

BOARD OF EDUCATION SPECIAL PUBLIC MEETING AGENDA

School District No. 43 (Coquitlam)
Virtual Meeting via ZOOM

<https://sd43-bc-ca.zoom.us/j/64661571978>

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

February 15, 2021

6:30 p.m.

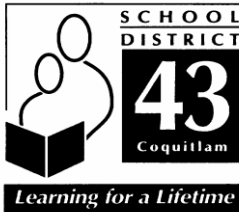
- A. WELCOME
- B. ACKNOWLEDGEMENT OF TERRITORY - Read by Trustee Hobson
- C. ACCEPTANCE OF AGENDA
- D. INTRODUCTIONS
- E. OVERVIEW OF BUDGET *(Pages 2-34)*
- F. BUDGET STAKEHOLDER INPUT PRESENTATIONS *(Pages 35-42)*
- G. QUESTION PERIOD
 - a) Trustees
 - b) Gallery
- H. ADJOURNMENT

ANNOUNCEMENT

Next Public Board Meeting: March 1, 2021, 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



SCHOOL DISTRICT NO. 43 (COQUITLAM)

Office of the Secretary-Treasurer

MEMORANDUM

TO: Board of Education

FROM: Mohammed Azim, Secretary-Treasurer

DATE: February 15, 2022

SUBJECT: Stakeholder Budget Input Presentations – Financial Context

COPIED TO: P. Gartland, Superintendent; N. Mikl, Assistant Secretary-Treasurer

Recommended Action: The attached materials are provided for information.

Background

The Budget Process for 2022/23 remains the same and provides the opportunity for stakeholders to provide budget input to the Board, prior to SD43 financial staff preparing the preliminary budget for Board consideration and public presentation in April.

The attached materials are intended to provide context in which stakeholder input is received, including the financial risk environment and the guiding principles – *Directions 2025* – under which the budget is prepared.

A summary of the documents attached includes;

1. The Board approved 2022/23 budget process as presented on November 23 2021.
2. The last year of '*What we Heard and How we Responded*' stakeholder input summary.
This report captures information from past budget processes and stakeholder comments that the District Leadership Team retain and refer to during internal budget deliberations.
3. Copy of the Power Point Presentation that will be presented prior to receiving stakeholder input into the Budget Process.
This presentation provides an overview of the above noted attachments including a summary of the financial risk environment in which the Budget is developed.



SCHOOL DISTRICT NO. 43 (COQUITLAM)

SUPERINTENDENT'S OFFICE

MEMORANDUM

TO: Trustees

FROM: Patricia Gartland
Superintendent

DATE: February 15, 2022

RE: Directions 2025 Strategic Plan

The Board of Education of School District No. 43 (Coquitlam) believes that the operation of this school district is more effective with a clear vision that is aligned and integrated through all areas of the organization. This vision, known as Directions 2025, will direct and enable:

- Fulfillment of our mission and shaping of future plans
- Articulation of annual priorities and allocation of resources
- Continuous improvement through communication, reflection and feedback

Directions 2025 was created to align with provincial and local mandates including:

- Ministry of Education direction (Framework for Enhancing Student Learning, Goal of Education and the Educated Citizen, and other directives)
- The Office of the Auditor General of BC's reports
- The Representative for Child and Youth reports
- The BC Tri-partite Education Agreement and the Local Education Agreement

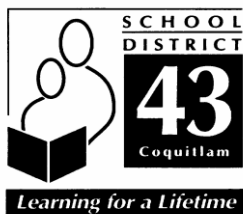
Directions 2025 was created with community feedback through:

- Consultations with partner groups (CPVPA, CTA, CUPE Local 561, DPAC and SLC)
- Delegations and presentations at public board meetings and budget consultation events
- School and district-based surveys
- Independent program reviews and the latest educational research

Anchored by the Directions 2020 framework, guided by our mission, and informed by Policy 1 – Learning Without Boundaries, the development of Directions 2025 has been an integrative and collaborative process. The Board of Education, together with the District Leadership Team, worked to compile and synthesize the data to develop the three strategic, high-level goals with objectives and cross-cutting themes.

- Goal 1: Intellectual Development
- Goal 2: Human and Social Development
- Goal 3: Organizational Capacity
- Cross-Cutting Themes – Technology and Social Engagement

The Directions 2025 strategic plan, provides a balanced approach to the many priorities and mandates of our school district and informs the Board of Education's decisions regarding the allocation of resources during the annual budget process.



SCHOOL DISTRICT NO. 43 (COQUITLAM)

Office of the Secretary-Treasurer

MEMORANDUM

TO: Board of Education

FROM: Mohammed Azim, Secretary-Treasurer/CFO, designate

DATE: November 23, 2021

SUBJECT: Budget Process 2022/23

COPIED TO: District Leadership Team

Recommended Action: Recommend that the Board of Education to accept the proposed 2022/23 Budget process as recommended by the Finance & Audit Committee.

Background: The 2022/23 budget approach is proposed to follow the same budget process as used in this past year which incorporated the opportunity for stakeholders to make public presentations to the Board in February, after the amended budget for the current year but prior to the development of the following years annual budget.

This process is intended to be more consultative, by allowing stakeholders to provide their input into the budget development process. The process will continue to feature user friendly documents and frames financial information in a manner that is more accessible to stakeholders.

As per previous practices, budget priorities and decisions will be based on the goals and objectives outlined in *Directions 2025* and the financial governance and accountability best practice requirements of the Ministry.

The budget process will also continue with partner group meetings to review budgetary information and reaffirm budgetary discussions that have been ongoing throughout the year. The formal presentation of the preliminary budget by management takes place in April. This is followed by stakeholder delegation comments in response to the preliminary budget in mid-April and the presentation of the final preliminary budget at the end of April. The budget process has been pushed back by a week as a result of how the calendar flows this year.

The proposed schedule of Board budget meetings is as follows:

1. Stakeholder Input into the 2022/23 Budget Development Process: February 15, 2022

Staff will make a brief presentation including:

- Stakeholder Budget Input Process,
- History of Stakeholder Submissions
- Identified Financial Risks

The Board will receive stakeholder input and comments

2. Presentation of Preliminary Budget: April 12, 2022

The presentation of the preliminary budget at the Regular Public Board Meeting will allow stakeholders to see the main themes and priorities in the budget, based on the strategic goals, and first ideas on how to achieve a balanced budget. The Board and Public will have the opportunity to ask questions. The Board has the opportunity to deliberate the proposed budget.

3. Board Deliberation and Stakeholder comments on the Proposed Budget: April 19, 2022

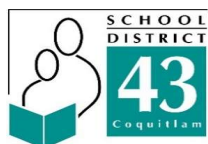
Stakeholder will have the opportunity to comment on the proposed 2020/2021 budget, that will take place at this Special Public Board Meeting. The Board has the opportunity to engage staff and deliberate the budget.

