BOARD OF EDUCATION
REGULAR PUBLIC MEETING AGENDA

School District No. 43 (Coquitlam)
Education Learning Centre

April 9, 2024
7:00 p.m.

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

ACKNOWLEDGEMENT OF TERRITORY Zoë Royer

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

D. EDUCATION

E. APPROVAL OF CONSENT AGENDA (7:05 pm)

a) Approval of March 12, 2024 Regular Board Meeting Minutes
b) Trustee Calendar Planning Report for Information *(Pages 4-6)*
c) Trustee Reports for Information *(Page 7)*

F. RESPONSE TO PREVIOUS DELEGATIONS

G. DISTRICT STAFF REPORTS (7:10 pm)

a. Superintendent

i) News & Events — Patricia Gartland
(Pages 8-14) — *(10 minutes)*

ii) Superintendent's Update — Patricia Gartland
(Verbal) — *(10 minutes)*

H. UNFINISHED BUSINESS (7:30 pm)

a) Policy #3 – Role of the Trustee — Michael Thomas
(Pages 14-17) — *(5 minutes)*

b) Policy #5 – Role of the Board Chair — Michael Thomas
(Pages 18-20) — *(5 minutes)*

c) Policy #6 – Role of the Vice Chair — Michael Thomas
(Pages 22-22) — *(5 minutes)*

d) Policy #9 – Board Representatives — Michael Thomas
(Pages 23-28) — *(5 minutes)*

e) Policy #17 – District Code of Conduct for Students — Michael Thomas
(Pages 29-32) — *(5 minutes)*

I. QUESTION PERIOD (7:55 pm) — *(10 minutes)*
(For questions that relate to agenda items only)
a) Trustees
b) Gallery

II. NEW BUSINESS (8:05 pm)

a) Board/Authority Authorized Courses — Craig Mah
(Pages 33-69) — *(15 minutes: Presentation/ 10 minutes: Questions)*

b) School Site Acquisition Charge Bylaw — Nita Mikl
(Pages 70-74) — *(10 minutes)*

c) 2025-26 Eligible School Sites Proposal — Nita Mikl
(Pages 75-79) — *(10 minutes)*

d) 2024-2025 Capital Response Letter Bylaw — Ivano Cecchini
(Pages 80-86) — *(10 minutes)*

e) 2024/25 Preliminary Budget

i) Overview of Budget Process — Chair Thomas
(5 minutes)

ii) Remarks from Superintendent — Patricia Gartland
(5 minutes)

iii) Presentation of 2024/25 Preliminary Budget — Randy Manhas/Nita Mikl
(Pages 87-147) — *(30 minutes)*

III. NOTICES OF MOTION

IV. ITEMS OF TRUSTEE BUSINESS

M. **QUESTION PERIOD** (9:40 pm) *(10 minutes)*

(For questions that relate to agenda items only)

a) Trustees
b) Gallery

N. **ADJOURNMENT** (9:50 pm)

ANNOUNCEMENT

Next Public Board Meeting: **April 16, 2024 – 6:30 p.m.**
Location: Education Learning Centre - Board Room

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

BOARD OF EDUCATION

Calendar Planning

March 12, 2024

APRIL 2024			
9	Board Meeting	ELC, Board Room	7:00pm
16	Board Meeting (Special)	ELC, Board Room	6:30pm
18-21	BCSTA AGM	*TBD*	*TBD*
23	Board Meeting	ELC, Board Room	7:00pm
MAY 2024			
7	Finance and Audit Committee Meeting	ELC, Board Room	4:00pm
21	Board Meeting	ELC, Board Room	7:00pm
JUNE 2024			
3	Indigenous Grade 12 Honouring Ceremony	Port Coquitlam Arena	6:00pm
4	SD43 Retirement Event	Westwood Plateau Golf	5:30pm
11	Finance and Audit Committee Meeting	ELC, Board Room	4:00pm
15	Heritage Woods Commencement Ceremony – Trustee Park ONLY	Simon Fraser University	2:00pm
18	Board Meeting	ELC, Board Room	7:00pm
19	Encompass Commencement Ceremony – Trustee Royer ONLY	Vanier School Gym	4:30pm
21	CABE Commencement Ceremony – Trustee Palmer Isaak ONLY	TBD	TBD
22	Port Moody Commencement Ceremony – Trustee Royer ONLY	Orpheum Theatre Vancouver	11:00am
22	Terry Fox Commencement Ceremony – Trustee Blatherwick ONLY	Orpheum Theatre Vancouver	7:00pm
23	Gleneagle Commencement Ceremony – Trustee Pollock ONLY	Orpheum Theatre Vancouver	11:00am
23	Riverside Commencement Ceremony – Trustee Thomas ONLY	Simon Fraser University	11:00am
24	Centennial Commencement Ceremony – Trustee Brodie ONLY	Simon Fraser University	6:00pm

