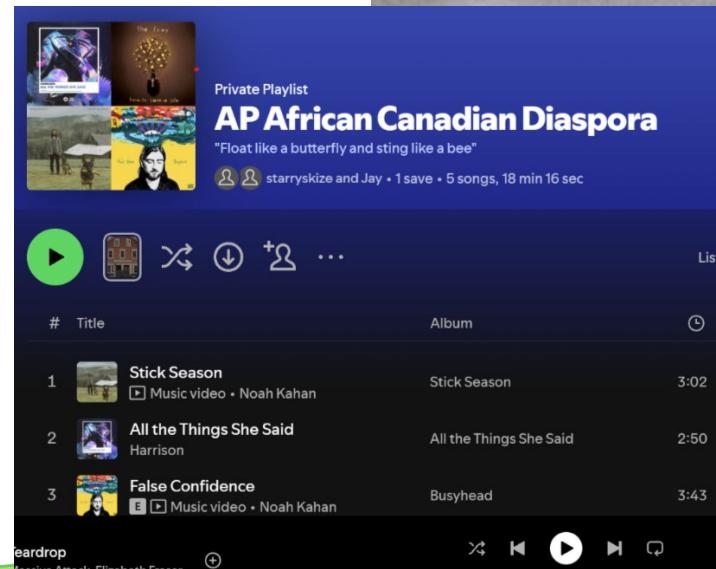
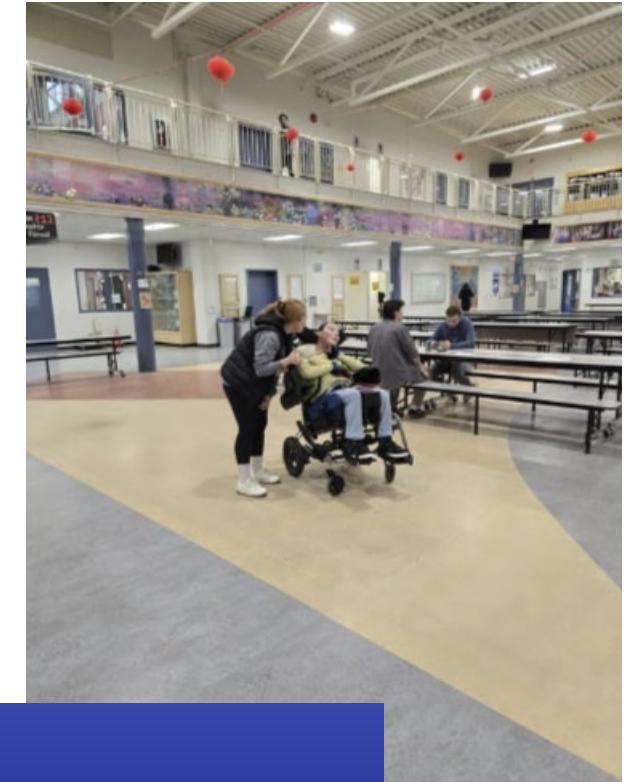


Visual Impairments



# This student learns through music and vibrations

- Teacher shares lesson plan with Intervenor
- Intervenor ensures films & songs shared in class are played through the students' hearing aids.





ARC-BC Library Labels

Watch later

Share

# ARC-BC Library Labels



Watch on YouTube



ARC-BC  
ACCESSIBLE LEARNING MATERIALS



# Partners and Allies in the Work



## Working Group

Patrick Vossen - Director of IT Services

Chris McAuley - Director of Facilities

Sarah Ash - Assistant Director HR

Kelly Chow - Director of Instruction

Jody Moss - Director of Inclusion

Emily Yung - Assistant Secretary Treasurer

## Advisory Group

2 - Senior Staff

2 - BPVPA members

2 - BTA members (Burnaby Teachers Association)

2 - CUPE members

2 - Community Members

Outside Agencies (Center for Ability & Fraser Health)

2 - Parent Representatives

4 - Students

At least half of the members are persons with disabilities,  
or individuals/organizations that support persons with disabilities

## ACCESSIBILITY



### ACCESSIBILITY in Burnaby Schools

#### Accessibility Act

The [Accessible British Columbia Act](#) provides organizations, including school districts, a framework to identify, remove, and prevent barriers to accessibility. The Provincial Government created the legislation as an important step to making BC a more accessible province for all.

#### Our Commitment

The Burnaby School District is committed to fostering a welcoming, safe and inclusive culture that benefits both learning and work environments for all members of the community.