4. Final Presentation and Board Approval of Budget: April 26, 2022

At the Regular Public Board Meeting, the budget will be presented for approval. This will incorporate any changes requested by the Board based on their deliberation.

The user friendly documents that will be available online to the public will include the following:

- Stakeholder Consultation Guide
- Guidelines for Delegations
- Budget Background Presentation
- Budget Process & Assumptions
- Budget FAQs
- Glossary of Terms
- Financial Statements
- Financial Statement Discussion & Analysis
- Guide to Financial Statements
- BC Ministry of Education Funding & Allocation Information



BOARD OF EDUCATION

Budget Stakeholder and Partner Group Meetings Summary 2021/22

Learning for a Lifetime

Item #	Partner Group	Stakeholder/Request		Budgetary Request - What we Heard	How we Responded
Teachers - Non Enrolling/Learning Services					
1	CTA	CTA - Tier one Learning Supports	⊕	Preserve existing levels in Learning Services and as funds become available, consider adding more tier one support in schools: Counsellors, Learning assistance Teachers, Language Teachers, and Skill Development (non-enrolling teachers) to help vulnerable learners and getting them to graduation.	Non enrolling teachers ratios are established in the teacher collective agreement as restored by MOU #17. SD43 continues to provide incremental non-enrolling teachers as priorities are established and funding permits.
2	CPVPA	CPVPA - Learning supports	⊕	Additional Learning Supports at the school level (Counsellors, YW, EA's, school based learning teams) to help with challenging environments and support vulnerable students especially at the Elementary and Middle levels.	Non enrolling teachers ratios are established in the teacher collective agreement as restored by MOU#17. SD43 continues to provide incremental support as priorities are established and funding permits. During the 2019/20 budget process, 10 FTE teachers were added to Middle Schools to support the curriculum changes. In 2020/21 an additional 14 EA/LISW positions were added: which addressed aspects of this concern.
3	CTA	CTA - Mentoring	⊕	Continue with mentoring program and technology mentoring teams (this has given our school district a competitive advantage in attracting staff and these supports translate into better support for students).	We agree that SD43's investment in the mentorship program is an important component that is supporting Goal #1 - Intellectual Development and Goal #2 Human and Social Development. We want to continue these programs as funding permits based on priorities of all needs of the school district.
Teachers - General					
4	CTA	CTA - Teacher Staffing	⊕	Maintain stability in the existing teacher staffing levels. The current times have brought uncertainty, disruption, and impacts on work flexibility	While we do not want to reduce any positions, the teacher layoff process is defined by the Collective Agreement. The ability to avoid teacher layoffs and continue to retain staff is dependent on funding and staffing priorities and the level of financial risk SD43 can undertake.
5	CTA	CTA - TTOC	⊕	Address shortages of TTOC's and increase the TTOC budget. Using non-enrolling teachers to fill in causes disruption to their work schedules	The issue of a lack of TTOC availability is experienced throughout the province. SD43 has hired a number of permanent TTOC's to assist in alleviating this issue. We have been in communication with the CTA on ways to address this issue. We will continue to promote SD43 to teacher graduates as an exceptional place to work.
Administration					
6	CPVPA	CPVPA - Admin staffing & Relief time	⊕	Maintain existing Administrative staffing levels, if possible retain the additional time (0.1) added in the 2020/21 year to support Elementary School Administrators, continue to incrementally reduce teaching time. Add VP time at Middle Schools	The 2019/20 budget included an addition of 1.80 FTE teachers to reduce administrator teaching time. SD43 has systematically reduced Administrator's teaching time and increased head teachers over the past few years.
Support Staff					
7	CUPE	CUPE - Trades	⊕	Bring back painting apprentice positions.	While this is a collective bargaining matter, there have been discussions with the union with respect to this. Given the current financial implications, we are open to further conversations to find a workable solution.
8	CUPE	CUPE- Custodian Leadhand	⊕	Add 1 full time Custodial lead hand to help cover week days.	There is an existing agreement in place on staffing levels that takes into consideration unique building features within the school district.
9	CUPE	CUPE - Custodians	⊕	Restore the caretaking formula that was in place in 2012 to a base of 191.	Any changes to the base would be a collective agreement matter.
10	CUPE	CUPE - Custodians		Retain the extra caretaking staff in place at elementary schools added in response to COVID 19. This level of cleaning and hygiene will be required in future years.	The funding for these extra caretaking positions were provided on a one-time basis from the Provincial and Federal Government in response to COVID-19. We have been advised that it is unlikely that any of these funds will be made available beyond this school year. We do plan to increment some additional caretaking in the 2021/22 budget.
11	CUPE	CUPE - EA's	⊕	Add 15 - 35 hour EA positions at middle schools to provide better access to students for activities falling outside of the bell schedule	As part of the Service Improvement Allocation, an agreement was reached with the union to increase 1 District EA Facilitator, 10 IBS positions (Inclusion Support Team) and 21 EA positions at Secondary schools from 30 to 35 hours during the last bargaining session. 14 EA/LISW positions were added in the 2020/21 year and additional increases for this next year will require an assessment based on needs in consideration with other staffing priorities.
12	CUPE	CUPE - Clerical/SIS - Elementary	⊕	Add a District level SIS operator to support Elementary Schools and generally increase clerical allotments at Elementary level.	SD43 continues to work with the Union to find the right balance of clerical staffing in schools which also requires flexibility from the current agreed protocols and agreement. Clerical staffing continues to be retained at its highest level since before the 2012/13 peak when the financial deficit occurred.
13	CUPE	CUPE - Clerical/SIS Middle	⊕	Increase Como Lake Middle SIS position to a 35 hours to equal a 1.0 FTE position. Add 20 hour secretary II positions at middle schools with higher enrollment levels (Maple Creek, Scott Creek, Minnehada, and Eagle Mtn).	Clerical staffing is added when the need is assessed and funding is available.

