

*Our mission is to ensure quality learning
opportunities for all students of all ages*

BOARD OF EDUCATION REGULAR PUBLIC MEETING AGENDA

School District No. 43 (Coquitlam)

Virtual Meeting via ZOOM

**[https://sd43-bc-
ca.zoom.us/j/68987836648](https://sd43-bc-ca.zoom.us/j/68987836648)**

January 18, 2022

7:00 p.m.

ACKNOWLEDGEMENT OF TERRITORY

Trustee Blatherwick

Today we acknowledge the Traditional Territory and honour the Ancestors and all relations who walked this land long before we were gathered here today. We would like to acknowledge, with gratitude, this beautiful place where we live, work, play and learn – the Coast Salish Nations. All My Relations.

A. ACCEPTANCE OF AGENDA

B. INTRODUCTIONS

C. DELEGATIONS / PRESENTATIONS

a) Recognition of Chris Nicolls

Presenters: Michael Thomas, Board Chair and Patricia Gartland, Superintendent

b) Recognition of Kerri Palmer Isaak, Former Board Chair

Presenters: Michael Thomas, Board Chair

c) Tri-City Transitions Society

Presenters: Jim Watson and Carol Metz Murray

D. EDUCATION

E. APPROVAL OF CONSENT AGENDA (7:10 pm)

a) Approval of November 23, 2021 Regular Board Meeting Minutes

b) Approval of December 21, 2021 Special Regular Board Meeting Minutes

c) Trustee Calendar Planning Report for Information (Pages 4-5)

d) Trustee Reports for Information (Pages 6-12)

e) Administrative Procedures Review Update (Page 13)

F. RESPONSE TO PREVIOUS DELEGATIONS

G. DISTRICT STAFF REPORTS (7:15 pm)

- a) Superintendent Patricia Gartland
i) News & Events (10 minutes)
- ii) COVID-19 Update Patricia Gartland
(Page 14) (10 minutes)
- iii) Indigenous Education Robert Zambrano/Stephanie Maki
(Pages 15-20) (Presentation: 10 minutes/
Questions: 10 minutes)
- iv) District Operational Plan – Aligned with Framework Patricia Gartland
for Enhancing Student Learning
(Pages 21-34) (Presentation: 10 minutes/
Questions: 20 minutes)
- b) Secretary-Treasurer
i) Budget Consultation Guide Mohammed Azim
(Pages 35-61) (10 minutes)
- ii) Funding Update Nita Miki
(Pages 62-63) (10 minutes)

H. UNFINISHED BUSINESS (8:45 pm)

- a) Mental Health Task Force Appointments & Update Mohammed Azim
(Pages 64-65) (10 minutes)

I. QUESTION PERIOD (8:55 pm) (10 minutes)
(for questions that relate to agenda items only)

- a) Trustees
- b) Gallery

J. NEW BUSINESS

K. NOTICES OF MOTION

L. ITEMS OF TRUSTEE BUSINESS

M. QUESTION PERIOD (9:05 pm) (10 minutes)
(for questions that relate to agenda items only)

- a) Trustees
- b) Gallery

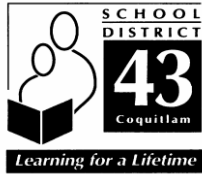
N. ADJOURNMENT (9:15pm)

ANNOUNCEMENT

Next Public Board Meeting: February 8, 2022 – 7:00 p.m.

Location: Virtual Meeting via ZOOM

Contacts regarding agenda items: Michael Thomas, Chair – 604-939-9201
Mohammed Azim, Secretary-Treasurer/CFO – 604-939-9201
Jennifer Toderas, Executive Assistant – 604-939-9201

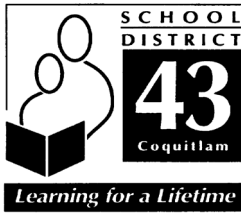


BOARD OF EDUCATION

Calendar Planning

January 18, 2022

DATE	MEETING	LOCATION	TIME
JANUARY 2022			
18	Board Meeting	District Office, Board Room	7:00pm
FEBRUARY 2022			
1	Finance and Audit Committee Meeting	District Office, Board Room	4:00pm
8	Board Meeting	District Office, Board Room	7:00pm
11-12	BCSTA Provincial Council	TBA	
15	Board Meeting (Special)	District Office, Board Room	6:30pm
MARCH 2022			
1	Board Meeting	District Office, Board Room	7:00pm
14-25	Spring Break		
APRIL 2022			
5	Finance and Audit Committee Meeting	District Office, Board Room	4:00pm
12	Board Meeting	District Office, Board Room	7:00pm
19	Board Meeting (Special)	District Office, Board Room	6:30pm
21-24	BCSTA – Annual General Meeting	TBA	
26	Board Meeting	District Office, Board Room	7:00pm
MAY 2022			
3	Finance and Audit Committee Meeting	District Office, Board Room	4:00pm
10	Board Meeting	District Office, Board Room	7:00pm
JUNE 2022			
TBC	District Retirement Event	TBC	
14	Finance and Audit Committee Meeting	District Office, Board Room	4:00pm
21	Board Meeting	District Office, Board Room	7:00pm



SCHOOL DISTRICT NO. 43 (COQUITLAM)

Office of the Secretary-Treasurer

MEMORANDUM

TO: Board of Education

FROM: Mohammed Azim, Secretary-Treasurer/CFO

DATE: January 18, 2022

SUBJECT: Record of In Camera Meetings

As per Section 72(3) of the *School Act*, the Board of Education reports that the following items were addressed at in camera meetings:

In Camera meeting held on November 23, 2021:

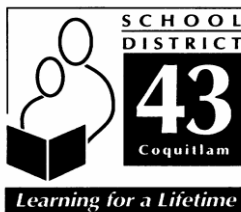
1. Financial Matters
2. Other matters

Special In Camera meeting held on December 14, 2021:

1. Financial matter
2. Legal matter
3. Personnel Matter

Special In Camera meeting held on December 21, 2021:

1. Legal matter



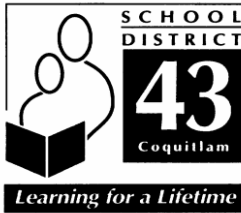
BOARD OF EDUCATION

TRUSTEE REPORT

January 18, 2022

Trustee Blatherwick participated in the following activities, events and meetings:

- January 13 – Coquitlam Foundation Board Meeting
- December 16 – Phone call with liaison school
- December 14 – Special In Camera Board Meeting
- December 9 – Chamber of Commerce Christmas Luncheon
- December 9 – Coquitlam Foundation Board Meeting
- December 9 – Port Moody Liaison Meeting
- December 8 – Port Coquitlam Liaison Meeting
- December 4 – Metro Branch Meeting
- December 2 – 4 – BCSTA Academy
- November 30 – Trustee Visit to Moody Middle
- November 25 – City of Coquitlam Liaison Meeting
- November 25 – Villages of Anmore/Belcarra Liaison Meeting
- November 23 – In-Camera Board Meeting
- November 23 – Public Board Meeting
- November 18 – Coquitlam Foundation Public Board Meeting
- November 11 – Remembrance Day Ceremony
- November 10 – Coquitlam Express Game
- November 5 – Trustee Visit to Coquitlam Alternative Balance Education
- November 4 – Trustee Visit to Coquitlam Online Learning
- November 4 – Trustee Visit to Montgomery Centre
- November 3 – Trustee Visit to Apex/Encompass at Vanier Centre
- November 2 – Trustee Visit to Mundy Road
- November 1 – Trustee Visit to Kilmer Elementary



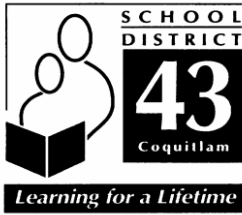
BOARD OF EDUCATION

TRUSTEE REPORT

January 18, 2022

Trustee *Carol Cahoon* participated in the following activities, events and meetings:

- Nov 23/21 – SD43 In-Camera & In-Service Meetings, MS Teams
- Nov 23/21 - SD43 Public Board Meeting, Zoom
- Nov 25/21 – SD43 & City of Coquitlam Liaison Meeting, Zoom
- Nov 25/21 – SD43 & Anmore Belcarra Villages Liaison Meeting, Zoom
- Nov 25/21 – British Columbia School Trustees Assoc. (BCSTA) Professional Learning Committee (PLC) Meeting regarding upcoming Academy 2021, Zoom
- Dec 1/21 – BCSTA PLC Academy 2021 Training Session, Zoom
- Dec 2/21 – BCSTA Academy Pre-Conference, The Westin Bayshore, Vancouver
- Dec 2/21– 4/21 – BCSTA Academy and PLC Rep, The Westin Bayshore, Vancouver
- Dec 7/21 – School Trustee Liaison School Visits:
 - Ecole Mary Hill Elementary, Port Coquitlam
 - Ecole Pitt River Middle School, Port Coquitlam
 - Terry Fox Secondary, Port Coquitlam
- Dec 8/21 School Trustee Liaison School Visit:
 - Cape Horn Elementary, Coquitlam
- Dec 8/21 - SD43 & City of Port Coquitlam Liaison Meeting, Zoom
- Dec 10/21 – School Trustee Liaison School Visits:
 - Heritage Mountain Elementary, Coquitlam
 - Seaview Community School, Port Moody
 - Smiling Creek Elementary, Coquitlam
 - Harbour View Elementary, Coquitlam
- Dec 14/21 – SD43 Special In-Camera Meeting, MS Teams
- Dec 21/21 – SD43 Special In-Camera Meeting, MS Teams
- Dec 21/21 – SD43 Special Public Board Meeting, Zoom
- Jan 11/21 – SD43 Agenda Setting for January 18, 2022 meetings, MS Teams



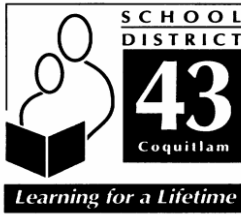
BOARD OF EDUCATION

TRUSTEE REPORT

January 18, 2022

Trustee Lisa Park participated in the following activities, events and meetings:

- November 23, 2021 – In Camera Meeting and In Service Board Meeting, Microsoft Teams Meeting
- November 23, 2021 - Public Board Meeting, Zoom Meeting
- November 25, 2021 - City of Coquitlam Liaison Meeting, Zoom Meeting
- November 25, 2021 – Villages of Anmore/Belcarra Liaison Meeting, Zoom Meeting
- December 2, 2021 – BCSTA Trustee Academy Official Opening and Keynote: Students Have to be the Ones to Bring About Change
- December 3, 2021 – BCSTA Trustee Academy
- December 4, 2021 – BCSTA Metropolitan Branch Breakfast Meeting
- December 8, 2021 - City of Port Coquitlam Liaison Meeting, Zoom Meeting
- December 14, 2021 – Special In Camera Meeting, Microsoft Teams Meeting
- December 21, 2021 - Special In Camera Meeting, Microsoft Teams Meeting
- December 21, 2021 – Special Public Board Meeting, Zoom Meeting



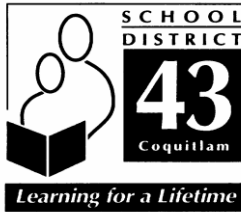
BOARD OF EDUCATION

TRUSTEE REPORT

January 18, 2022

Trustee Craig Woods participated in the following activities, events and meetings:

- November 23, 2021 - In Service Board meeting
- November 23, 2021 – Special In Camera meeting
- November 23, 2021 – In Camera meeting
- November 23, 2021 – Public Board meeting
- November 24, 2021 – DPAC general meeting
- November 25, 2021 – City of Coquitlam liaison meeting
- November 25, 2021 – Villages of Anmore and Belcarra liaison meeting
- November 26, 2021 – Centennial Trustee liaison meeting
- November 26, 2021 – Minnekhada Trustee liaison meeting
- December 1, 2021 – Hampton Park Trustee liaison meeting
- December 2-4, 2021 – BCSTA Trustee Academy
- December 7, 2021 – Pleasantside Trustee liaison meeting
- December 8, 2021 – City of Port Coquitlam liaison meeting
- December 14, 2021 – Special In-Camera meeting
- December 21, 2021 – Special In-Camera meeting
- December 21, 2021- Special Public Board meeting



**BOARD OF EDUCATION
ITEMS OF TRUSTEE BUSINESS
COQUITLAM FOUNDATION MEETING**

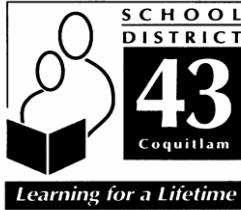
Trustee Blatherwick Report for the Coquitlam Foundation:

December 9th - Coquitlam Foundation Board Meeting

Reminder that applications open for these bursaries and scholarships closes on February 15.
[Please visit the application page for full details.](#)

The Foundation is looking forward to awarding their scholarship funds to students in the community. Application numbers can be low, and so spreading the word that scholarships are available is appreciated.