JUNE 2024			
25	Dr. Charles Best Commencement Ceremony – Trustee Denison ONLY	Orpheum Theatre Vancouver	7:00pm
26	Inquiry HUB Commencement Ceremony – Trustee Palmer Isaak ONLY	Inlet Theatre Port Moody	7:00pm
26	Pinetree Commencement Ceremony – Trustee	Orpheum Theatre Vancouver	6:00pm
27	CE, CLC, CLOC Commencement Ceremony – Trustee Palmer Isaak ONLY	Heritage Woods Secondary Theatre	6:30pm

SCHOOL DISTRICT NO. 43 (COQUITLAM)

Office of the Secretary-Treasurer

MEMORANDUM

TO: Board of Education

FROM: Randy Manhas, Secretary-Treasurer/CFO

DATE: April 9, 2024

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 March 12, 2024:

1. Other Matters

BOARD OF EDUCATION

TRUSTEE REPORT

April 9, 2024

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

- March 12, 2024 – Special Meeting, ELC, Coquitlam
- March 12, 2024 – In Camera Meeting and In Service Board Meeting, ELC, Coquitlam
- March 12, 2024 – Public Board Meeting, ELC, Coquitlam
- April 2, 2024 – Finance and Audit Committee Meeting, ELC, Coquitlam

Superintendent's News & Events Report to the Board

Regular Board Meeting of April 9, 2024





1. On April 8, A group of 30 Terry Fox Secondary School STEAM students participated in groundbreaking scientific research, the Solar Max International Animal Behaviour Eclipse Research Project in Fort Worth Texas. The data collected, combined the efforts of many other participants across North America will be the largest-ever scientific study of animal behaviour during a total solar eclipse.

   The event was a phenomenal success, marked by a total eclipse, during which our students, under the leadership of Dr. Adam Hartstone-Rose from North Carolina State University, received training in research methodology, data collection protocols, and proper observational techniques.

   The students' contributions were significant, adding fifteen new species to the observational data and enhancing the understanding of previously observed species through research done by Dr. Adam Hartstone-Rose in 2017. The results from the research are expected to close the gap in our fundamental understanding of the natural world and have implications for fields such as agriculture, ecology, biology, and astronomy. Our results will be compiled and published in a peer-reviewed journal.

   The field trip was the culmination of a year's worth of fundraising efforts by our students, who managed the Ravens Nest store along with various other fundraisers. The group was very fortunate to receive significant financial support from Maxine Wilson and AHR's research funding, totaling over $30,000 in value.

   Edward Csuka shares, "I am incredibly proud of our group of our Terry Fox Secondary STEAM students who showed tremendous grit, determination, and perseverance to endure the rigorous requirements of high-quality biological research. Some of the students have committed to helping analyze the vast amounts of data that will come from across the continent to be included in the eventual project's publication."








2. Congratulations to the 12 grade 11 and 12 students who successfully participated in the Coquitlam Junior Firefighter program over spring break! These students underwent an intensive week-long training and got a chance to learn skills such as rappelling off towers, understanding fire behaviour, practicing fire ground drills, climbing ladders, performing auto extrication, and learning first aid. The program is a condensed version of the eight-week firefighter basic training, giving participants a glimpse into the daily challenges and rewards of firefighting. Thank you to Coquitlam Fire & Rescue for providing our students with this amazing opportunity!






3. Congratulations to the Port Moody Secondary School students for their outstanding performance at the 46th University of British Columbia Physics Olympics held March 9th. Competing against 930 students in 76 teams from across the province, our Grade 11 and 12 teams showcased exceptional perseverance and resilience.

   The Grade 11 team excelled, reaching the Quizzics Final and securing a spot among the top 13 contestants. Meanwhile, the Grade 12 team not only placed third in the Sound of Science event but also achieved a remarkable victory by becoming the overall Physics Olympics Champions.

   This achievement follows their impressive performance last November at the KPU Science Competition, where the students won 1st and 3rd place, continuing their winning momentum. Well done, students!