Item #	Partner Group	Stakeholder/Request		Budgetary Request - What we Heard	How we Responded
14	CUPE	CUPE - Clerical Draw	⊕	Increase draw time for Clerical to a level prior to the 2012-2013 deficit reductions	The 2020/21 clerical draw budget is higher than the referenced 2012/13 school year. The draw time pool is held at the District level to provide support to schools where the need is the greatest
15	CUPE	CUPE - Clerical - Other	⊕	Add a 20 hour position in Facilities due to increase in number of projects.	Management does not believe that the existing work load levels support increasing staffing in this area at this time.
16	CUPE	CUPE - Youth Workers	⊕	Convert Youth Worker position shared between Como Lake and Moody Elementary to full-time at each location and add 1 full-time YW position at Suwa'ikh - Total of 2.0FTE	We will continue to review staffing levels and determine appropriate requirements based upon our financial and staffing priorities.
Services and Supply Budgets					
17	CUPE	CUPE - Trades		Need to replace vehicles and maintenance equipment - dump truck, vacuum excavator unit, mowers and brush cutter.	A vehicle and equipment replacement plan was initiated in January 2021. The district has completed its initial evaluation and prioritized the higher needs items against funding availability. The district is in the process of procuring some of the higher prioritized items and will continue to develop its plan for replacing other identified vehicles and equipment based on funding availability.
18	CUPE	CUPE - Trades		Need to improve maintenance facility overall, shed burned down, as yet not replaced, need heated space.	The Permitting process, which is outside the control of the school district, has contributed to delay in rebuilding the shed. The funds have appropriately been set aside for this project.
19	DPAC	School Maintenance	⊕	Update interiors of old schools beyond just painting and address maintenance related issues, including washroom facilities in a timely manner.	Funding for additional facility maintenance requests is balanced between the educational staffing requirements and funds available to provide required services and supplies. The Accumulated Reserves policy has assisted in providing supplemental funding to support school maintenance. The Ministry funded Annual Facilities Grant (AFG) is not sufficient to address identified maintenance needs.
20	DPAC	School Cleaning		Need to continue with same cleaning standards and levels post pandemic.	We will certainly try to retain the cleaning standards as much as we can, however, much of this was supported thru one-time pandemic relief funding which is not likely to be continued. This level of cleaning may not be possible without additional funding. We do plan to increment custodial staffing in the 2021/22 budget.
21	CPVPA	School Supplies	⊕	Increase School Supply budget funding to help address inflationary increases. Allocation for Elementary Schools, especially those with less than 200 students should be reviewed to provide better equity in funding allocation.	The school supply budget for 2020/21 was \$7.0 million. This incorporates expenses absorbed at the Board level in support of schools such as the KEV system, computing devices, janitorial equipment, etc. Schools retained over \$2 million in supply funds from prior years - an increase of over \$600,000 from the previous year. Allocation to elementary schools will be reviewed.
22	CUPE	CUPE - Clerical training	⊕	Set up a training budget to enable clerical training sessions on Pro-D days and after work.	Funding for Training has long been established and funds are provided annually to the Union for this purpose.
Other					
23	DPAC	Funding Model & Funding Adequacy	⊕	This continues to be a worry as there is a lack of future funding certainty. The ability to have funding resources to deal with the unknowns will be important - especially in dealing with the aftermath of the pandemic costs and implementation of phase II of the Ministry's funding model recommendations	We agree. The uncertainty is elevated for the 2021/22 year coming off a devastating pandemic, dealing with learning loss and increased anxiety. The potential delay in funding certainty will likely extend this concern.
24	DPAC	Bullying	⊕	Need to increase educational programs for students and increased training for staff, including playground supervisors. Adding counsellors to support struggling students should be considered. Address some of these issues as a community.	Staff are engaged daily in addressing this topic. In addition, the school's code of conduct and a summary of the District's policies on Code of Conduct (Policy 17), Violence, Intimidation and Possession of Weapons (Policy 18) and Suspension of Students (AP355) are sent annually to be signed by parents/students. The school code of conduct is reviewed with students at the beginning of the year and throughout the year as necessary.
25	DPAC	Emergency Prep	⊕	Administrator requests are still being made to PAC's for emergency preparedness supplies signalling that more needs to be done in this area and assure that all supplies that were provided to first responders have been replenished.	In June 2020, emergency classroom supplies restocking funding was provided throughout the school district. PPE supplies provided to first responders has been fully replaced. Additional funds were made available for the purchase of emergency preparedness kits. Lastly new emergency communications devices were provided to all schools. Each school is responsible for maintaining appropriate emergency supplies and there are established processes to ensure this is being maintained and addressed.
26	DPAC	Directions 2025		Directions 2025 represents the interest of parents extremely well and should provide the appropriate guidance in budget allocations going forward.	SD43 agrees that the refreshed vision sets the appropriate tone, focus and direction for the next five years.
27	DPAC	DPAC Budget Surplus		As a result of a budget surplus in their own accounts, DPAC will request SD43 financial support at a 50% REDUCTION while providing funding support to the Dulce Huscroft Scholarship Fund.	SD43 acknowledges and appreciates both the willingness to reduce the DPAC budget request for the 2021/22 school year as well as the increased support for the Foundation initiatives to strengthen the support to students.
28	Parent	Financial Literacy		Need to include and/or increase financial literacy into the curriculum, preferably beginning in middle school. Young adults often lack basic knowledge of money management skills and decision making.	Financial Literacy is included in Career's 10 and Life Connection courses in Secondary Schools. Staff will explore the opportunities to introduce concepts earlier in program learning.
29	Parent	Enhanced Budget Presentation		Improve the communication and linkages between the budget and Directions 2025 by providing a more specific narrative of how it supports the goals.	SD43 appreciates the provided comments and will work toward providing enhanced annual reporting of Directions 2025 accomplishments within existing staffing levels and budgetary time restraints.

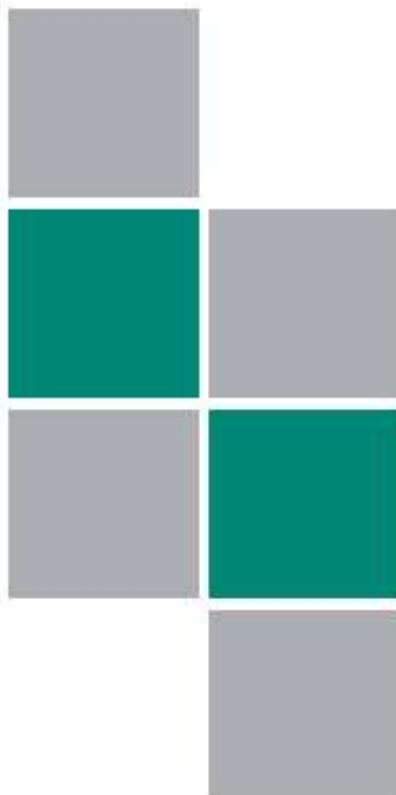
Item #	Partner Group	Stakeholder/Request		Budgetary Request - What we Heard	How we Responded
30	CTA	CTA - Mental Health		To address Teacher's mental health (especially in the current environment) consider increasing the number of allowable sick days or other ways to allow teachers time off with pay.	Days off for Teachers are incorporated within the collective agreement and bargained at the Provincial level. This is not an area in which we have local jurisdiction.
31	CTA	CTA - EFAP		The Employee and Family Assistance Program (EFAP) is not working well: its too limited in the number of times one can access counselling services	The EFAP is a short term solution based program. It is not designed or intended for long term assistance or support. There is no limit to the number of visits however the EFAP counsellors are usually able to provide or suggest resources or coping tools to the individual seeking help. In most situations it is usually dealt with in 3 or less visits.
32	CTA	Coquitlam Music Teacher - Music		Retain and maintain status quo and assist in re-establishing stability of music programs and address loss in music programs post pandemic.	The 2021/22 Budget continues to retain funding to support music in SD43.
33	SLC	SLC - Mental Health		SLC Supports SD43 initiatives that enhance opportunities for students to access information and services to support student mental health and well-being including additional counselors. Consider a wellness week focus at the beginning of each school year during orientation week.	SD43 has added a dedicated Positive Mental Health Coordinator and has put nearly \$100k towards training and resources for educators and students to address mental health. SD43 will work with schools and SLC on the concept of wellness orientation and is committed to providing more mental health information to students.
34	SLC	SLC - Wifi and Technology		SLC Supports SD43 initiatives that improve access to wi-fi signals and supports initiatives that improve student access to technology in schools, outside school hours, and for students who have limited access to technology at home.	The District recognizes the importance of reliable internet connectivity for educational and business purposes and has a \$700k annual infrastructure sustainability fund to provide continuous improvement activities in these areas. The school district has exceptional wifi and bandwidth, however, this can be impacted by the level of internet usage on sites that are non-educational. The District is committed to ensuring all students in grades 6-12 have full time access to personal technology and provides for the assignment of technology who cannot bring their own device to school. Further, the school district also works with non-profit community partners to provide technology for families in need.
35	SLC	SLC - Environmental Sustainability		SLC supports environmental sustainability practices - especially those related to the packaging of food distributed in schools (using biodegradable or recyclable packaging where possible).	We encourage SLC to approach school administrators to promote sustainable practices in their schools.