The CF continues to make connections in the community to both receive donations and to award funding to programs and initiatives in Coquitlam.



BOARD OF EDUCATION ITEMS OF TRUSTEE BUSINESS

DPAC

Trustee Craig Woods attended and participated in the above meeting and presents the following report for information:

DPAC General Meeting Wednesday, November 24th, 2021 – 7:00pm Online meeting via Zoom

- ✧ Assistant Superintendent, Rob Zambrano, provided an update on activity happening in the District with a focus on the announcement that the District will not be introducing mandatory vaccinations with staff. Condolences to Districts impacted by the recent floods and natural disasters were offered. Parent comments and questions for the District included:
 - Comment of support for the vaccine decision
 - Question on purpose of mid-year Principal appointments
 - Question on exploring vaccine clinics at schools
 - Questions about percentage of staff vaccinated
 - Comment on the availability of EAs and LISWs in the District
 - Comment and question on the quality of air filtration systems in District schools
- ✧ An SD43 Technology update was provided by Chief Information Officer, Stephen Whiffin:
 - Technology plan now following District strategic plan: Directions 2025; technology is now a cross cutting theme appearing in all key areas of the plan
 - Introduced focus on STEAM (Science, technology, Engineering, Arts, and Math) careers and education
 - An overview of the Student Spaceflight Experiment Project was provided
 - An overview of teacher resources available through the new Learning Services website and online live webinars was provided
 - MyEdBC Family Portal has now been implemented at Secondary and will be in place by June, 2022 for Elementary and Middle schools
 - Updates to Wi-Fi in schools commencing; bandwidth prioritization for educational purposes are in place
 - Access and equity: over 1000 students received used devices coming out of the staff inventory
 - Questions addressed:

- How do we get our school linked to STEAM activities?
 - Regarding when a school asks a PAC to purchase iPads – shouldn't the District cover that expense?
 - Will the MyEdBC portal cut down on paperwork parents need to complete?
- ✧ Family Start presented on 'In the Know' – lessons learned from being parents of teens and shared their 4 C's:
 - caring Communication: replacing 'you should' with 'what if', and replacing judgement with curiosity
 - Collaborative problem solving (solving the problem instead of just asking and expecting behavior to change)
 - Control vs Influence
 - Care for self and self compassion
- ✧ Upcoming Parent Education events:
 - Dec 7, 2021: BCIT and Post Sec BC talking about supporting students with applying to post-secondary institutions
 - Jan 26, 2021: BC Bereavement speaking on grief and loss and Crossroad hospice on dealing with losing loved ones
- ✧ Updates:
 - BCCPAC AGM planned for in person attendance this coming year



School District No. 43 (Coquitlam)

MEMORANDUM

TO: Patricia Gartland, Superintendent

FROM: Ken Hoff, Asst. Director, Communications and Community Relations

DATE: January 18, 2022

RE: **Update on the Administrative Procedures Review**

For the Board's Information

Below is an update of the ongoing Administrative Procedures (AP) review. The APs below, and supporting forms if applicable, have been reviewed and subject to their review status, they remain unchanged, deleted, revised, rewritten or are new.

AP 145	Maintenance of Order	Revisions and name change	Revised
AP 500	Annual Operating Budget and Financial Reporting	Minor revisions and name change	Revised



SCHOOL DISTRICT NO. 43 (COQUITLAM)

SUPERINTENDENT'S OFFICE

MEMORANDUM

TO: Trustees

FROM: Patricia Gartland
Superintendent

DATE: January 14, 2022

RE: COVID-19 Update

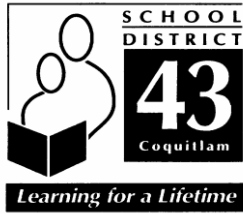
On Jan. 7, 2022, Patricia Gartland, SD43 Superintendent, provided a letter to families and staff summarizing these latest directives and developments which was distributed and posted on the SD43 website.

[http://www.sd43.bc.ca/Pages/newsitem.aspx?ItemID=598&ListID=ed550773-e9ff-4e20-9964-4e1b213f518c&TemplateID=Announcement_Item#/=](http://www.sd43.bc.ca/Pages/newsitem.aspx?ItemID=598&ListID=ed550773-e9ff-4e20-9964-4e1b213f518c&TemplateID=Announcement_Item#/)

With higher levels of community transmission, a shorter virus incubation period, and the increased use of rapid antigen testing, contact tracing and close contact notification by public health is not effective to minimize the spread of COVID-19. As such, public health practices (including guidance for K-12 school-associated activity) have transitioned to individual self-management (ie. individuals care for themselves, engaging with providers when needed) with public health focused on identifying and responding to larger clusters and outbreaks. In K-12, schools will closely monitor school attendance data to determine if they have met a public-health potential activity signal. When met, the school will notify public health and the school community. Public health will continue to lead investigations to determine if additional measures are needed. To protect personal privacy, schools cannot release individual contact information for the purpose of an individual (staff, student, or parent/caregiver) seeking to notify others of a COVID-19 test result. Schools should also not notify others on an individual's behalf. Students and staff do not need to disclose if their absence is specific to COVID-19, however those who test positive for COVID-19 should be diligent in ensuring their school is aware their absence is illness-related.

A functional closure of a school is the temporary closure of a school determined by a school district due to a lack of staff to provide the required level of teaching, supervision, support, and/or custodial to ensure the health and safety of the students. This would likely be due to a high number of staff or certain employees away who are required for a school to function, and the ability to temporarily replace them. School districts should notify their Medical Health Officer and the Ministry of Education (educ.covid@gov.bc.ca) when they are considering or implementing a functional closure.

On Jan. 11, 2022, the Province extended the provincial state of emergency with respect to travel restrictions on multiple flood-damaged highways to Jan. 18, 2022. <https://news.gov.bc.ca/releases/2022PSSG0002-000033>



SCHOOL DISTRICT NO. 43 (COQUITLAM)

Office of the Superintendent

MEMORANDUM

TO: Patricia Gartland, Superintendent

FROM: Rob Zambrano, Assistant Superintendent

DATE: January 18, 2022

SUBJECT: Indigenous Education Program Update

COPIED TO: Board of Education
District Leadership Team

Recommended Action: The following is provided for information.

Background:

I am pleased to introduce to you our new District Principal of Indigenous Education, Stephanie Maki. Ms. Maki has a master's degree in Indigenous Education from UBC and has been in education and administration in Indigenous Education over the last several years. She has been a regular speaker and presenter for the Indspire National Gatherings and several other provincial and district conferences and is an author and contributor for many publications including the National Film Board of Canada.

Ms. Maki and I will provide an update to you and the Board highlighting programs and plans to improve student achievement and socio-emotional well-being.



Indigenous Education January 18, 2022

Stephanie Maki-District Principal Indigenous Education

Robert Zambrano-Assistant Superintendent

1



Updates

2

Requests for Service

- Resource Teachers- Indigenous Education
- Indigenous Cultural Workers



3

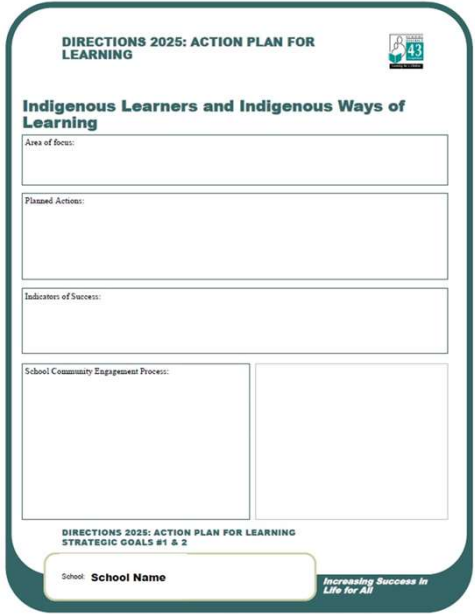
kʷikʷələm
First Nation



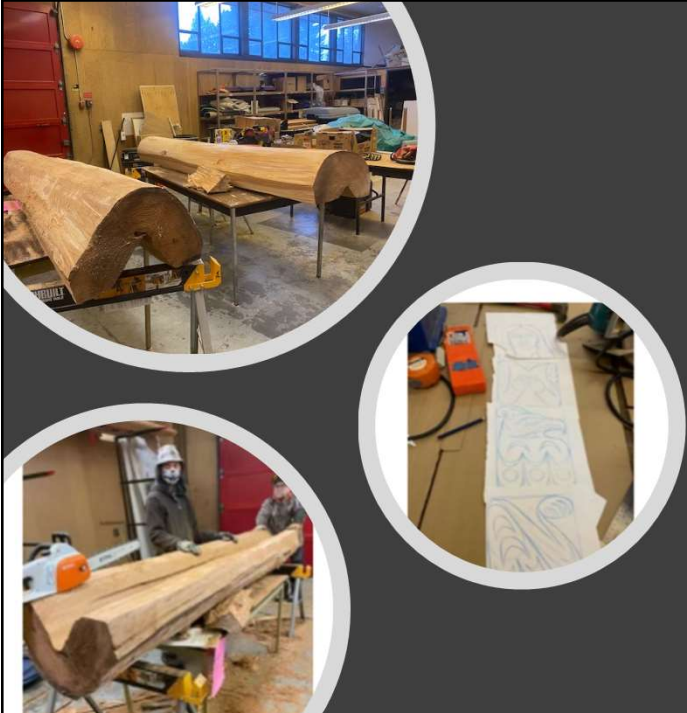
- kʷikʷələm Flag Donation to schools
- kʷikʷələm has approved videos to be shared with schools. Lesson plans being developed
- kʷikʷələm will be providing a list of approved artists
- Chief and Council in discussion of approved artist lists/ requests for logos
- Working on tech ed piece with Minecraft and educator will be working with kʷikʷələm Education Department
- Work on LEA for 2021-2022

4

APL



5



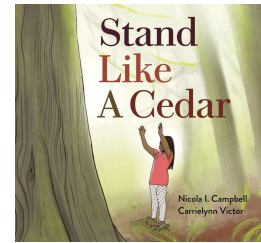
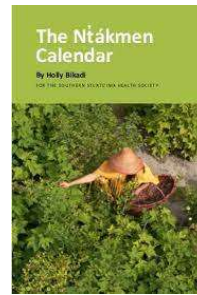
Welcome Poles

- Carving by Brandon Gabriel has begun
- Winslow site location

6

April 22, 2022

Indigenous Focused Pro D Day



7

Upcoming

- Core Competencies from Local Indigenous Perspective
- Dogwood Initiative
- Downie Wenjack



8

Student Learning Plan

- D. Kraichy has been working on this with Learning Services since last spring
- Meeting with Learning Service January 30th to discuss implementation

INDIGENOUS STUDENT LEARNING PROFILE
School District 43 (Coquitlam)



Student Information

Name: _____ Grade: _____
School: _____ Date: _____

Who is on my learning team?