4. On March 13, Harbour View Elementary School gathered to celebrate a significant milestone: its 60th anniversary. This momentous occasion was honoured in the presence of distinguished guests, Trustees Carol Brodie, Jennifer Blatherwick, Chuck Denison, and Assistant Superintendent Carey Chute, who joined the celebration to pay tribute to the school's long-standing heritage and accomplishments.

   The event featured particularly memorable speeches, especially from former Principal John Richardson, who led the school from 1997 to 2000. His reflections on the school's past achievements and community impact added depth to the celebration.

Highlighting the event were former teachers Aaron Rahn and Jean Glover, who captivated and delighted the audience with their humorous and entertaining speeches about their teaching experiences at Harbour View Elementary, offering a lighter and more personal perspective on the school's history.

The event was further graced by the presence of former administrators Ray Comeau (1990-1997), Sue Reynolds, Wendy Yu, and Michelle Reid, whose attendance underscored the strong sense of community and ongoing connection among the school's past leadership, a testament to the enduring legacy and influence of Harbour View Elementary School within the community.









5. A new nestbox project at Blakeburn Lagoons in Port Coquitlam was proudly completed by 27 students from Terry Fox Secondary's STEAM 10 class. Each student 3D-designed and laser-cut their own unique nestbox, custom-made for indigenous cavity-nesting bird species impacted by human development.

   Each box was precisely engineered to specific dimensions with a tight friction fit, eliminating the need for glue, nails, or screws. A wide variety of designs was completed and laser-etched with fun facts, quotes, and poems.

   Special thanks to John Saremba and the Burke Mountain Naturalists Society for guiding the students with their nestbox designs!

   Students were offered the opportunity to have their nestbox mounted at Blakeburn Lagoons in cooperation with the City of Port Coquitlam (Special thanks to Jamie Castro for mounting the boxes!).

   Students Mason, Mayth, and Yari also signed a "Declaration of Nestbox Stewardship," demonstrating their commitment to ongoing cleaning, maintenance, and reporting of nestbox activity. Well done, students!

6. The SD43 Career and Trades Program is partnering with ACCESS BC to offer indigenous students in Grades 10 to 12 a three-day trades sampler at Port Moody Secondary from April 10 to 12th. This three-day experience will allow students to learn more about carpentry, welding, and CNC Machining.

   As part of this experience, students will be building "buddy benches" for Hazel Trembath Elementary School. Register here.

7. On April 4, the SD43 Student Wellness and Safety Team successfully conducted a session in the Family and Community Learning Series, focusing on crucial topics such as Social Media, Exploitation, Digital Citizenship, and Cyberbullying. The event was led by Carol Todd, SD43 Coordinator for Digital Literacy/Citizenship, and Colton Easton, who is a key presenter and the Training Manager at Safer Schools Together.



   This free session, tailored to families with children in grades 4-9, delved into the complexities of digital trends and their impact on child development. Attendees explored strategies for creating a safe and healthy digital environment at home. This included establishing family rules, implementing parental controls, and developing insights into current app and platform trends to ensure online safety.

   For more information and upcoming sessions, please visit sd43.bc.ca/familyseries.

8. On March 20, many schools in the district embraced the spirit of Nowruz, the Persian New Year. Many families were excited to share their traditions as the celebration marks a beautiful beginning to spring and a fresh start to the year ahead.

   Below are some highlights of how schools celebrated Nowruz in the district:



   (Miller Park Community School)

   Miller Park students hosted an event featuring a special dance and a presentation about the Nowruz tradition and the Haft-sin table. They learned that each item on the table starts with the letter 'S' and symbolizes different hopes for the New Year. For example, 'sabzeh' (sprouted wheatgrass) represents rebirth and renewal, while 'seeb' (apple) symbolizes health and beauty.

   In the afternoon, parents served tea and sweets from a Persian bakery to all the families, enhancing the festive atmosphere. This gathering was particularly meaningful as it was part of the school's diversity project and welcomed many new families from Iran, fostering a deep sense of belonging and community. Well done, Miller Park Community School!







(Hampton Park Elementary)

Hampton Park Kindergarteners participated in a symbolic "paper fire" jump, an activity that represents the tradition of leaving behind the old year's woes and welcoming the new year's vitality. They also learned about the haft-sin table, set up at the school's entrance, and its significance in celebrating the new year.

Inspired by the hyacinth, a key element among the Haft-Sin's seven 'S' symbols, the students created beautiful floral artwork. The celebrations were further enhanced when a staff member brought Persian bread and feta cheese, sharing a taste of the culture with the team, and adding to the festive spirit.