⊕ Items raised in the most immediate preceding year.

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



ENGAGE



CONTRIBUTE

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.

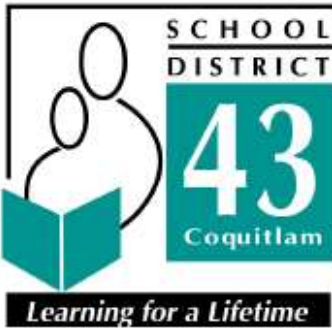
Changing Landscape of Provincial Funding

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 <i>Increasing Success in Life for All</i>	
		OUR MISSION Our mission is to ensure quality learning opportunities for all students of all ages.	
DIRECTIONS 2025		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.	
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.	OUR CORE BELIEFS AND PRINCIPLES 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. 	

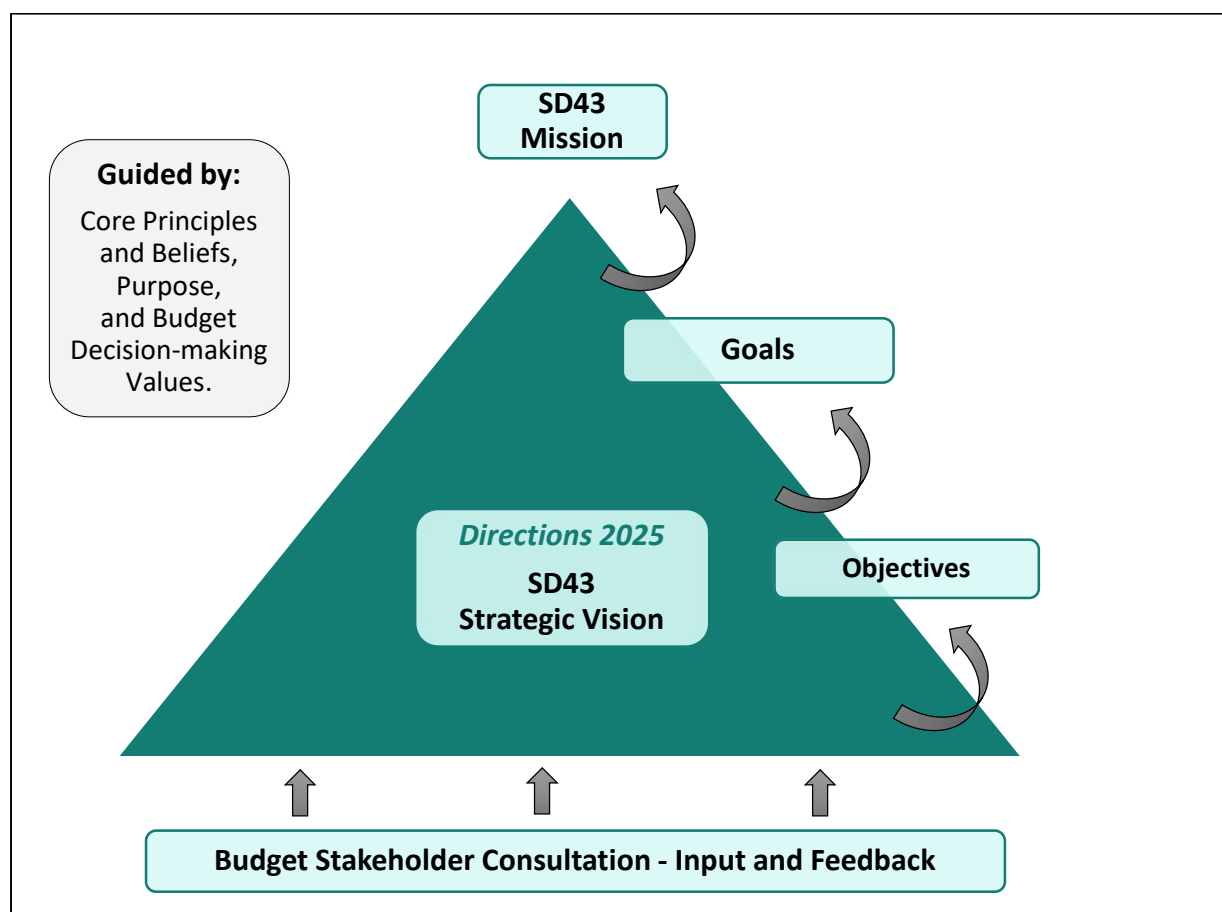
Aligning Budget Planning and Resource Allocation with *Directions 2025*

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:

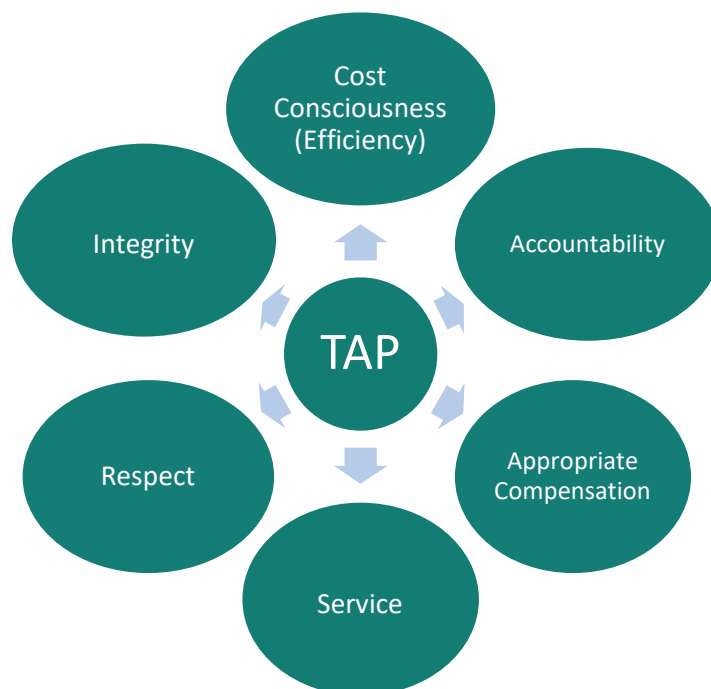
1. *An Education Sustainability Reserve Account is to be established over a five-year period beginning in 2021, at an amount that represents 15% of the average of the preceding three years total International Education revenues and funded through surplus in excess of 2% of total operating revenues until 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

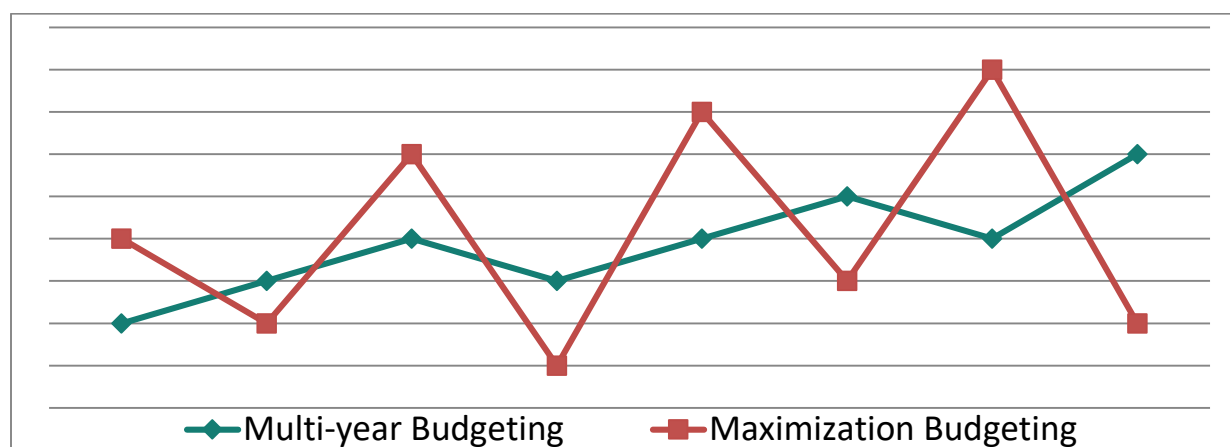
More funding for schools to support and enhance teaching and learning.



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.

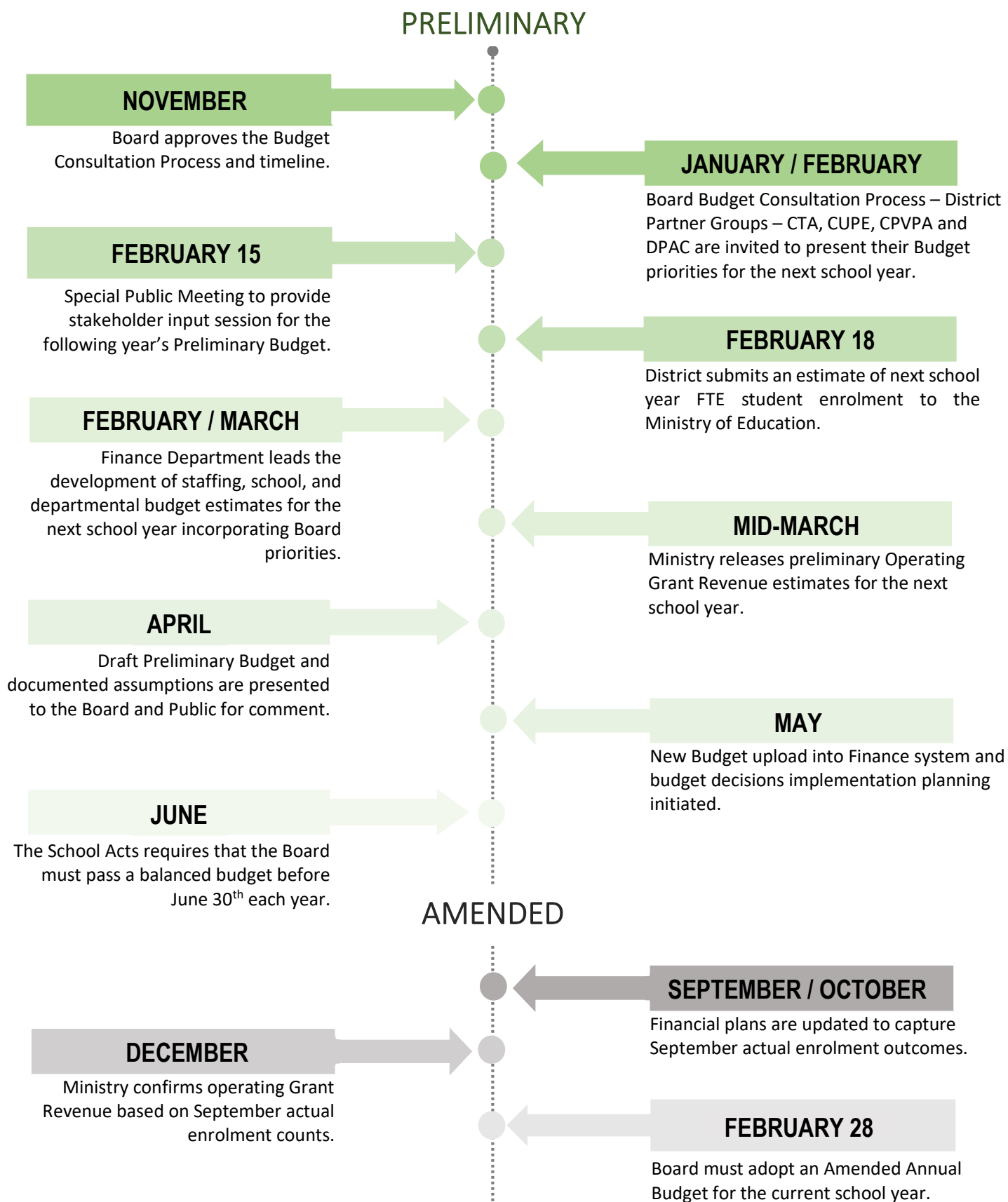
Multi-year financial planning is a strategic budget management method of making carefully planned and responsible changes in measured amounts over several years to smooth out large fluctuations in year-to-year resource and staff additions or reductions due to unforeseen costs and other circumstances.