Administrator/School SLP Lead: _____
Parent/Guardian: _____
Teacher: _____
Indigenous Support: _____

Photo



Strengths	Attendance
Overall Goals/Intentions	Supports/Services/Strategies

© 2016/2017 SD 43/COQUITLAM Indigenous Student Learning Profile - Doc 15.docx Page 1 of 4 pages



SCHOOL DISTRICT NO. 43 (COQUITLAM)

SUPERINTENDENT'S OFFICE

MEMORANDUM

TO: Trustees

FROM: Patricia Gartland
Superintendent

DATE: January 14, 2022

RE: District Operational Plan – Aligned with Framework for Enhancing Student Learning

In alignment with the Ministry of Education's Policy for Student Success and as an enhancement to the Framework for Enhancing Student Learning (FFESL) annual report to the Ministry of Education, the District Leadership Team (DLT) is preparing an annual district operational plan. This plan includes detailed input from our schools regarding their Action Plans for Learning (APL's) to implement the Board of Education's Directions 2025 Strategic Plan.

Assistant Superintendent Reno Ciolfi and District Principal Craig Mah will provide an overview of this enhancement to our continuous improvement cycle.



Effective Strategic Planning: Descriptive Statements District Operational Plan 2022-2023

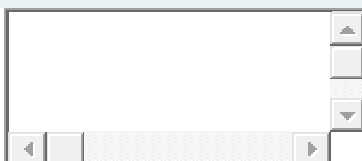
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1| Scan Multiple Sources of Evidence

Effective strategic planning means continuing to scan for multiple sources of evidence that includes:

- 1| Information collected through engagement with local community, Indigenous Peoples, and First Nation communities to determine meaningful evidence, data, and stories that inform the Strategic Planning process;
- 2| Evidence, data, and stories that are determined through Local Education Agreements , Enhancement Agreements, and Equity Scans;
- 3| Quantitative, and qualitative sources of information and evidence;
- 4| Provincial, district, and classroom-level evidence, including the data specific to the Framework Policy;
- 5| An analysis of evidence, data, and stories to reveal inequities, with special attention to Indigenous students, children and youth in care and students with disabilities or diverse abilities;
- 6| Trends over time and cohort data;
- 7| Contextual information (e.g., current research, provincial direction such as Truth and Reconciliation); and,
- 8| A description of how evidence, data, and stories are used to identify the strategic goals.

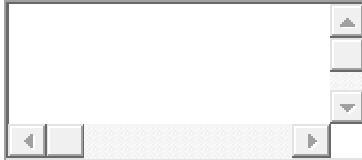
Scan Multiple Sources of Evidence



2| Strategic Engagement

Effective strategic planning means continuing to design an inclusive and ongoing strategic engagement process which has:

- 1| Been activated throughout the strategic planning process, as determined;
- 2| Documented a clear and transparent process, purpose and scope, which are defined and communicated to the public
 - a| In a variety of ways and at multiple points,
 - b| To provoke further inquiry and curiosity;
- 3| Been considerate of local and cultural contexts;
- 4| Been communicated using clear, plain, jargon-free language;
- 5| Utilized multiple communication platforms to encourage engagement and increase accessibility;
- 6| Meaningfully involved students, stakeholders, Indigenous peoples and communities and other community members who represent the breadth and diversity of perspectives; and,
- 7| a plan to assess the effectiveness of the engagement process

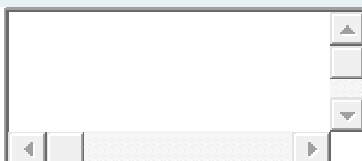


3| Set Learning Goals and Objectives

Effective strategic planning means continuing to set learning goals and objectives which are:

- 1| Informed by relevant evidence, data, and stories such as:
 - a| Equity Scan work,
 - b| Current context and research regarding deeper learning and,
 - c| Broad, inclusive consultation to identify the necessary areas of focus;
- 2| Aligned with:
 - a| The Board of Education's mission, vision, and values, and the Ministry of Education's guiding policies and curriculum,
 - b| Areas of concern identified through Local Education Agreements and Enhancement Agreements;
- 3| Transformative in nature by being:
 - a| Student-centred,
 - b| Forward thinking,
 - c| Holistic and core competency focused and,
 - d| Focused on personalization; and,
- 4| Established to address inequities and enhance learning for each student.

Set Learning Goals and Objectives

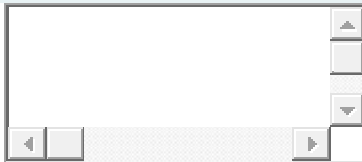


4| Establish Strategies and Measures

Effective strategic planning means continuing to establish strategies and measures that:

- 1| Are proactively attentive to the specific student learning goal(s);
- 2| Include evidence-informed approaches for intellectual, social/emotional, and career and life development such as:
 - a| Personalization,
 - b| First Peoples' Principles of Learning,
 - c| Trauma Informed approaches and,
 - d| Building of identity;
- 3| Enhance the lived daily experience of the students and enrich their learning;
- 4| Include an ongoing and evidence informed professional learning plan to build collective efficacy of staff and leaders at the district and school levels;
- 5| Are aligned with and reflective of Local Education Agreements and Enhancement Agreements;
- 6| Respond to an Equity Scan and deep analysis, involving Indigenous peoples and communities to identify important measures to be taken for student learning and wellness; and,
- 7| Incorporate cycles of review and revision, using relevant evidence, data, and stories to measure the impact of the selected strategies on student learning goal(s), in order to be responsive

Establish Strategies and Measures



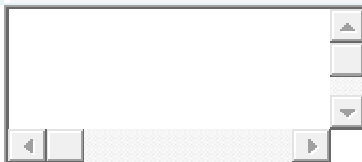
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Multi-Year Strategic Plan Finalized

5| Multi-Year Strategic Plan Finalized

Effective strategic planning means continuing to set and finalize a multi-year strategic plan that includes:

- 1| A review and design that incorporates the eight components of the Strategic Planning for Student Success;
- 2| A process for aligning School Plans and operational plans (e.g. Financial, Human Resources, Information Technology) with the Board's Strategic Plan;and
- 3| An ongoing continuous improvement cycle to monitor and evaluate progress



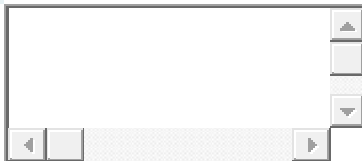
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Financial and Operational Plans Aligned

6| Financial and Operational Plans Aligned

Effective strategic planning means continuing to align financial and operational plans that:

- 1| Include an annual and multi-year budget development process that is driven by the strategic plan priorities;
- 2| Include district annual operational plans (e.g.: Financial, Human Resources, Information Technology) and school plans that support the Board's Strategic Plan; and.
- 3| Monitor and adjust budgets through ongoing assessment.



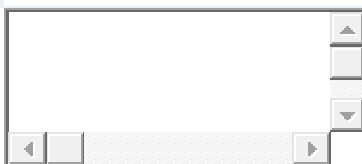
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School Plans Aligned

7| School Plans Aligned

Effective strategic planning means continuing to align school plans by:

- 1|** Establishing a process for School Plan development and ongoing review with parents, caregivers, students and community to ensure that it:
 - a|** Is collaboratively developed;
 - b|** Is focused on student learning goals;
 - c|** Includes objectives, targets, and evidence-informed approaches that honour and align with Local Education Agreements and Enhancement Agreements;
 - d|** Includes the Framework for Enhancing Student Learning subset of indicators; and,
 - e|** Aligns school budgets with the strategies in the Strategic Plan.

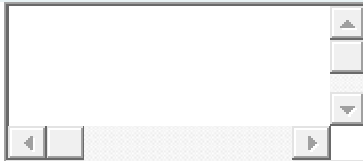


8| Develop Communication Plan

Effective strategic planning means continuing to develop a communication plan that:

- 1| Shares and tells the District's story and honours the unique context of the community;
- 2| Exists within the overall engagement strategy of strategic planning;
- 3| Uses plain and accessible language;
- 4| Identifies who will receive communication about the strategic planning process; including those who have already been engaged;
- 5| Identifies what information will be shared;
- 6| Identifies timelines for the communication;
- 7| Identifies how the information will be shared;
- 8| Shares, as a narrative, the aspects of the District's strategic planning for student success; and,
- 9| Shares as a narrative, the aspects of the District's annual continuous improvement cycle.

Develop Communication Plan



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Continuous Improvement Cycle: District Operational Plan 2022-2023

1

Adapted Plans with Adjusted Strategies

1| Adapted Plans with Adjusted Strategies

Implement the adapted strategies within their annual implementation plans and communicate the adjustments to ensure:

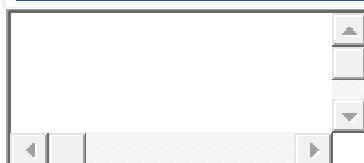
- 1| A collaboratively developed and responsive professional learning plan continues to directly impact student learning;
- 2| Plans have a focus on Indigenous students, children and youth in care, and students with disabilities or diverse abilities;
- 3| Ongoing alignment of operational plans (e.g. Financial, Human Resources, Information Technology) with Strategic Plan goals; and,
- 4| Description of how resources are being used.



2| Strategy Effectiveness

Monitor and reflect on the effectiveness of their strategies for improving student success by ensuring:

- 1| Iterative cycles of reflection and revision of all district operational plans plans (e.g. Financial, Human Resources, Information Technology) happen over time each year;
- 2| The district has considered previously implemented strategies on achieving the student learning objectives using triangulated evidence; and
- 3| The district has an effective, strategic engagement an communication approach with Indigenous Peoples and Communities, community partners, families, staff, and students.

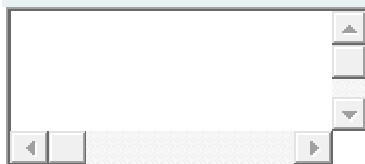


3| Review and Interpret Results

Review, analyze, and interpret results to determine areas of focus for the annual implementation plan, ensuring:

- 1| Engagement with Indigenous peoples and communities, students, school communities and local communities;
- 2| Data sets include evidence from Local Education Agreements, Enhancement Agreements, and Equity Scans;
- 3| The inclusion of quantitative, and qualitative sources of information;
- 4| Provincial, district and classroom level evidence are used, including the data specific to the Framework Policy;
- 5| Disaggregation of the data to understand inequities, with special attention to Indigenous students, children and youth in care and students with disabilities or diverse abilities;
- 6| Trends over time and cohort data are analyzed;
- 7| Current contextual information (e.g. current research, provincial direction, Truth and Reconciliation, etc) is considered;
- 8| Consideration has been given to validity, reliability, completeness, and consistency; and,
- 9| A description of the district's data analysis and area(s) of focus for District's annual implementation plan.

Review and Interpret Results



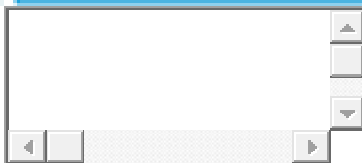
4

Adapt Strategies to Meet Objectives

4| Adapt Strategies to Meet Objectives

Continue to establish strategies and measures that:

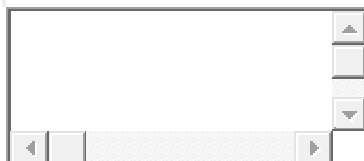
- 1| Focus on the concept of the Educated Citizen using research-based strategies that are known to be impactful and are consistent with the provincial curriculum;
- 2| Demonstrate a broad scan of evidence of student learning, including an examination of system inequities in student achievement;
- 3| Demonstrate progress toward the student learning goals through implementation of the strategies;
- 4| Maintain a clear focus to enhancing inclusion and equity;
- 5| Maintain a clear alignment with Local Education Agreements and Enhancement Agreements
- 6| Predict to enhance the daily experiences of the students and support their learning; and,
- 7| Include a supporting professional learning plan to build collective efficacy of staff and leaders at the district and school levels.