9. On April 9, the Tri-Cities Enchantment Committee held a successful event at the Montgomery Centre Gym as part of the Enchantment Project. This initiative aligns with the belief that every student deserves to feel confident, beautiful, and excited about their graduation, regardless of their financial or personal circumstances.

   The event provided a private and supportive setting for students to select their graduation dresses. It embodied our commitment to inclusivity, ensuring that all students have access to attire that makes them feel special during one of life's significant milestones. The Enchantment Project stands as a testament to SD43's dedication to celebrating every student's achievement and supporting their journey with dignity and joy.

   We extend our heartfelt thanks to everyone involved in this event and to all the donors for your generous contributions!

10. Coquitlam Summer Learning offers students currently in Kindergarten through grade 12 the opportunity to build skills, explore new subject areas, or earn course credits.



   Learn more at https://ce43.augusoft.net/info/landing/summer-learning and register for these courses on the dates below:

   - Elementary: Tuesday, April 30th 6:00am
   - Middle & Secondary Skill Building: Friday, May 3rd 6:00am
   - Secondary Full Credit: Wednesday, May 8th 6:00am

Upcoming Events

April 11 – Secondary Spring Sing at 7:00 pm Riverside Secondary School

April 16 – Board Meeting for Budget Feedback at 6:30 pm

April 18 – "Screenagers: Next Chapter" Skills for Stress Resilience" at 6:30 pm – 8:00 pm Centennial Theatre

April 19 – Student Leadership Council Leadership Summit at Heritage Woods Secondary School

April 23 – Regular Public Board Meeting Final Budget Presentation at 7:00 pm

SCHOOL DISTRICT NO. 43 (COQUITLAM)
Office of the Secretary-Treasurer

MEMORANDUM

TO:	Board of Education
FROM:	Michael Thomas, Chair, Policy Review Committee
DATE:	April 9, 2024
SUBJECT:	**Policy 3 – Role of the Trustee**
COPIED TO:	Patricia Gartland, Superintendent

Recommended Action: That the Board of Education consider and as appropriate adopt changes to Policy 3 – Role of the Trustee.

Background:
At the April 11, 2023, Public Board Meeting, the Board of Education approved the Terms of Reference of the Board Policy Review Committee. The role of the Committee is to review existing Board policies to identify areas where revision is warranted, and to make revision recommendations to the Board of Education. Revisions will be considered with an eye to providing clarity in terms of rationales, keeping policies current and relevant, and addressing issues that have arisen.

Policy 3 – Role of the Trustee was reviewed thoroughly by the Committee and a copy with redline changes is provided.

Following the March 12, 2024, Public Board Meeting, staff circulated the amended policy, to partner groups to solicit input. One of the partner groups responded indicating that they had no concerns regarding the proposed changes. There was no additional feedback received from Trustees.

ROLE OF THE TRUSTEE

The Board consists of nine (9) trustees. Four (4) trustees are elected from the city of Coquitlam, two (2) from each of the cities of Port Coquitlam and Port Moody; and one from the villages of Anmore and Belcarra.

The role of the trustee is to contribute to the Board as it carries out its mandate in order to achieve its mission and goals related to student success and the development of an improved learning environment. The oath of office taken by each trustee when ~~he or she~~they assume ~~s~~ office binds that person to work diligently and faithfully in the cause of public education.

The *School Act* gives no individual authority to trustees. As members of the corporate board, trustees are accountable to the public for the collective decisions of the Board, and for the delivery and quality of educational services. A trustee must serve the community as an elected representative, but the trustee's primary task is to act as a member of a corporate board.

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The decisions of the Board in a properly constituted meeting are those of the corporation. A trustee who is given corporate authority to act on behalf of the Board may carry out duties individually, but only as an agent of the Board. In such cases, the actions of the trustee are those of the Board that is then responsible for them. A trustee acting individually has only the authority and status of any other citizen of the District.

Trustees bring a range of skills, experience, knowledge, values, beliefs and opinions to their role. Their background does not necessarily include teaching, administration, or any other aspect of education. Their diversity ensures that Board processes are truly democratic and contributes to good decision-making. This diversity also helps trustees provide a balance between the interests of a broader community and the interests of those involved in the delivery of education.

As a result of elections, the Board may experience changes in membership. To ensure continuity and facilitate smooth transition from one Board to the next following an election, trustees must be adequately briefed concerning existing Board policy and practice, statutory requirements, initiatives and long-range plans.