The Burnaby Board of Education has clearly articulated in their Strategic Plan that our schools are for everyone. We recognize that barriers exist and seek to identify and remove them. We encourage our learners to speak honestly, and we uphold the rights of individuals, families and organizations within our schools and our community. We value and respect everyone's contributions.

Part of this commitment involves working collaboratively with the community to identify barriers for people with disabilities across our teaching and learning environments, workplaces, and community spaces.

#### Accessibility in the Burnaby School District

The community may review the [Burnaby School District Accessibility Plan 2023-2026](#).

Our approach is designed to recognize the gaps and opportunities to improve accessibility in our community. By engaging in thoughtful planning, meaningful engagement, training, and direct action, we aim to deliver lasting accessibility improvements for all members of our community.

**Accessibility** is defined as the state of having programs, services and environments that allow all individuals to participate fully in society without encountering barriers.

A **barrier** is defined as anything that prevents a person with a disability from fully participating in all aspects of society because of their disability, including an architectural barrier, an attitudinal barrier, an informational or communications barrier, a physical barrier, a policy, procedure or a practice, or a technological barrier.

The Burnaby School District has established advisory and working committees to gather information about accessibility and assist in identifying barriers in the District. We encourage members of the community to assist in and provide feedback.

#### Ways to Provide Feedback

##### Online Form

Submit feedback about the Accessibility Plan through our online form: [Start Form](#)

Submit feedback about barriers faced through our online form: [Start Form](#)

You can attach files to help explain the barrier you faced within the form such as:

# Accessibility Feedback: Emerging Themes



- Awareness and Understanding
- Physical
- External Collaboration & Partnerships

# Site Accessibility Scan

- Piloted a site accessibility scan developed by BC CAISE at 5 schools
- Based on feedback and meetings with advisory and working groups, we developed a system for scaling to all school sites by focusing on the following 4 areas:

**\*Parking lots, entrances and doors, self-regulation classrooms and sensory tools, and signage across all schools**

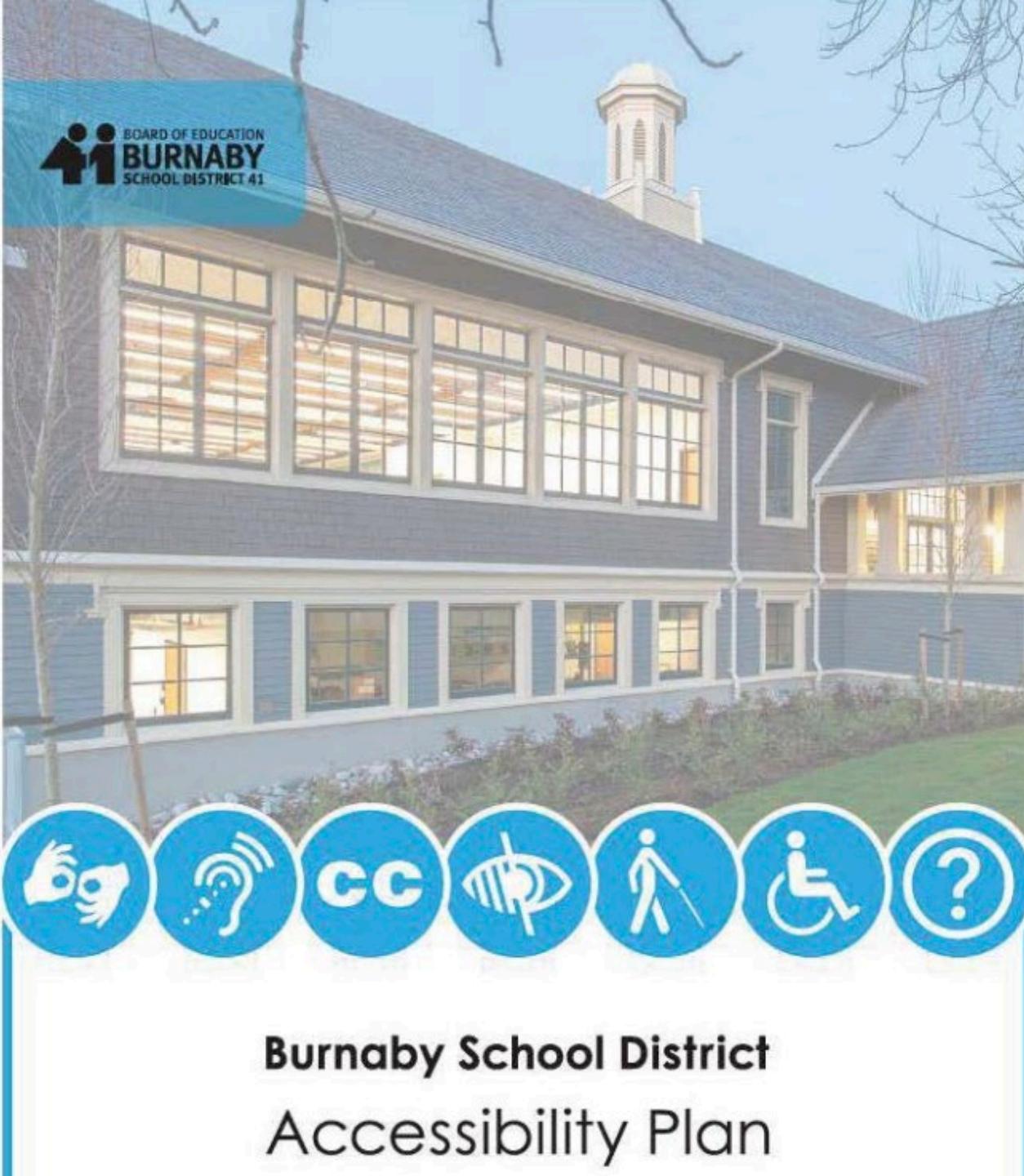
\* Definitions: "Let Downs" aka "curb cuts"