5| Finalize School and District Adapted Plans

Use their annual review, analysis, and interpretation of findings to align school plans and operational plans (Financial, Human Resources, Information Technology)

- 1| Show a clear link to evidence of student learning;
- 2| Maintain a clear focus on enhancing equity and inclusion;
- 3| Support progress toward goals identified in the Ministry of Education' Policy for Student Success;
- 4| Maintain a clear alignment with Local Education Agreements and Enhancement Agreements;
- 5| Adequately allocate resources to implement the evolving educational implementation plan; and,
- 6| Align with local contexts (school and district level).

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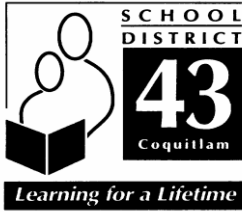
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SCHOOL DISTRICT NO. 43 (COQUITLAM)

Office of the Secretary-Treasurer

MEMORANDUM

TO: Board of Education

FROM: Mohammed Azim, Secretary-Treasurer/CFO

DATE: January 18, 2022

SUBJECT: **Budget Consultation Guide 2022/23**

COPIED TO: District Leadership Team

Recommendation: The Budget Consultation Guide is provided to the Board of Education for information.

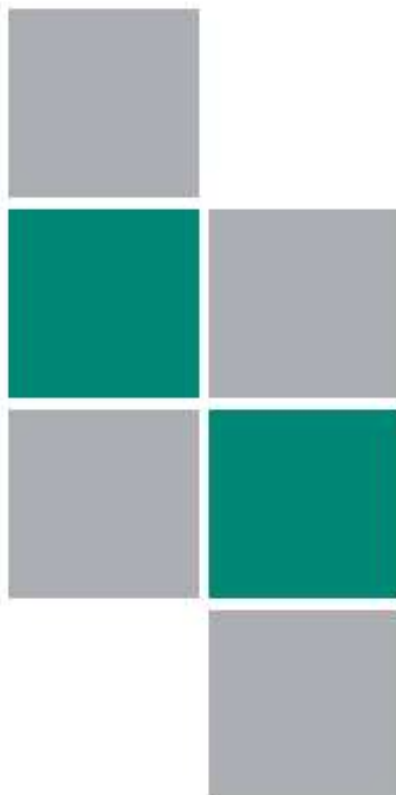
Background: The attached Budget Consultation Guide has been updated for the 2022-23 budget process.

While the materials have been updated, there have been no changes to the budget consultation. A public forum on February 15, 2022, in an online format, will provide the opportunity to receive budget input from stakeholders.

Budget Process 2022/23

Stakeholder Consultation Guide

Spring 2022





Message from the Board of Education

Welcome to the stakeholder consultation and engagement process for the 2022-2023 budget for School District No. 43 (Coquitlam).

As the third largest school district in the Province of British Columbia, we have a diverse and growing population which includes young families, new Canadians, professionals and others who are choosing to relocate here for the quality of life and a thriving and successful public education system. Our student achievement levels are consistently above the provincial average and near the top in all student outcome categories out of all 60 school districts in BC.

The Board of Education has again prepared a consultative budget process for the 2022-2023 school year. Beginning last year, the process was modified to provide stakeholder input in February, in advance of Ministry funding announcements, and before district staff finalize the preliminary budget submission to the Board. We appreciate all comments and input while we work closely with our partner groups within the confines of our contracts and available resources. To seek broad and thorough input, the Board will also engage in a series of meetings with all partner groups and make several presentations throughout the year to inform stakeholders about the budget.

The Board is committed to transparency through adherence to the *Taxpayer Accountability Principles* (as described on page. 8) in the preparation of the annual budget.

The global pandemic has had an impact on all of us and in the delivery of educational services. We continue to strive to deliver on a budget that provides certainty to ensure long-term stability and sustainability despite the challenging circumstances. Guided by the goals and objectives within the renewed **Directions 2025**, we are fully committed to achieving student success, developing the educated citizen, and continuing to foster sustainable educational organization - all within a changing landscape of provincial funding and this pandemic.

We invite you to **learn** about the budget process, **engage** in the consultation and **contribute** feedback. Help deepen our collective understanding and identify the challenges and opportunities. Share your ideas on how we can make the best use of the restricted funds available for our children, families, employees and communities while advancing the school district and sustaining our mission. Your input will help guide the Board's decisions and actions.

Sincerely,

Board of Education
School District No. 43 (Coquitlam)



Michael Thomas
Chair



Carol Cahoon
Vice Chair



Jennifer
Blatherwick



Barb
Hobson



Kerri
Palmer Isaak



Lisa
Park



Christine
Pollock



Keith
Watkins



Craig
Woods



LEARN



Budget Process 2022-2023

The Board of Education continues to utilize a comprehensive strategy to create the 2022-2023 budget.

Our Goal

The Board of Education will embark on the budget process through a transparent, inclusive, and accountable process that engages the community for input.

- The first step of this strategy is to identify potential cost pressures and areas of possible budget and related expenditure misalignment.
- Consider the financial ramifications of COVID-19 on current and future years.
- Factor in the impact of changes to the Funding Model in Phase two of the implementation process.
- Consult with stakeholders on how the Board can use or realign available resources to continue to foster a high achieving school district and sustainable organization for many years to come.
- Engage with Stakeholders during the initial stages of budget development to encourage comments and suggestions so the Board can consider these prior to the finalization of the draft budget.
- Provide the Public an opportunity to reflect and offer feedback on the proposed draft budget during the April budget deliberations.

This budget strategy will consider:

Students First

Aligning decisions with a thriving public education system for students is a community value. As stewards of public education, the School District must demonstrate a financial commitment to improve the learning environment for students.

Fair Access for all Students

Committing to deliver fair, effective and positive learning environments for 32,000 students today and an additional 3,000 new students over the next decade. Present-day financial decisions must consider the current and future needs of students and employees.

Lifelong Learning in our Communities

Delivering lifelong learning in our communities which is part of the School District's vision. We envision high quality, diverse, personalized and enriched education opportunities for all students of all ages. Ongoing financial review and community engagement will support this.

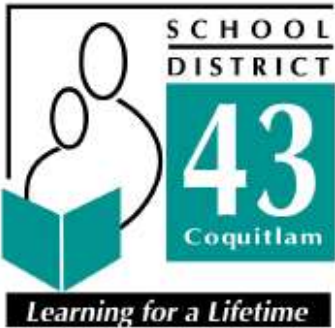
Changing Landscape of Provincial Funding

Funding from the provincial government has not kept up with rising costs even with lower enrolments and increased per pupil funding. Additional cost pressures such as hydroelectricity, gas and health benefits have all increased, with school boards funding most of these inflationary and new program costs. In addition to the changing landscape of additional cost pressures and provincial funding not keeping up with inflation, there are increasing expectations from the Ministry of Education that school boards contribute operational funding towards significant capital projects, typically funded entirely by the province.

Long Term Strategic Vision

Aligning the budget process and connecting the allocation of resources with our strategic vision and goals as originally established by the Board in fall of 2016 as *Directions 2020* which has now been refreshed as *Directions 2025*.

Directions 2025 Summary

		VISION STATEMENT	
DIRECTIONS 2025		<i>Increasing Success in Life for All</i>	
		OUR MISSION	
Our mission is to ensure quality learning opportunities for all students of all ages.		OUR PURPOSE	
The Board of Education accepts its responsibility to provide a quality and equitable public education for the success of all learners, within the limits and resources available.		OUR CORE BELIEFS AND PRINCIPLES	
INTELLECTUAL DEVELOPMENT / Achieve Student Success:  Our core work and common goal is educational excellence.	HUMAN AND SOCIAL DEVELOPMENT / Develop the Educated Citizen:  Enhance development of self-worth, personal identity and social responsibility while valuing the diversity of all learners.	The Board of Education believes in: • Public Education and the need to advocate on its behalf; • Instilling a passion for learning; • Learners as the most important focus; • High quality and equitable learning opportunities; • Innovation, creativity, problem solving, critical thinking and sustainability; • The essential value of District/Community/Global Partnerships; • Safe, inclusive and socially responsible learning communities.	
ORGANIZATIONAL CAPACITY / Foster a Sustainable Educational Organization:  Ensure that our human, financial and physical resources are sustainable.	CROSS CUTTING THEMES: These underlying themes will enhance our work and will inform our practice as we implement our goals. TECHNOLOGY Quality Information; Equitable Access; Human Capacity. SOCIAL ENGAGEMENT Global and Digital Citizenship; Environmental Stewardship; Community Relationships.	The Board of Education is committed to: • Creating a culture of care and shared responsibility where every learner matters; • Engaging and empowering lifelong learners; • Providing flexible, integrated, diverse, and active learning environments; • Developing shared leadership through innovative, sustainable professional learning. For more information regarding the <i>Directions 2025</i> Strategic Plan, click here. 	

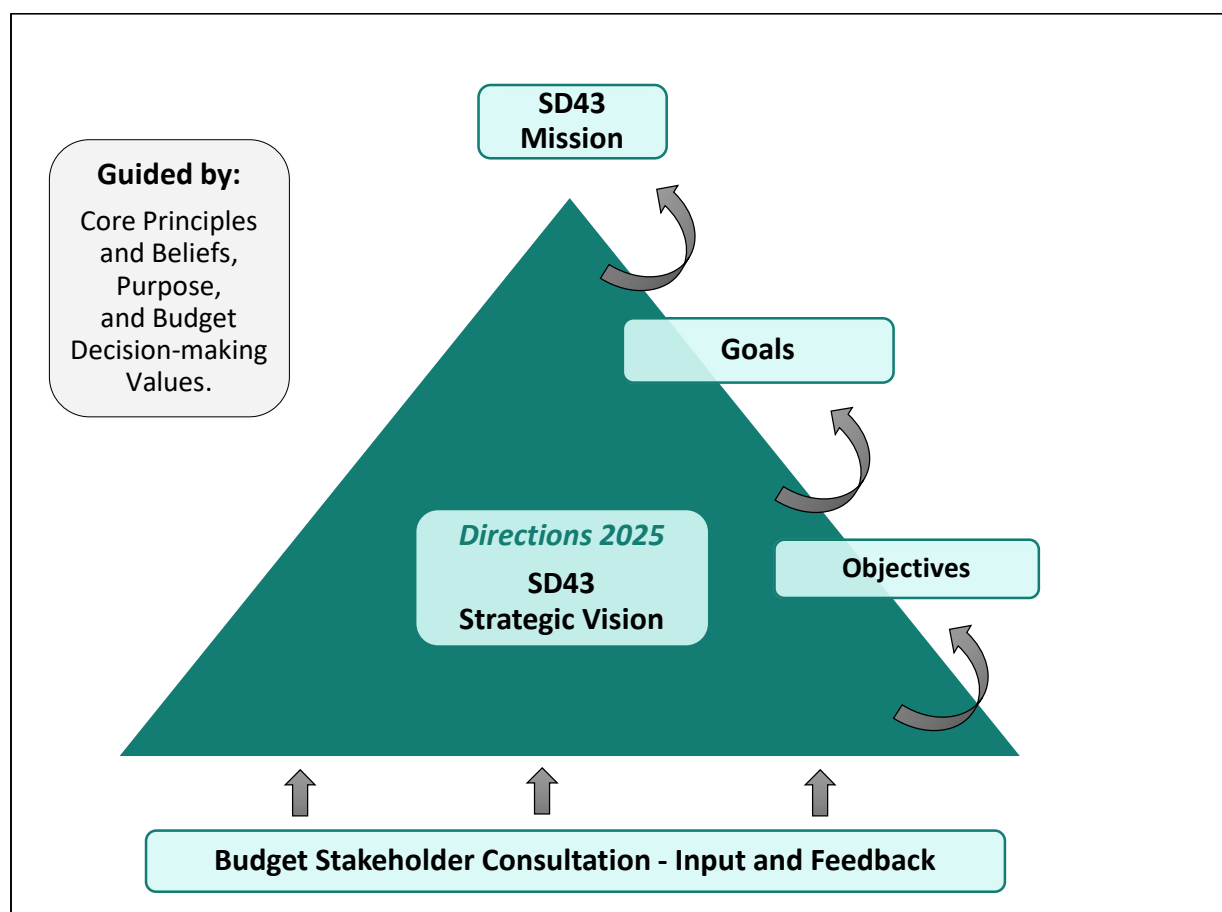
Aligning Budget Planning and Resource Allocation with *Directions 2025*

The School District is committed to a model of transparent budget planning and resource allocation that is directly aligned with our strategic vision and goals, *Directions 2025*, established by the Board.