The Board believes an orientation program is necessary for effective trusteeship.

1. The District will offer an orientation program prior to January 31 after an election for all elected trustees that provides information on:
   - 1.1 Role of the trustee and the Board;
   - 1.2 Organizational structures and procedures of the District;
   - 1.3 Board policy, agendas and minutes;
   - 1.4 Existing District initiatives, annual reports, budgets, financial statements, and long-range plans;
   - 1.5 District programs and services;
   - 1.6 Board's function as an appeal body; and

1.7 Statutory and regulatory requirements, including responsibilities with regard to conflict of interest.

2. The District will provide financial support for trustees to attend British Columbia School Trustees' Association sponsored orientation seminars.

3. The Board Chair and Superintendent are responsible for developing and implementing the District's orientation program for newly elected trustees.

4. Incumbent trustees are encouraged to help newly elected trustees become informed about functions, policies, and procedures.

Specific Responsibilities of Individual Trustees

1. Become familiar with District policies and procedures, meeting agendas, and reports in order to participate in Board business.

~~2. Participate in, and contribute to, the decisions of the Board in order to provide the best solutions possible for the education of students within the District.~~

~~3.~~2. Support the decisions of the Board and monitor progress to ensure decisions are implemented.

3. Refer queries, issues or problems raised by a student or parent in accordance with AP 380, Resolution of Student or Parent School Concerns.

~~4.~~ Refer queries, or issues and problems not covered by b~~B~~oard policy or district administrative procedure, to the ~~Board for corporate discussion, decision or delegation~~Superintendent through the Board Chair for potential follow up.

~~5.~~4. ~~Refer queries, issues or problems raised by a parent or community member about a teacher or classroom, to the teacher or about a principal or a school, to the principal and, where appropriate, inform the Superintendent or designate.~~

~~6.~~5. Bring to the attention of the Board any issues that may significantly affect the District, and interpret the needs of the community to the Board.

~~7.~~6. Exercise authority within defined limits when delegated such responsibility.

~~8.~~7. Participate in Board/trustee development sessions so the quality of leadership and service in the District is enhanced.

~~9.~~8. Share the materials and ideas gained with fellow trustees at the Board meeting immediately following a trustee development activity.

~~10.~~9. Stay current with respect to provincial, national and international educational issues and trends.

~~11.~~10. Strive to develop a positive and respectful learning and working culture both within the Board and the District.

~~12.~~11. Act as a liaison to assigned school for the following purposes and in consultation with the school principal:

~~12.1~~11.1 To engage with the School Principal

~~12.2~~11.2 To represent the Board when a Board representative is desired at school functions;

~~12.3~~11.3 To provide increased opportunity for trustee to become more knowledgeable about the District's schools and student learning;

~~13.~~12. A Trustee will not be a liaison to a school in which their child or grandchild is enrolled.

~~14.~~13. Become familiar with, and adhere to, the Trustee Code of Ethics.

Legal Reference: Section 50, School Act

Board Minutes
October 1980 Volume 22 Page 162 Policy I-A-31 Orientation Program for Newly Elected/Appointed Trustees
June 2005 Volume 47 Page 78 Policy 3 Role of the Trustee
February 2006 Volume 48 Page 18
April 9, 2019 Board Meeting

SCHOOL DISTRICT NO. 43 (COQUITLAM)
Office of the Secretary-Treasurer

MEMORANDUM

TO:	Board of Education
FROM:	Michael Thomas, Chair, Policy Review Committee
DATE:	April 9, 2024
SUBJECT:	**Policy 5 – Role of the Board Chair**
COPIED TO:	Patricia Gartland, Superintendent

Recommended Action: That the Board of Education consider and as appropriate adopt Policy 5 – Role of the Board Chair.

Background:
At the April 11, 2023, Public Board Meeting, the Board of Education approved the Terms of Reference of the Board Policy Review Committee. The role of the Committee is to review existing Board policies to identify areas where revision is warranted, and to make revision recommendations to the Board of Education. Revisions will be considered with an eye to providing clarity in terms of rationales, keeping policies current and relevant, and addressing issues that have arisen.

Policy 5 – Role of the Board Chair was reviewed thoroughly by the Committee and a copy with redline changes is provided.

Following the March 12, 2024, Public Board Meeting, staff circulated the amended policy, to partner groups to solicit input. One of the partner groups responded indicating that they had no concerns regarding the proposed changes. There was no additional feedback received from Trustees.