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



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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.

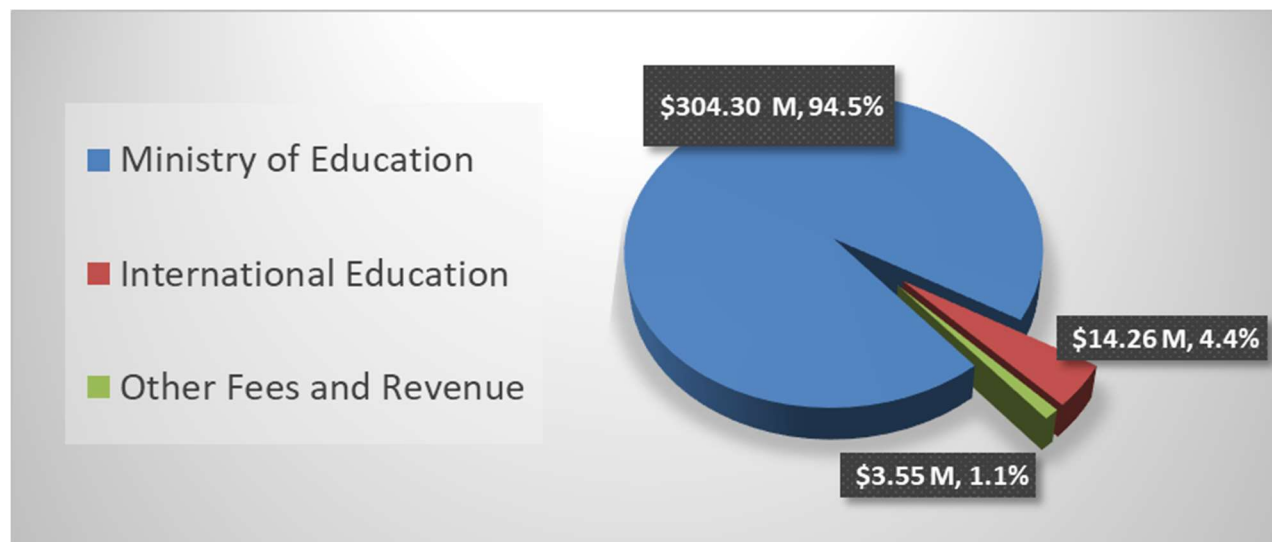
Any funds within the capital budget may not be used for operational budget items.

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

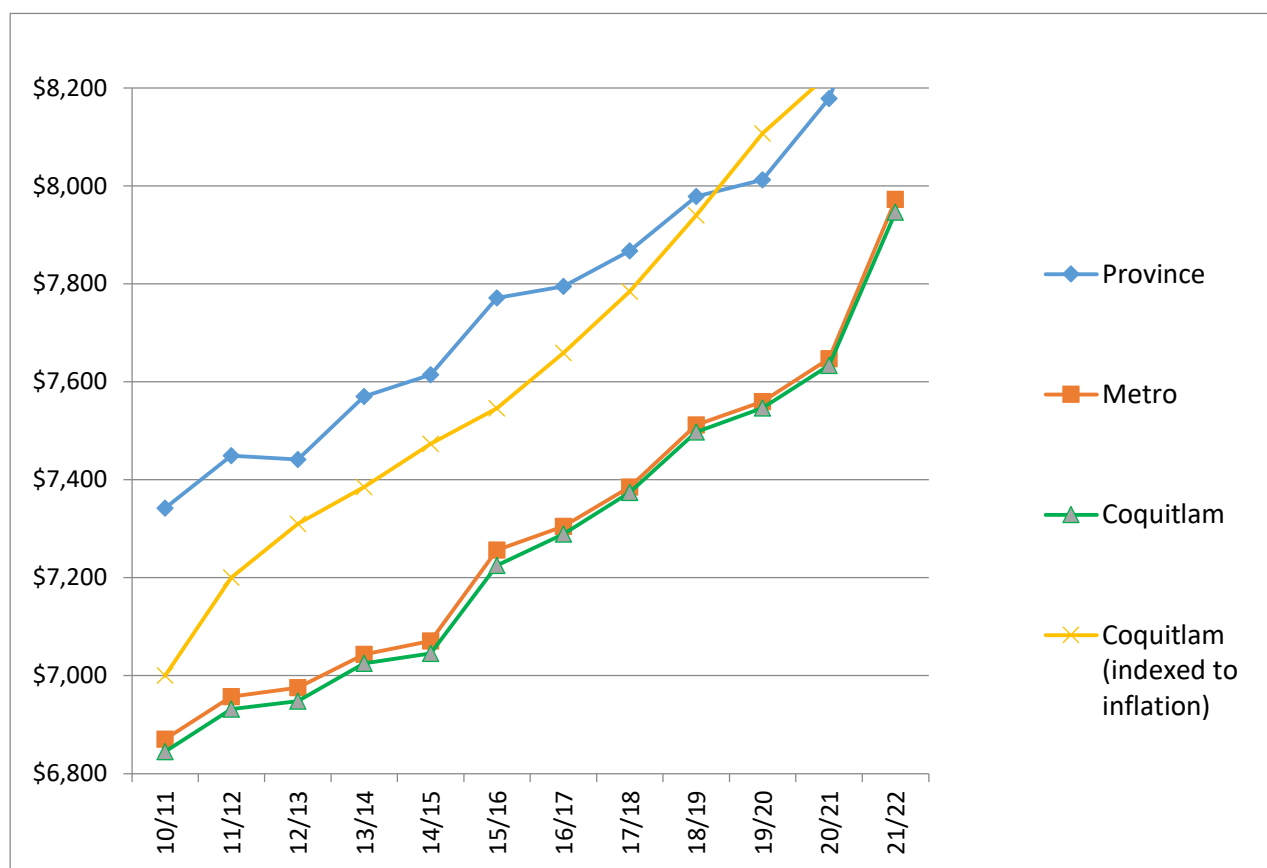
The basic student operating grant allocation for 2021/22 is \$7,885 per FTE student. Like other school districts SD43 receives additional funding for unique student and school district factors.

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.