It is a consultative model that coordinates budget planning and resource allocation activities with inclusive stakeholder consultation and feedback based on the vision, goals and objectives. The model includes:

- articulating *Directions 2025*;
- providing timely and accurate budget information;
- receiving budget input and feedback;
- prioritizing budget requests for the upcoming budget year;
- allocating available resources to best meet requests that align with the vision, goals and objectives;
- communicating the outcomes effectively for transparent accountability.

The model will ensure that budget input and resource allocations are connected to and aligned with the *Directions 2025* vision, goals and objectives. This model is an integral part of the School District's operating culture.



Financial Governance and Accountability

The Board has fully adopted the Ministry of Education recommended requirements pertaining to financial governance and accountability. This includes the following measures that the Office of the Auditor General of BC would define as best practices:

- A strategic plan and vision (*Directions 2025*) with clear goals and expectations;
- A robust governance framework including standards of conduct and conflict of interest reporting requirements;
- Accountability practices including regular financial reporting;
- An established Finance and Audit Committee;
- Direct engagement with external auditors; and
- A balanced budget with policy provisions (accumulated reserves) to address unforeseen and emergent issues



Accumulated Operating Reserves Policy

The School Board has established an Accumulated Operating Reserves Policy (Policy #23 – Financial Reserves) as part of its multi-year financial approach for stable and sustainable organization health;

Specifically, to the extent that there is an excess of revenues to expenditures (operating surplus) in any fiscal year the Board will allocate these funds as follows:

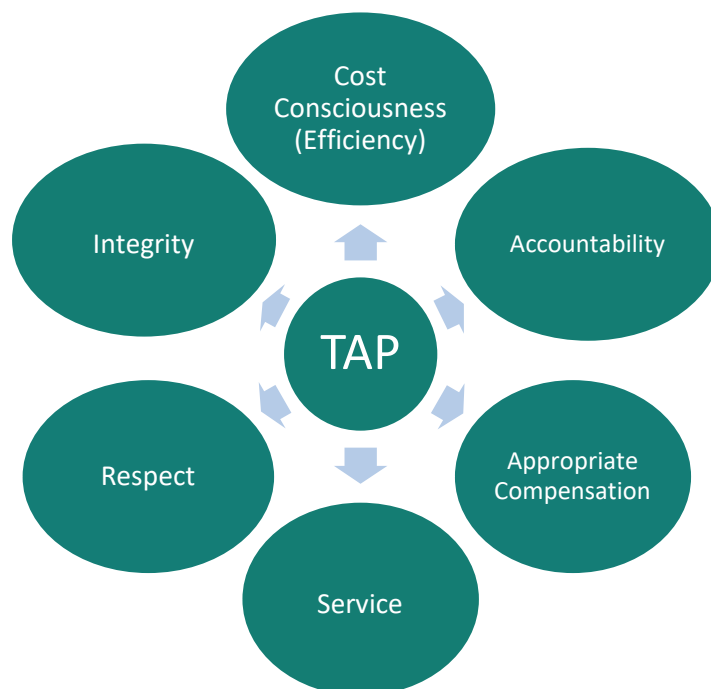
1. *An Education Sustainability Reserve Account is to be established over a five-year period beginning in 2021, at an amount that represents 15% of the average of the preceding three years total International Education revenues and funded through surplus in excess of 2% of total operating revenues until this objective is achieved.*
 - a. *Use of funds from this reserve is subject to Board approval as evidenced through the approval of the Preliminary or Amended Budget process or by specific Board motion.*
2. *25% of the balance of the operating surplus funds be directed and restricted for one-time opportunities primarily associated with technology, educational initiatives, and deferred maintenance of facilities. This amount will not exceed \$1.25 million annually.*
5. *Nothing in this Policy prevents the Board from restricting operating surpluses for specific initiatives or other purposes as appropriately motioned at a duly constituted Board meeting.*

The Board reviews this policy annually and provides further details in the audited financial statements as to how restricted surplus funds are planned to be utilized in subsequent years. Read the complete policy [here](#).



Taxpayer Accountability Principles

The Board has adopted and incorporated the six **Taxpayer Accountability Principles** which are embedded within *Directions 2025* strategic goals. Applicable to all Provincial public sector organizations in B.C., these principals are designed to strengthen accountability, promote cost control and ensure that the public sector operates in the best interest of taxpayers.



1. **Cost Consciousness (Efficiency)** – Strengthen cost management capabilities by providing educational services as efficiently and effectively as possible.
2. **Accountability** – Transparently manage responsibilities and enhance organizational efficiency and effectiveness in planning, reporting, and decision making.
3. **Appropriate Compensation** – Comply with a standardized approach to performance management and employee compensation
4. **Service** – Maintain clear focus on positive outcomes for student success.
5. **Respect** – Engage in equitable, compassionate, respectful, and effective communications.
6. **Integrity** – Make decisions and take actions that are transparent, ethical and free from conflict of interest.

Budget Goals

The District has as its budget objective the aim of providing long-term stability and sustainability through multi-year financial planning.

Carefully planned and responsible multi-year changes in measured amounts allow for long-term budget stability and sustainability.

- Allows for long-term sustainable planned budget additions
- Smooths large fluctuations in budget changes
- Helps manage unforeseen funding risks

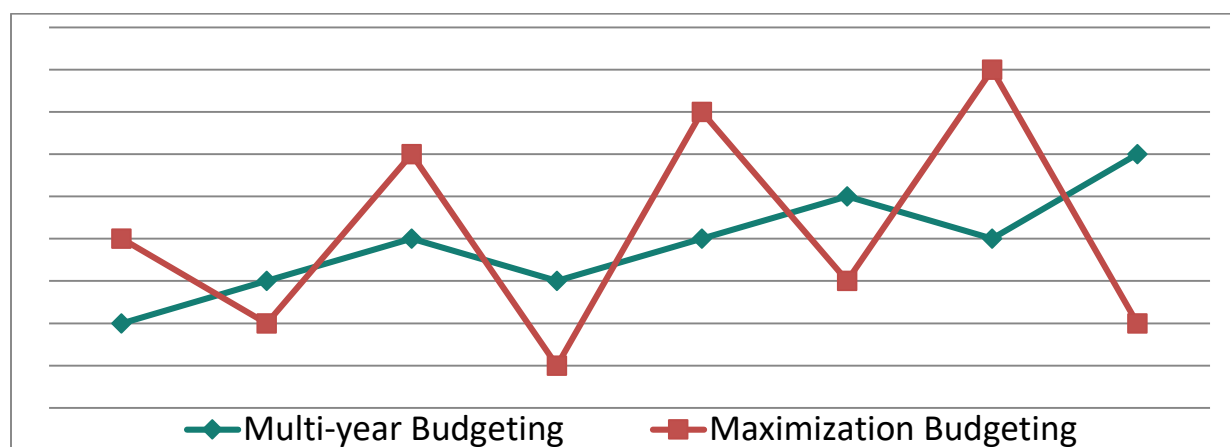
More funding for schools to support and enhance teaching and learning.



School District budgeting is extremely complex due to the lack of multi-year funding certainty, inadequate Ministry funding for inflation, changing expectations from the Province on the further utilization of school district existing operational funding towards significant capital projects, and the frequent adoption of new and unfunded initiatives.

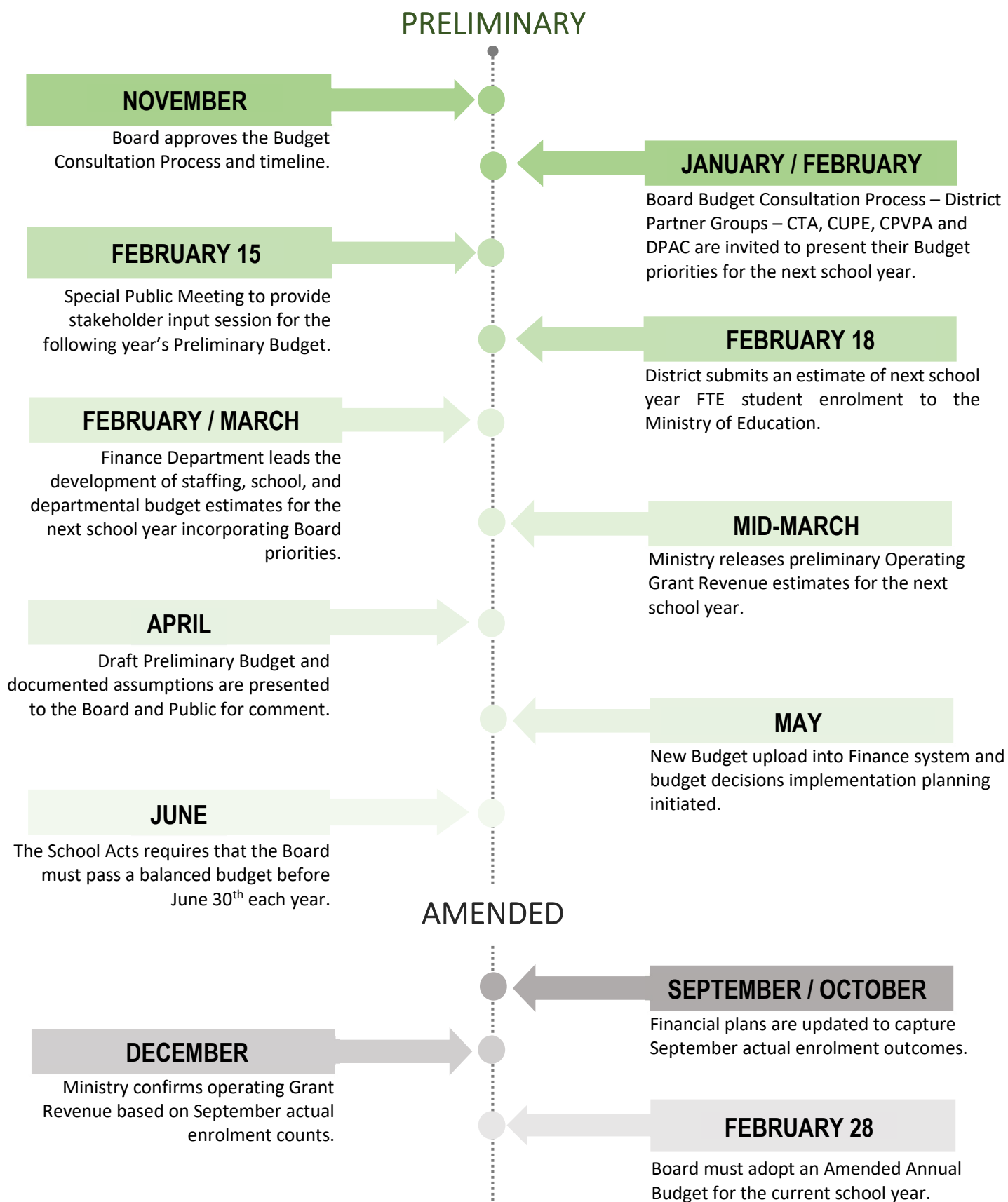
Multi-year financial planning is a strategic budget management method of making carefully planned and responsible changes in measured amounts over several years to smooth out large fluctuations in year-to-year resource and staff additions or reductions due to unforeseen costs and other circumstances.