ROLE OF THE BOARD CHAIR

At its inaugural meeting following a general local election, and for the following three years, at the regular November meeting, the Board shall elect one of its members to serve as Board Chair, to hold office at the pleasure of the Board.

The Board entrusts to its Chair primary responsibility for safeguarding the integrity of the Board's processes and representing the Board to the broader community.

The Board delegates to the Chair the following powers and duties:

1. Prior to each Board meeting, confer with the Vice-Chair and Superintendent on the items included on the agenda, and become thoroughly familiar with them.

2. Preside over all Board meetings and ensure that such meetings are conducted in accordance with the School Act, the policies and procedures as established by the Board, and *Robert's Rules of Order*.

3. Perform the following duties during Board meetings:
   - 3.1 Ensure that all issues before the Board are well stated and clearly expressed.
   - 3.2 Ensure that each trustee has a full and fair opportunity to be heard and understood by the other members of the Board in order that collective opinion can be developed and a corporate decision reached.
   - 3.3 Direct the discussion by trustees to the topic being considered by the Board.
   - 3.4 Ensure that each trustee present votes on all issues before the Board.
   - ~~3.5 Extend hospitality to trustees, officials of the Board, the press, and members of the public.~~
   - 3.5 Makes recommendations for board representative appointments to the Board of Education

4. Keep informed of significant developments within the District.

5. Keep the Superintendent and the Board informed of all matters coming to ~~his/her~~their attention that might affect the District.

6. Be in regular contact with the Superintendent to maintain a working knowledge of current issues and events.

7. Convey directly to the Superintendent such concerns or questions as are related to ~~him/her~~them by trustees, parents, students or employees which may significantly affect the administration of the District.

8. Bring to the Board all matters requiring a corporate decision of the Board.

9. Act as the chief spokesperson for the Board by stating positions consistent with Board direction and policies (except for those instances where the Board has delegated this role to another individual or group).

10. Act as ex-officio member of all committees appointed by the Board.

11. Act as a signing officer for the District.

12. Serve as an officer of the Board authorized to witness the use of the Board's corporate seal.

13. Represent the Board, or arrange alternative representation, at official meetings or other public functions.

14. Ensure that the Board engages in regular assessments of its effectiveness as a Board.

Legal Reference: Section 67, School Act

Board Minutes
Volume 35 Page 90 Policy I-A-1 Modus Operandi – Board of School Trustees
Volume 35 Page 142 Policy I-A-1 Modus Operandi – Board of School Trustees
Volume 36 Page 27 Policy I-A-1 Modus Operandi – Board of School Trustees
Volume 38 Page 94 Policy I-A-1 Modus Operandi – Board of School Trustees
Volume 40 Page 89 Policy I-A-1 Modus Operandi – Board of School Trustees
May 1999 Volume 41 Page 64 Policy I-A-1 Modus Operandi – Board of School Trustees
June 2005 Volume 47 Page 78 Policy 5 Role of the Board Chair
March 2006 Volume 48 Page 27
September 2008 Volume 50 Page 91
January 24, 2017 Board Meeting

SCHOOL DISTRICT NO. 43 (COQUITLAM)
Office of the Secretary-Treasurer

MEMORANDUM

TO:	Board of Education
FROM:	Michael Thomas, Chair, Policy Review Committee
DATE:	April 9, 2024
SUBJECT:	**Policy 6 – Role of the Vice Chair**
COPIED TO:	Patricia Gartland, Superintendent

Recommended Action: That the Board of Education consider and as appropriate adopt Policy 6 – Role of the Vice Chair.

Background:
At the April 11, 2023, Public Board Meeting, the Board of Education approved the Terms of Reference of the Board Policy Review Committee. The role of the Committee is to review existing Board policies to identify areas where revision is warranted, and to make revision recommendations to the Board of Education. Revisions will be considered with an eye to providing clarity in terms of rationales, keeping policies current and relevant, and addressing issues that have arisen.

Policy 6 – Role of the Vice Chair was reviewed thoroughly by the Committee and a copy with redline changes is provided.

Following the March 12, 2024, Public Board Meeting, staff circulated the amended policy, to partner groups to solicit input. One of the partner groups responded indicating that they had no concerns regarding the proposed changes. There was no additional feedback received from Trustees.

ROLE OF THE VICE-CHAIR

At its inaugural meeting following a general local election, and for the following three years, at the regular November meeting, the Board shall elect one of its members to serve as Vice-Chair, to hold office at the pleasure of the Board.