# Accessibility Week: June 1 - 5

*Breaking Barriers Together. Paving the way for an inclusive future.  
Chance to celebrate the contributions of Canadians with disabilities*





## Burnaby School District Accessibility Plan

# Review and Update of the District Accessibility Plan

# Thank You

# Attendance Management Program

Committee of the Whole Public Meeting  
February 9, 2026

Harpinder Hothi, Executive Director Human Resources

# Attendance Management Program

The Attendance Management Program is a District-wide initiative that provides a consistent approach for addressing and improving employee intermittent sick absences.

# Attendance Management Program

Primary objectives include:

- supporting employees through non-disciplinary coaching conversations;
- providing employees with resources that promote improved attendance and employee well-being; and
- fostering accountability and highlighting the positive effects of consistent attendance on the District, staff, and students.

# Attendance Management Program

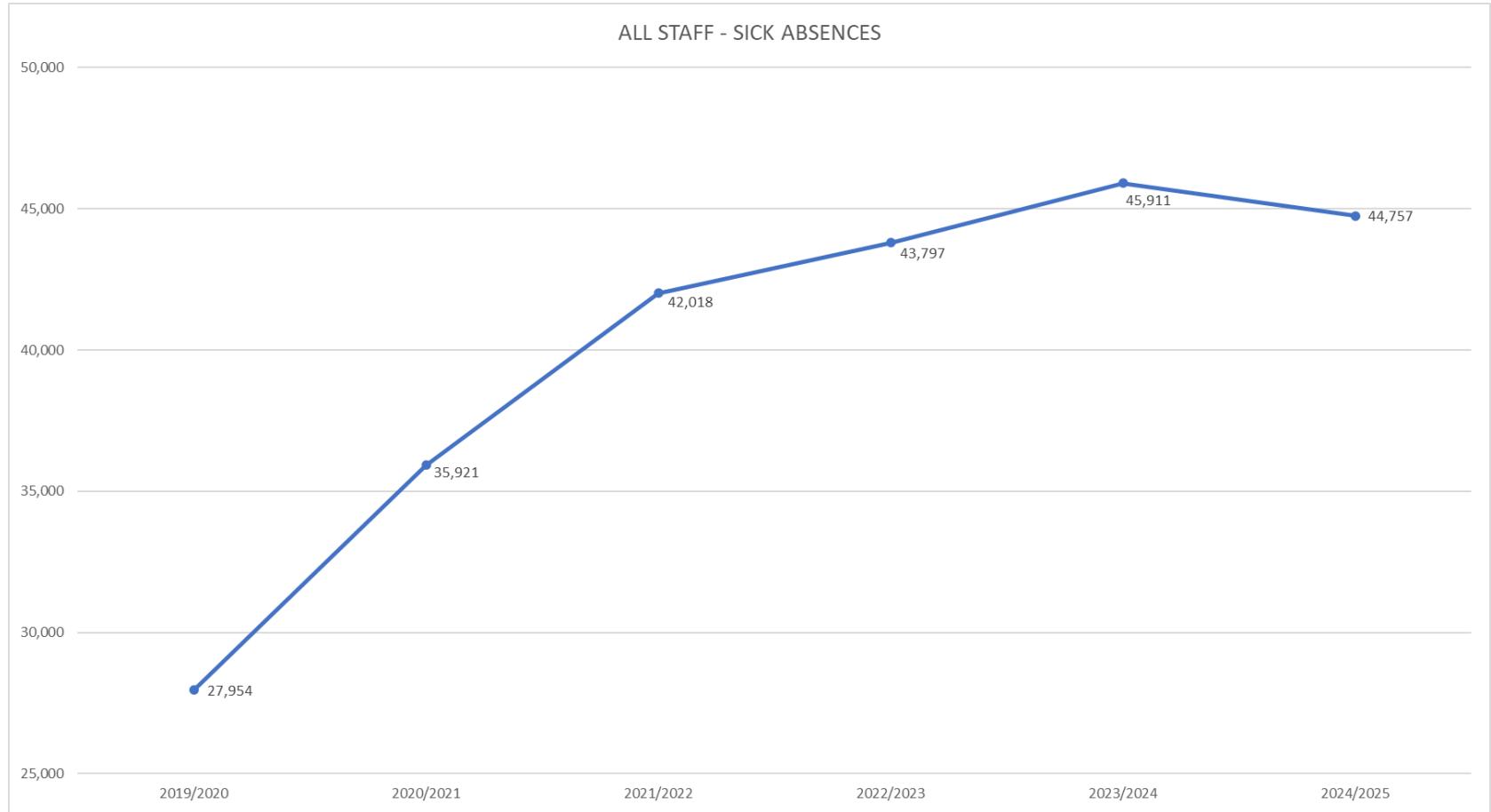
- In June 2025, the program was introduced to employees.
- In November 2025, principals/managers met with employees who had the highest days and occurrences of sick absenteeism.