Multi-year financial planning as a budgeting framework will build the School District' long-term stable financial position, help manage future risks from unforeseen situations, and most importantly allow for the planning of ongoing responsible and sustainable positive changes to the education system.



As shown in red in the graph above, maximizing an annual budget surplus each year can lead to a pattern of adding and reducing resources which creates an unstable and uncertain education system for students, parents and employees. As shown in green, a multi-year distribution of annual budget surplus over the medium term helps to smooth funding changes and avoid sudden and frequent program changes.

Budget and Financial Planning Cycle





The Difference between Budgets and Funds

As one of the major employers in the Lower Mainland, the Board has a large and complex budget. There are three separate sections of the budget:

OPERATING FUND: The operating fund includes Ministry grants and other revenues used to fund instructional programs, school and district administration, facilities operations, maintenance, and transportation.

SPECIAL PURPOSE FUND: The special purpose fund includes separate, identifiable funds designed for a specific use or program. These funds are received from the Ministry of Education and other sources with restrictions on how these funds may be spent.

CAPITAL FUND: The capital fund includes a combination of Ministry capital grants, locally generated funds, and school site acquisition charges collected from developers through local municipalities. These funds are used for facility operations including construction, enhancement, and maintenance of buildings, fields, infrastructure, and land purchases for future school development.

The budget process primarily focuses on areas where the Board is able to make changes – within the operational budget.

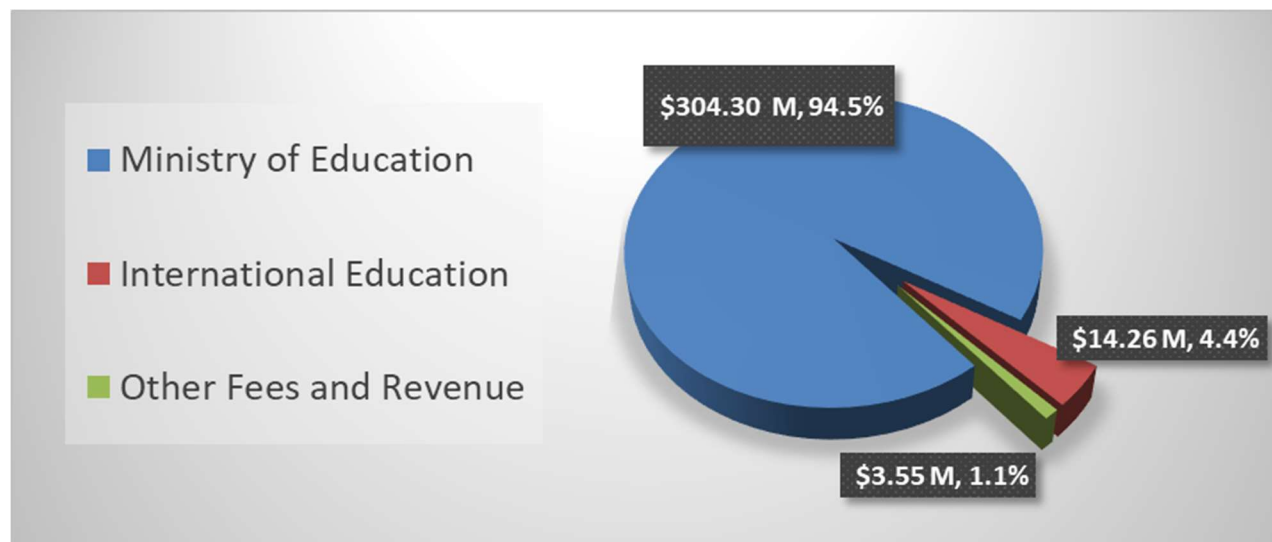
Any funds within the capital budget may not be used for operational budget items.

Special purpose funds are for designated purposes which can supplement operational activities. That said, similar to capital funds, they may not be used for operational budget items.

Make up of a School District Operational Budget

The operating budget for 2021/22 is \$322.11 million. As the chart illustrates below, the majority of this funding (94.5%) comes from the Ministry of Education.

SD43 Sources of Revenue 2021/22



Funding

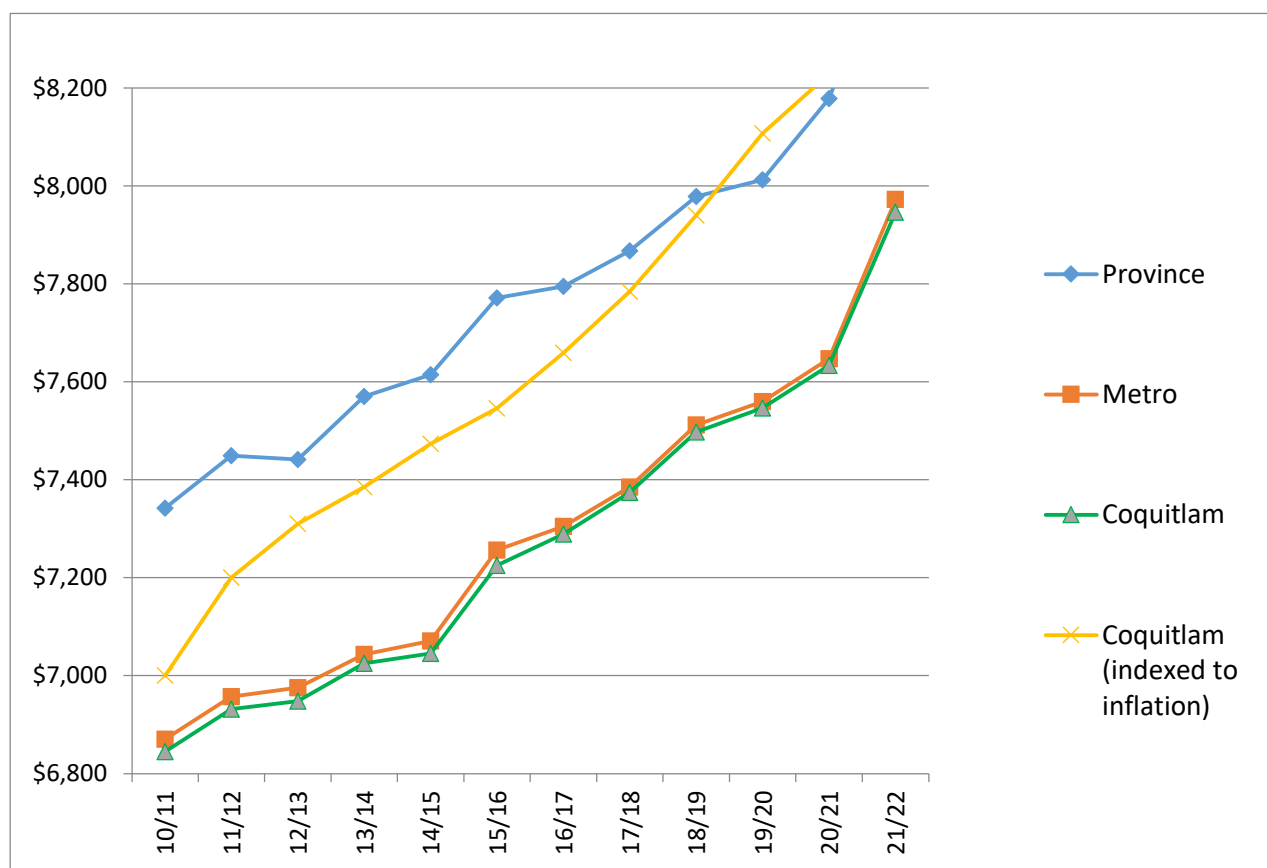
The basic student operating grant allocation for 2021/22 is \$7,885 per FTE student. Like other school districts SD43 receives additional funding for unique student and school district factors.

Provincial funding however has not kept up with inflation. Based on estimated Operating Grants for 2021/22, 24 of the 60 school districts are reporting a decline in enrolment and/or qualify for funding protection. These school districts received an additional \$16.9 million in support. SD43 is funded approximately \$954,827 less due to funding protection provided to these school districts. In the current school year, teacher and CUPE wage increment grant funding was \$2.4 million less than that required to fully fund these contractual and legislative requirements.

SD43 continues to rank 56th in funding levels out of 60 school districts for 2020/21 – the 4th lowest district in the Province.

In terms of funding for 2021/22, SD43 currently receives \$7,946 per student (excluding special student needs and salary differential factors) while the provincial average is \$8,529 per student. This difference of \$583 per student is significant considering that there are over 31,000 students in the District.

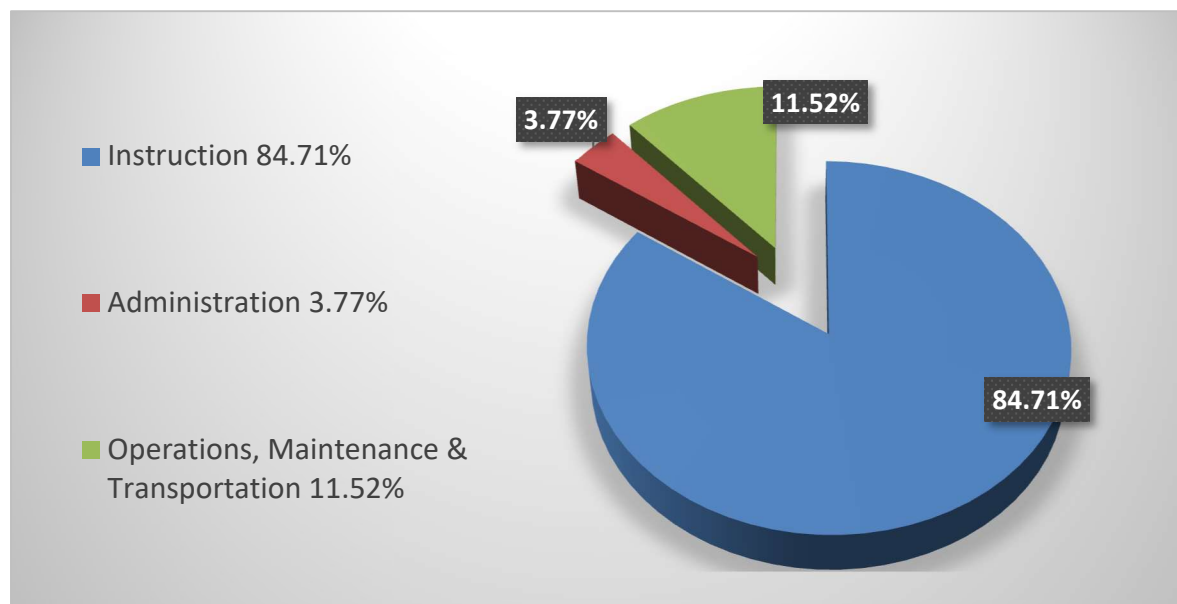
This trend is not new, and the chart below displays how per-student funding has not kept up with costs in recent years. If total grants had kept up with inflation since 2009-2010, SD43 would have received \$8,349 per student for 2021/22. The difference of \$402 per student (compared to the actual funding of \$7,946) equates to approximately a \$12.5 million funding shortfall for the 2021/22 fiscal year.