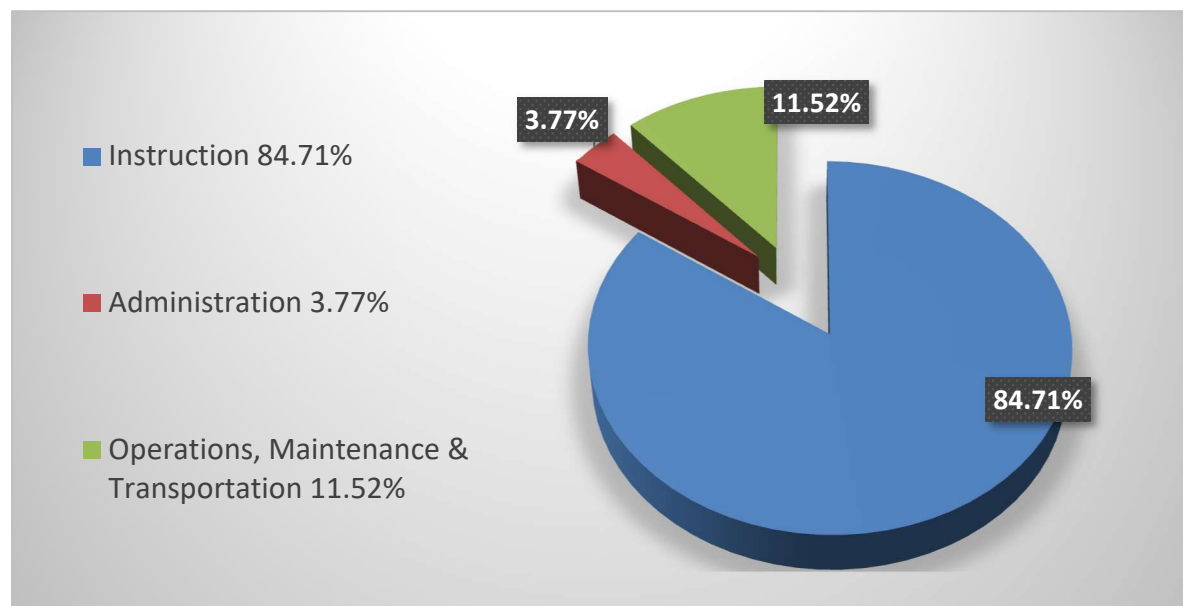
This trend is not new, and the chart below displays how per-student funding has not kept up with costs in recent years. If total grants had kept up with inflation since 2009-2010, SD43 would have received \$8,349 per student for 2021/22. The difference of \$402 per student (compared to the actual funding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



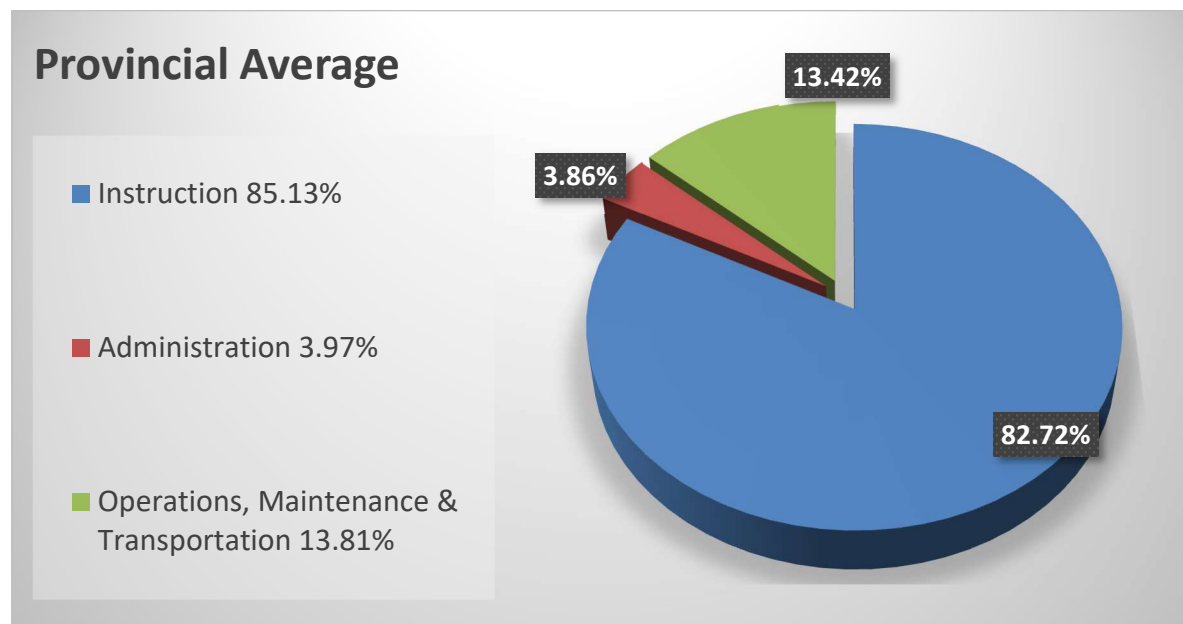
Instruction First

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

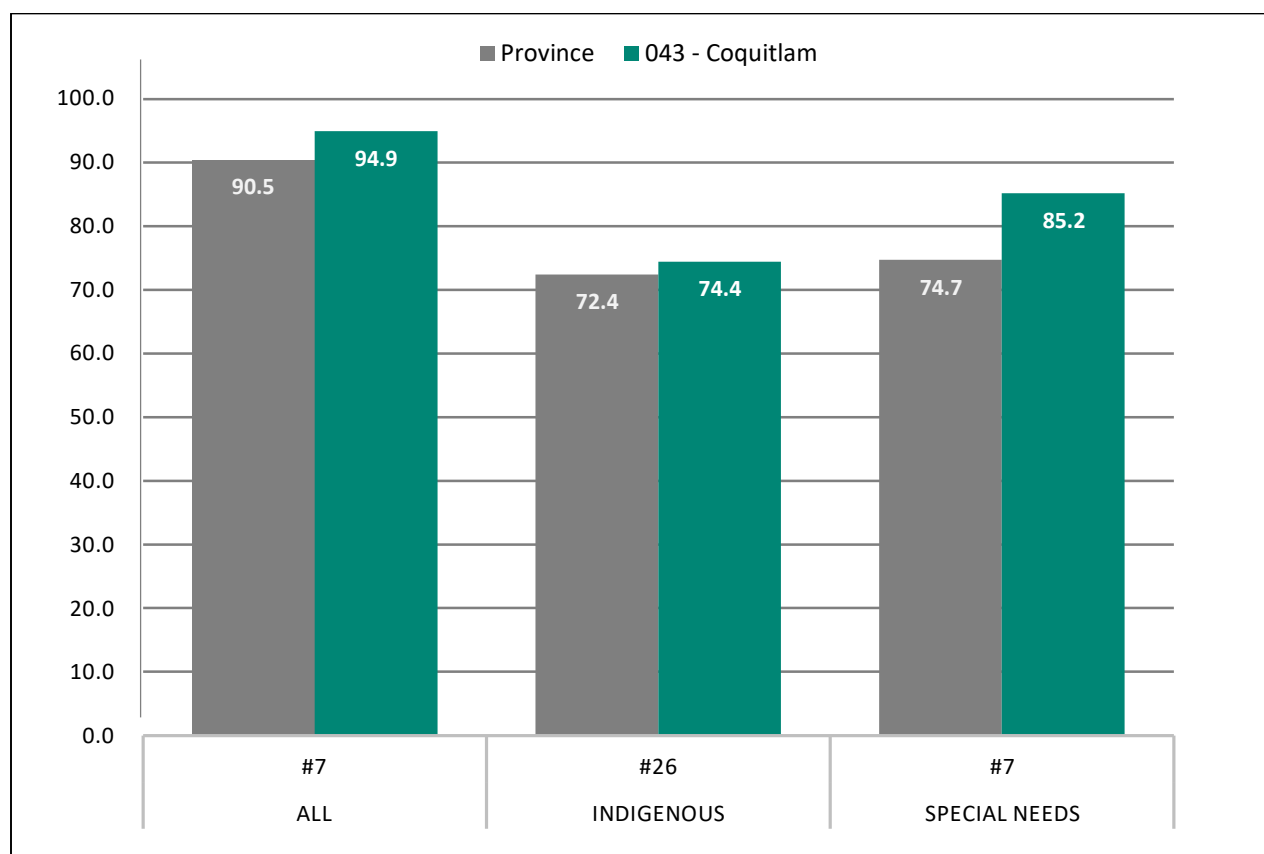
Throughout the budget process, the Board will seek to build on our past successes in order to maintain a high achieving and sustainable organization. We will pursue new and innovative ways to deliver our services in order to maximize the use of our budgets and ensure quality learning for all students.