# Improvements

Between July 1 – December 31, 2025, we saw the following improvements compared to the same period last year:

Sick absences reduced	2,606 fewer days of staff absence across all roles
Daily shortages improved	522 fewer days where positions were understaffed
Direct service to students improved	394 days where non-enrolling teachers were able to provide direct support to students instead of covering absences
Preparation time improved	125 additional days where classroom teachers were able to maintain their scheduled preparation time instead of covering classes for absent colleagues
Financial savings	\$220,000 saved through reduced need for replacement staff

# Sick Absences



# Program

Following the Program's introduction, improvements have been observed across all these areas.

# Engagement

Throughout the development and implementation of this Program, we engaged with our union partners and principals/managers by sharing information, receiving feedback, and when required, adjusting the Program.

Moving forward, we will continue to communicate and engage regularly with our partners.

# Thank You



## LIAISON TRUSTEE REPORT

**Name of Committee/Organization:** Parks, Recreation and Culture Committee

**Liaison Trustee:** Kristin Schnider

**Date of Meeting:** January 28, 2026

**Topics Discussed Most Relevant to the School District:**

### PARKS, RECREATION AND CULTURE PLAN: PHASE 3

At the January 28 meeting of the City of Burnaby Parks, Recreation and Culture Committee, City staff provided a status update on Phase three of the City's [Parks, Recreation and Culture Plan](#), which is now moving into the drafting stage. Of particular relevance for Burnaby Schools was the Committee's recognition of gaps in youth participation during earlier engagement phases and the resulting decision to collaborate directly with the District via the Burnaby Student Advisory Council (DSAC) to strengthen youth voice.

PRCC staff engaged the DSAC in early January to solicit feedback on PRC services. This engagement helped broaden the youth perspective informing the draft PRC Plan and represents an important example of cross-sector collaboration between the City and the School District to support more inclusive and representative consultation.

PRCC staff expressed a clear intention to return to DSAC later this spring as part of Phase 4 engagement, with the goal of ensuring meaningful and sustained youth involvement as the Plan is refined and validated. This ongoing engagement aligns with shared priorities around youth voice, belonging, and participatory decision-making.

At the January 28 PRCC meeting, City staff presented findings related to youth engagement and access to City programs and spaces. One key finding highlighted communication gaps between the City and youth, with many students indicating they were unaware of PRCC programs and services, unsure where to find relevant information, and feeling that City communications did not meaningfully target young people. Additional findings emphasized the need for more public outdoor gathering

spaces that provide shelter from the weather, increased access to parks and facilities for cultural uses, and improved opportunities for youth to connect and gather. Collectively, this feedback was identified as an important consideration for the next steps of the PRC Plan, particularly with respect to outreach strategies, accessibility, and the creation of welcoming, inclusive spaces for young people.

Overall, the PRC planning process presents a continued opportunity for collaboration between the City and Burnaby School District, particularly in strengthening communication channels, supporting youth engagement, and ensuring that recreation and cultural planning reflects the lived experiences and needs of students across Burnaby.