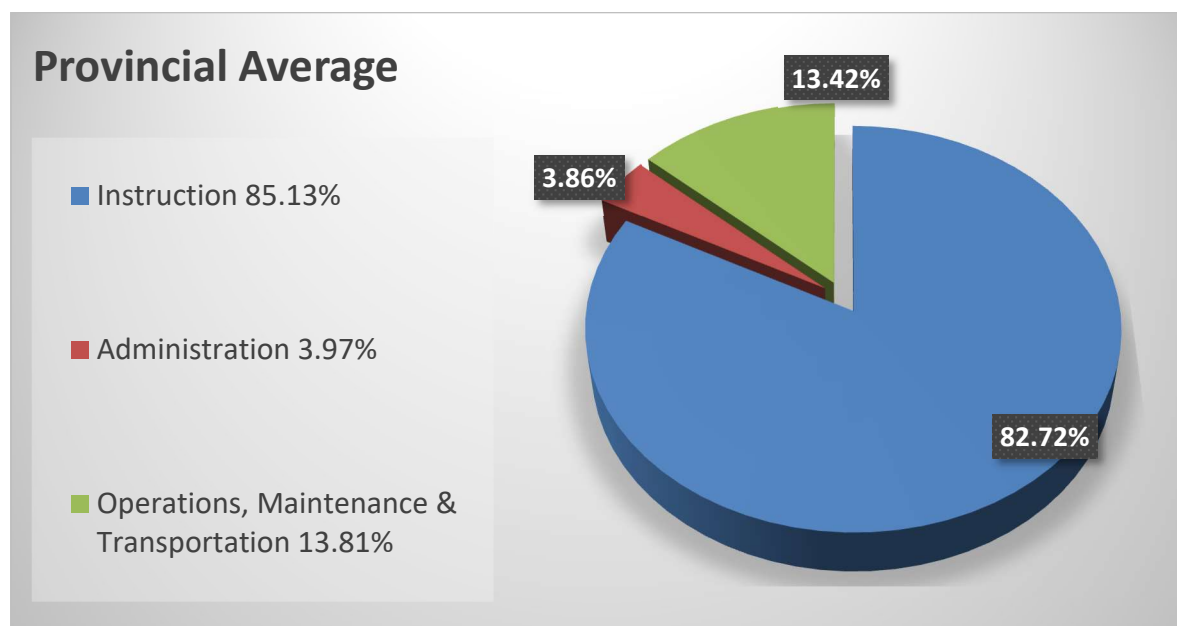
Instruction First

The Board has always placed students at the forefront of decision making when it comes to budgetary decisions. The Board has made choices to maximize the funds available for instruction in the classroom. As illustrated below, the Board spends more of its budget on instruction than the provincial average.

SD43 (Preliminary) Operating Expenditures 2021/22



Provincial Average (Preliminary) Operating Expenditures 2021/22



A History of Student Success

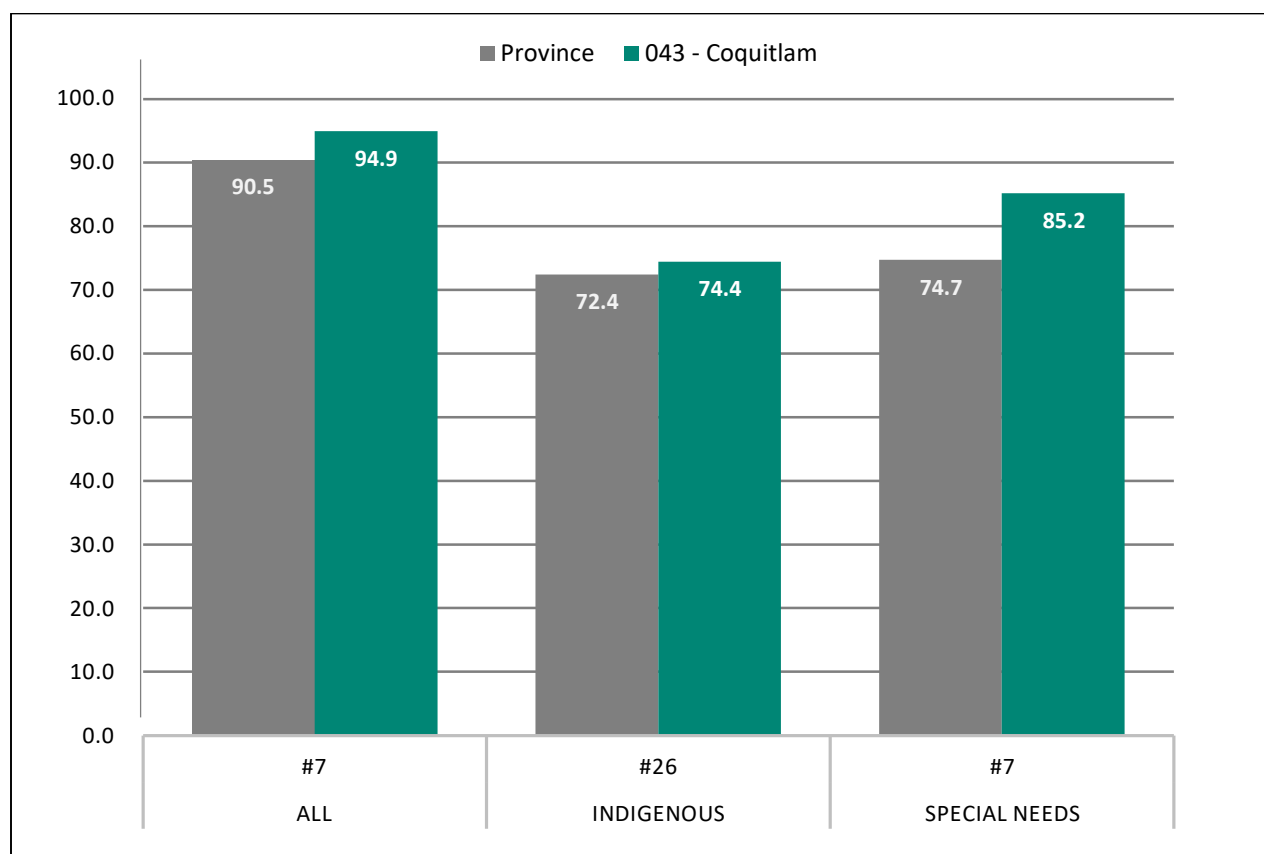
Throughout the budget process, the Board will seek to build on our past successes in order to maintain a high achieving and sustainable organization. We will pursue new and innovative ways to deliver our services in order to maximize the use of our budgets and ensure quality learning for all students.

SD43 has a history of student success. The 2020/21 Achievement Levels released by the Ministry of Education below show that our student achievement results exceed provincial averages on every measure.

The Board's goals are, and will continue to be, focused on helping students acquire a series of attributes to help them become Learners, Thinkers, Innovators, Collaborators, and Contributors. Our budget process will provide the answers needed for the difficult challenge of meeting our financial pressures while ensuring the continued success of our students.

The graph below reflects our student % performance and ranking in all provincially measured areas against school districts with more than 500 graduating students.

SD43 2020/21 Achievement Levels



* Based on Six-Year Completion and Grade 12 Graduation rates from the Ministry of Education's Report on Student Achievement

Class Size Reporting

The chart below reflects improvements that the School District has made to class size over the past four years. While SD43 class sizes are still larger than the Provincial average (due primarily to physical facility limitations), the rate in which class sizes have been reduced is more pronounced. The significant change in 2017/18 is directly related to the restored teacher collective agreement language pertaining to class size and composition.

As expected, COVID-19 had a direct impact on the number of classes in 2020/21, a decrease of over 19% as more students enrolled in remote learning online. Throughout the pandemic SD43 ensured class size ratios were not negatively affected. This is illustrated by the continued decrease in class sizes from 2019/20.

	2016/17		2017/18		2018/19		2019/20		2020/21		4 Yr. Improvement	
	SD43	Prov.	SD43	Prov.	SD43	Prov.	SD43	Prov.	SD43	Prov.	SD43	Prov.
# Classes	2,893		3,309		3,251		3,175		3,040		5.1%	
K	20.2	19.1	18.3	17.8	18.4	18.0	18.5	18.0	18.0	17.4	12.2%	9.8%
1-3	22.2	20.4	20.7	19.4	20.3	19.9	20.5	19.5	19.9	19.2	11.6%	6.3%
4-7	28.3	24.5	24.8	23.3	24.7	23.9	25.1	23.3	24.7	23.2	14.6%	5.6%
8-12	26.0	22.9	24.4	22.0	24.2	22.1	25.1	22.4	24.2	21.4	7.4%	7.0%
w/ EA's	713		858		850		932		862		20.9%	
w/ EA's	24.6%		25.9%		26.1%		29.4%		28.4%			

Of further note is the decrease in classes with an education assistant in attendance. While the number of classes with an EA has steadily increased since 2016/17, there was a decrease in 2020/21. This is directly related to the decrease in classes due to the pandemic.



ENGAGE



Board of Education Values

The following values will guide the Board of Education in budget decision making:

1. **Inclusiveness:** We invite all stakeholders to participate in discussion and provide feedback.
2. **Integrity:** We respond to stakeholder input in an honest and forthright way, balancing the multiple needs of the various stakeholder groups while meeting the legal requirement of maintaining a balanced budget under the *School Act*.
3. **Commitment:** We commit to first defining issues, followed by reviewing engagement with stakeholders, then summarizing information and research, and finally reporting on decisions.
4. **Accountability:** We demonstrate that the results and outcomes of the process are consistent with the commitment made to stakeholders at the beginning of the process.
5. **Transparency:** As decision makers, we ensure stakeholders have opportunities to understand the scope, constraints and process for a pending decision.

Stakeholder Engagement Commitment

What is Stakeholder Engagement?

Stakeholder engagement is a two-way dialogue to allow the Board and our many stakeholders to define opportunities and challenges and work together on solutions. It allows for valuable input to the School District's direction and decision making.

Your Role as Stakeholders

To make stakeholder engagement a success, your role is to learn, engage and contribute. Start by visiting the SD43 Budget website at www.sd43.bc.ca/budget to:

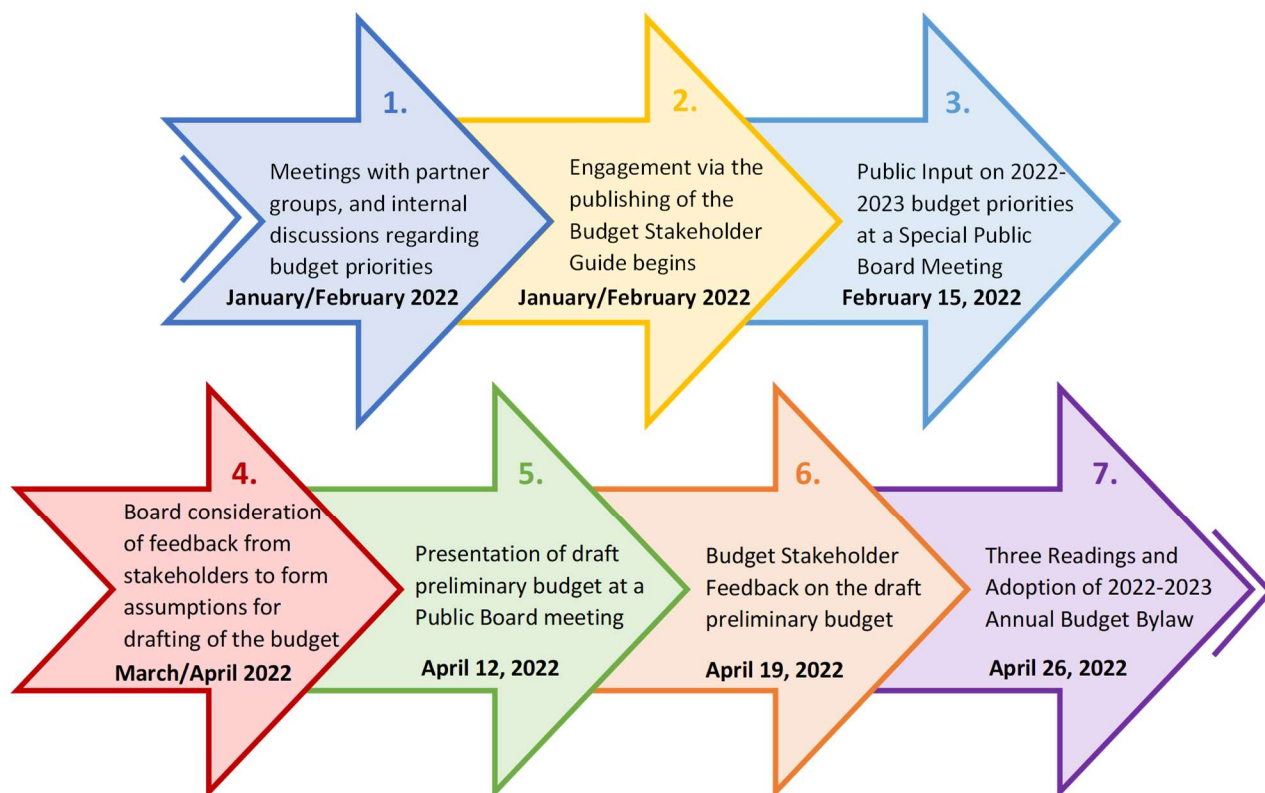
- Learn about government funding and allocation;
- Learn about the SD43 budget process;
- Learn about *Directions 2025*, the School District's vision;
- Engage in the consultation by asking questions about the budget;
- Expect responses to your concerns and input; and
- Contribute ideas that align with the goals and objectives from *Directions 2021* on how to address the opportunities and challenges.