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.



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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.

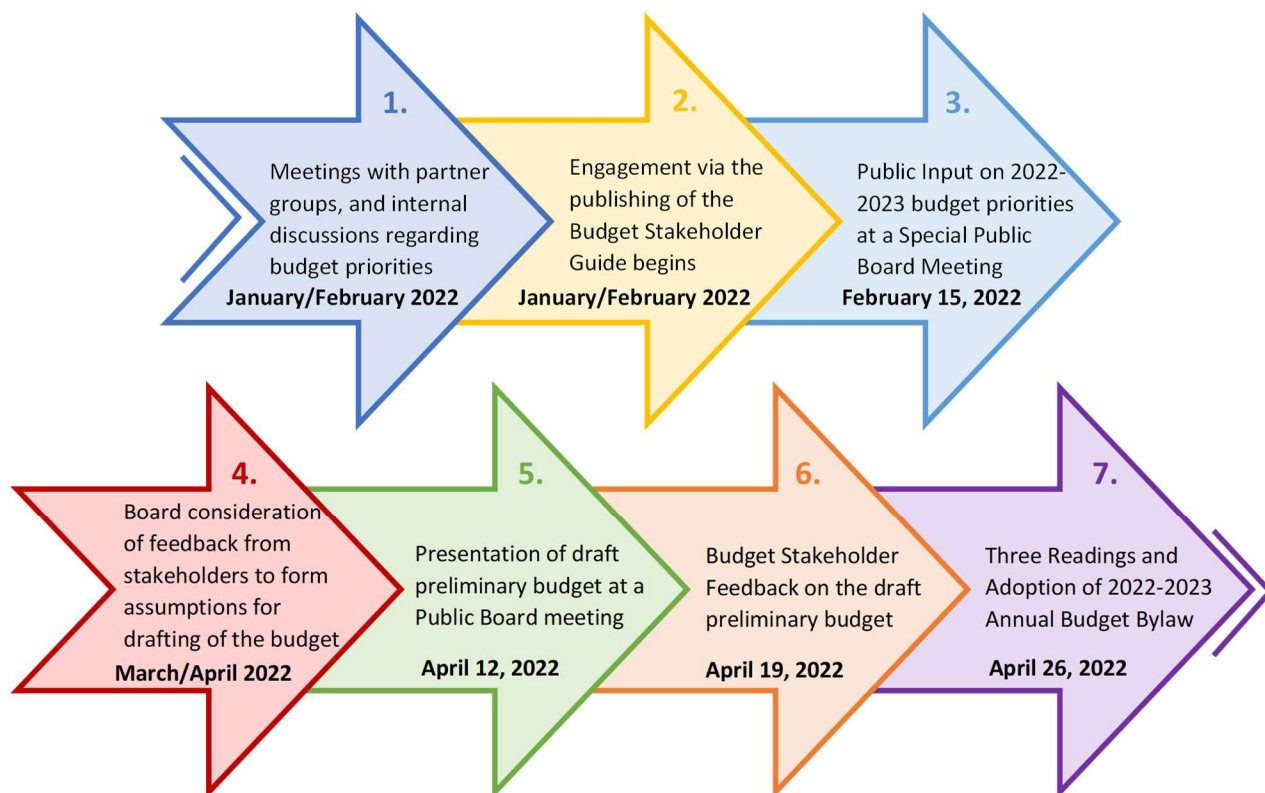
The Role of Trustees

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*](#).

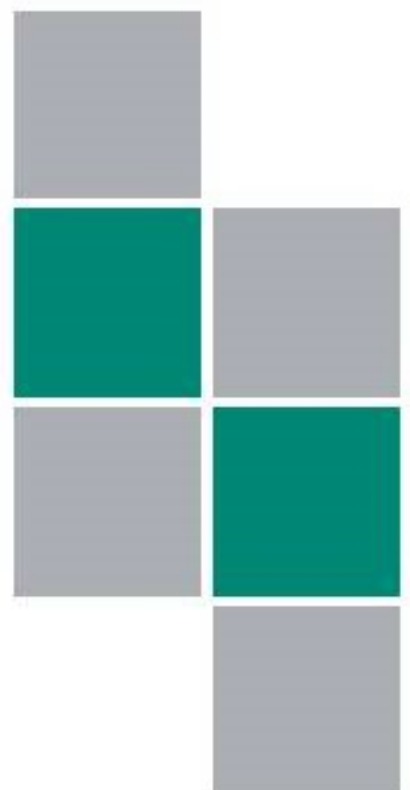
Providing Feedback and Input

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





BOARD OF EDUCATION

BUDGET STAKEHOLDER PRESENTATIONS

FEBRUARY 15, 2022

STAKEHOLDER PRESENTATION		PRESENTER(S)	PAGE(S)
1	Student Leadership Council (SLC)	Arun Ghag, Co-Chair Sarah Feng, Co-Chair Jessica Bell, District SLC Coordinator	36
2	DPAC Representative – Cedar Drive/Terry Fox	Shannon Leadbeater	37
3	District Parent Advisory Council	Marvin Klassen, President Rosey Manhas, Vice President Jamie Manchester, Treasurer	38-39
4	Coquitlam Teachers' Association (CTA)	Ken Christensen, President	40
5	CUPE Local 561	Jane Gibbons, President	
6	Parent	Written Submission Only	41
7	Parent	Written Submission Only	42