Trustees are encouraged to let their names stand for the role of vice-chair as the position provides valuable experience in the area of governance and insight into the duties of the Chair.~~No trustee can be elected as Vice-Chair for more than two consecutive years, unless no other trustees are willing to let their names stand for election. Should this occur, then the outgoing Vice-Chair could be elected for a third term, but not a fourth.~~

Specific Responsibilities

1. The Vice-Chair shall act on behalf of the Board Chair, in the latter's absence and shall have all the duties and responsibilities of the Board Chair.

2. The Vice-Chair shall assist the Board Chair in ensuring that the Board operates in accordance with its own policies and procedures and in providing leadership and guidance to the Board.

3. Prior to each Board meeting, confer with the Board Chair and Superintendent on the items included on the agenda, and become thoroughly familiar with them.

4. The Vice-Chair may be assigned other duties and responsibilities by the Board Chair.

5. The Vice-Chair shall be an alternate signing authority for the District.

Legal Reference: Section 67, School Act

Board Minutes
June 2005 Volume 47 Page 78 Policy 6
March 2006 Volume 48 Page 27
January 24, 2017 Board Meeting

SCHOOL DISTRICT NO. 43 (COQUITLAM)
Office of the Secretary-Treasurer

MEMORANDUM

TO:	Board of Education
FROM:	Michael Thomas, Chair, Policy Review Committee
DATE:	April 9, 2024
SUBJECT:	**Policy 9 – Board Representatives**
COPIED TO:	Patricia Gartland, Superintendent

Recommended Action: That the Board of Education consider and as appropriate adopt Policy 9 – Board Representatives.

Background:
At the April 11, 2023, Public Board Meeting, the Board of Education approved the Terms of Reference of the Board Policy Review Committee. The role of the Committee is to review existing Board policies to identify areas where revision is warranted, and to make revision recommendations to the Board of Education. Revisions will be considered with an eye to providing clarity in terms of rationales, keeping policies current and relevant, and addressing issues that have arisen.

Policy 9 – Board Representatives was reviewed thoroughly by the Committee and a copy with redline changes is provided.

Following the March 12, 2024, Public Board Meeting, staff circulated the amended policy, to partner groups to solicit input. One of the partner groups responded indicating that they had no concerns regarding the proposed changes. There was no additional feedback received from Trustees.

BOARD REPRESENTATIVES

In response to requests from external organizations or agencies, the Board will give consideration to naming representatives to various external Boards or committees. Such representation is established at the discretion of the Board to facilitate the exchange of information on matters of mutual concern and/or to discuss possible agreements between the Board and other organizations.

Joint committees shall function within the terms of reference determined by the Committee and approved by both parties.

The Superintendent may appoint resource personnel to work with representatives and shall determine roles, responsibilities and reporting requirements of resource personnel.

~~In order to make decisions that reflect community values and represent the interests of the entire District, the Board as a whole will meet with the Councils of the municipalities served by the District on an annual basis or as necessary in order to facilitate the exchange of information and/or discuss possible agreements.~~

The following will have Board representation:

1. Members of Parliament (MP)/Members of the Legislative Assembly (MLA)
   - 1.1 The Board will meet ~~on an annual basis, ~~with local MPs and MLAs
   - 1.2 Purpose
     - Represent the Board's position and interests at meetings with the MPs and MLAs
   - 1.3 Powers and Duties
     - Facilitate the exchange of information
     - Discuss and review possible agreements
     - Other matters as determined by the Board and/or each MP/MLA
   - 1.4 Membership
     - Board as a whole
     - Local MPs and MLAs
     - Staff as necessary
   - 1.5 Meetings
     - Held on an annual basis or as requested by either party

~~1.~~2. Municipal Councils

~~1.1~~2.1 The Board ~~as a whole~~ will meet ~~on an annual basis, or as requested,~~ with each of the five local municipal Councils:

~~1.1.1~~2.1.1 City of Coquitlam Council

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~~1.1.2~~2.1.2 City of Port Coquitlam Council

~~1.1.3~~2.1.3 City of Port Moody Council

~~1.1.4~~2.1.4 Village of Anmore Council

2.1.5 Village of Belcarra Council

~~1.1.5~~

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~~1.2~~2.2 Purpose

- Represent the Board's position and interests at meetings with each Council

~~1.3~~2.3 Powers and Duties

- Facilitate the exchange of information
- Discuss and review possible agreements
- Other matters as determined by the Board and/or each Council

~~1.4~~2.4 Membership

- Board as a whole
- Each Municipal Council as a whole
- District or Council staff as necessary