The Role of Trustees

As the elected decision-making body, Trustees are accountable to the interests of public education and our role is to:

- Listen to you;
- Respond to your questions and concerns;
- Consider your ideas and input; and
- Propose action and report back to you.

Stakeholder Engagement Process



Board Decision

There will be three public events leading up to the Board communicating its decisions on next steps for the budget. All stakeholders are invited to attend.

Who we Consult

Everyone is invited to comment on the School District's activities and initiatives. Here is a sample of stakeholders we hope to hear from:

- Parents and students
- Community partners
- Business groups
- Local and provincial governments
- First Nations
- Diversity groups
- Educators and administrators
- Community members and neighbours
- Local health authority
- Non-profit groups
- Recreation commissions and sports groups



CONTRIBUTE



Learn. Engage. Contribute.

We are using a variety of methods to help you **learn**, keep you informed so you can **engage** in this process, and provide several opportunities for you to **contribute**.

Your Local Newspaper

In print or online, look for public notices about public events, times and location in the Tri-City News. We will also keep local reporters informed and request that they share stories and provide their independent insights and perspectives.

School District Website

All information on this process is available at www.sd43.bc.ca/budget. Check out the “FAQs” section, which will be continually updated with your questions and answers.

Board Meetings

We have a series of Board meetings where budget information will be shared and discussed by the Board of Education.

Twitter, Instagram and Facebook

Budget information and event reminders will also be communicated through the School District’s Twitter, Instagram and Facebook channels:

www.twitter.com/sd43bc

www.instagram.com/schooldistrict43/

www.facebook.com/sd43bc



Providing your Feedback

Wish to Provide Feedback to the Board?

The Board welcomes stakeholder feedback.

Email: budgetfeedback@sd43.bc.ca

Mail: Attn: Board of Education
School District No. 43 (Coquitlam)
550 Poirier Avenue, Coquitlam, BC V3J 6A7

In Person: by attending one of the meetings detailed below.



Stakeholder Events Schedule

Stakeholder information and consultation events take place in April as outlined below.

- **Special Public Board Meeting - Stakeholder Budget Input**

Tuesday, February 15, 2022, 6:30 pm

This will be an opportunity for stakeholders to present input into the formulation of the 2022/2023 budget to the Board. If you or your group would like to present feedback, please review the *Guidelines for Stakeholder Input* and submit the required information by 9:00 am on Wednesday, February 9, 2022 to budgetfeedback@sd43.bc.ca. If you have any questions or concerns, please contact the Office of the Secretary-Treasurer at 604-939-9201.

- **Public Board Meeting - Presentation of 2022/2023 Preliminary Budget**

Tuesday, April 12, 2022, 7:00 pm

The Preliminary Budget will be presented at this Regular Public Board Meeting. This is also an opportunity for Trustees to ask questions of the Finance Department staff, regarding the budget.

- **Special Public Board Meeting - Stakeholder Feedback**

Tuesday, April 19, 2022, 6:30 pm

This will be an opportunity for stakeholders to present feedback to the Board on specific aspects of the budget. If you or your group would like to present feedback, indicate, by emailing budgetfeedback@sd43.bc.ca by 9:00am on Tuesday, April 26, 2022. There is no need to provide a written submission to the Board of Education.

- **Public Board Meeting - Final Budget Presentation and Board Approval**

Tuesday, April 26, 2022, 7:00 pm

The annual budget will be presented to the Board for approval at this Regular Public Board Meeting. This final budget would incorporate changes requested by the Board based on stakeholder feedback.

There will be an opportunity for questions at each of the meetings outlined.



Decision Making Process

The Board values all feedback and considers it carefully in making budget decisions. The input will shape the options considered during the 2022-2023 budget process. As the elected body representing the school community, the Board will make the final decision.

3-Phase Budget Planning Process

1. **Research** (ongoing through April 12, 2022): This phase includes background research, meetings with departments and partner groups, stakeholder feedback, questions and answers and public board meetings.
2. **Reporting** (April 12-19, 2022): This phase includes the presentation of the preliminary budget, stakeholder feedback, report on findings and results, as well as early recommendations on the vision, planning ideas and overall direction.
3. **Next Steps** (April 26, 2022): This phase presents the final budget to the Board for approval.

Evaluation

The Board will make decisions based on its strategic goals and objectives outlined in *Directions 2025*.

Contacting Management

This consultation guide is designed to provide the School District's stakeholders with a general background of the framework in which the budget process leading to a Preliminary Budget occurs, to demonstrate increased transparent accountability to the public and the criteria under which the budget is developed.

If you have questions about this guide, please contact the Office of the Secretary–Treasurer at 604-939-9201.

You are encouraged to also review the Board's strategic vision and plan [*Directions 2025*](#).

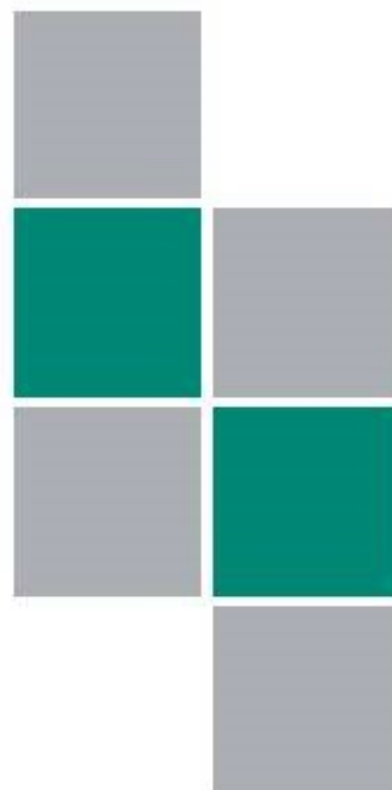
Providing Feedback and Input

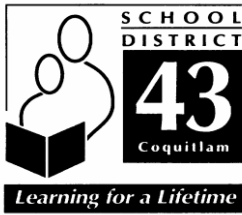
The Board welcomes your feedback. Please email the Board at: budgetfeedback@sd43.bc.ca



School District No. 43 (Coquitlam)
550 Poirier Street
Coquitlam, BC V3J 6A7

www.sd43.bc.ca





SCHOOL DISTRICT NO. 43 (COQUITLAM)
CORPORATE and FINANCIAL SERVICES
DEPARTMENT

MEMORANDUM

TO: Mohammed Azim, CFO/Secretary-Treasurer
FROM: Nita Mikl, Assistant Secretary-Treasurer
DATE: January 18, 2022
SUBJECT: December 2021 Grant Funding Confirmation
COPIED TO: DLT

Recommended Action: The following is provided for information.

On December 17th, 2021, the Ministry of Education confirmed the Grant funding for the 2021-22 school year.

Basic Operating Grant Funding

The December Grant announcement confirmed our Final 1701 September counts with minor deviations. Total enrollment-based funding came in \$93k lower mostly due to minor count differences at the standard school count and distributed learning and offset by higher adult education enrollment count.

Supplemental funding for Unique Student needs came in \$5k higher related to the English Language Learners and was offset with a decrease of \$13k in the Equity of Opportunity supplement. The largest difference was in our supplement for Salary differential, which came in \$71 lower than budgeted. This supplement is calculated by comparing our school district's average educator salary to the provincial average. This indicates that while the average salary for a teacher in the Coquitlam school district is higher than the provincial average, the difference went down from \$1,244 to \$1,199.

Summary of funding impact from September count estimates is noted below:

	Amount
Differential between September enrolment count and December grant confirmation (decrease)	(\$92,976)
Unique Student Supplement (increase)	\$ 4,755
Equity of Opportunity Supplement (decrease)	(\$13,074)
Salary Differential (decrease)	(\$70,853)
Total	(\$172,148)

Classroom Enhancement Fund

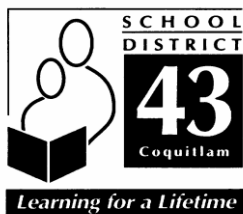
In October, the school district submitted a request for additional CEF funding for 10.5 FTE teachers. This was in addition to the 21 FTE increase forecasted in our Preliminary budget. The additions were based on classroom expansions, our confirmed enrollment, an increase in non-enrolling teachers that are ratio driven and to address complexities with class size and composition at the middle school level. The Ministry reviewed our request and confirmed our Classroom Enhancement funding in December along with the other grants. Our total CEF funding has been approved for \$40.6M as follows:

	FTE	Amount
Teacher Staffing	302.9	\$36,130,385
Overhead (Mentoring, release time, EA's, Admin time)	34.0	\$2,194,412
Estimated Remedies		\$2,254,014
TOTAL		\$40,578,811

Restart Funding

The ministry provided \$797,696 in one-time restart funding comprised of an allocation of \$64,033 to address Mental Health and \$733,663 to address Health and Safety as a result of COVID-19. The Health and Safety portion has been used to fund 10 FTE custodial positions for enhanced cleaning.

The 2021/22 Amended Budget and the 2nd Quarter Financial Report will provide additional information as to our financial performance to date, year end projection, and how funds have been allocated. This will be presented at the February 8th, 2022, Board meeting.



SCHOOL DISTRICT NO. 43 (COQUITLAM)

Office of the Secretary-Treasurer

MEMORANDUM

TO: Board of Education

FROM: Mohammed Azim, Secretary-Treasurer/CFO

DATE: January 18, 2022

SUBJECT: **Mental Health Task Force Appointments & Update**

COPIED TO: District Leadership Team

Recommended Action: The following is provided for information and to request that the Board appoint a Trustee representative and an alternate to the Mental Health Task Force.

Background: At the October 26, 2021, Public Board Meeting, the Board of Education voted unanimously to accept the Terms of Reference for the Mental Health Task Force. The terms of reference call for the following appointed members:

- The SD43 chairperson
- One additional representative and one alternate, from the Board of Education, School District No. 43 (Coquitlam)
- One representative and one alternate, from the following:
 - Village of Anmore
 - Village of Belcarra
 - City of Coquitlam
 - City of Port Coquitlam
 - City of Port Moody
 - Kwikwetlem First Nation
 - Fraser Health
 - MCFD
 - SHARE Family and Community Services
 - Other community partner groups as identified

At the time of writing, SD43 has received appointments to the Task Force from:

- SHARE Family and Community Services
- MCFD
- Village of Anmore
- City of Coquitlam

SD43 Board and staff have met with the Mayors and Councils, to follow up to the initial letter request for a representative. Additionally, staff have been able to receive acknowledgement of receipt of the request from Fraser Health.

As per the Terms of Reference, the Board is requested to confirm the appointment of the Board Chair, a trustee representative and an alternate to the Task Force. A Board motion will be required.