~~1.5~~2.5 Meetings

- Held on an annual basis or as requested by either party
-

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- ~~A quorum will be the majority of the Board and majority of the Council members~~

~~3~~2. BCSTA (Provincial Councillor)

~~2~~3.1Purpose

- Represent the Board's position and interests to BCSTA

~~3~~2.2Powers and Duties

- Attend BCSTA provincial meetings
- Provide input to BCSTA from the Board's perspective
- Communicate to the Board the work of BCSTA

~~2~~3.3Membership

- One trustee; one alternate

~~2~~3.4Meetings

- As called by BCSTA on a quarterly year basis~~.~~

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~~3.~~4. ~~BCSTA E.L.L.~~English Language Learners Consortium

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~~3~~4.1Purpose

- Represent the Board's position and interests to the Consortium

~~3~~4.2Powers and Duties

- Attend E.L.L. Consortium meetings
- Provide input to the Consortium from the Board's perspective
- Communicate to the Board the work of the E.L.L. Consortium

~~3~~4.3Membership

- One trustee; one alternate

~~3~~4.4Meetings

- As called by the E.L.L. Consortium~~, six time per year.~~

~~4.~~5. BCSTA Metropolitan Branch

~~4~~5.1Purpose

- Represent the Board's position and interests to the Metropolitan Branch

~~4.~~5.2 Powers and Duties

- Attend BCSTA Metropolitan Branch meetings
- Provide input to the Metropolitan Branch from the Board's perspective
- Communicate to the Board the work of BCSTA Metropolitan Branch

~~4~~5.3Membership

- One trustee, one alternate

~~4~~5.4Meetings

- As called by BCSTA Metropolitan Branch

~~5.~~6. BC Public School Employers' Association

~~5~~6.1Purpose

- Represent the Board's position and interests to the BCPSEA

~~5~~6.2Powers and Duties

- Attend BCPSEA meetings
- Provide input to BCPSEA from the Board's perspective
- Communicate to the Board the work of BCPSEA

~~5~~6.3Membership

- One trustee, one alternate

~~5~~6.4Meetings

- As called by BCPSEA

7. SD43 Education Foundation

7.1 Purpose

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- Represent the Board's position and interests to the Foundation

7.2 Powers and Duties

- Attend Foundation meetings
- Provide input to the Foundation from the Board's perspective
- Communicate to the Board the work of the Foundation

7.3 Membership

- Two trustees

7.4 Meetings

- As called by the Foundation

~~6.~~8. Coquitlam Foundation

~~6~~8.1Purpose

- Represent the Board's position and interests to the Foundation

~~6~~8.2Powers and Duties

- Attend Foundation meetings
- Provide input to the Foundation from the Board's perspective
- Communicate to the Board the work of the Foundation

~~6~~8.3Membership

- One trustee, one alternate
- ~~Board Chair or designate~~

~~6~~8.4Meetings

- As called by the Foundation
-

~~7.~~9. District Parent Advisory Council (DPAC)

~~7~~9.1Purpose

- To enhance communication between ~~parent advisory councils~~DPAC and the ~~District~~Board

~~7~~9.2Powers and Duties

- Recognize ~~the Council~~ DPAC as the representative body of the individual school's parent advisory councils
- Recognize the advocacy role of ~~the Council~~DPAC in contributing to a high standard of education in the District and to the general well-being of all students in the District.
- Attend ~~Council~~ DPAC meetings
- Provide input to ~~the Council~~DPAC from the Board's perspective

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- Communicate to the Board the work of ~~the Council~~DPAC

~~7~~9.3Membership

- One trustee, one alternate

~~7~~9.4Meetings

- ~~Seven times per year a~~As called by ~~the Council~~DPAC

10. ~~CERA (~~Communities Embracing Restorative Action (CERA)~~)~~

9.1 Purpose

- Represent the Board's position and interests to CERA

9.2 Powers and Duties

- Attend CERA meetings
- Provide input to CERA from the Board's perspective
- Communicate to the Board the work of CERA

9.3 Membership

- One trustee, one alternate

9.4 Meetings

- ~~Five times per year as~~As called by CERA

Legal Reference: Section 65, 85, School Act

Board Minutes
Volume 32 Page 322 Policy I-A-40 Parent Advisory Council
October 1996 Volume 38 Page 100 Policy I-A-40 Parent Advisory Council
June 2005 Volume 47 Page 78 Policy 9 Board Representatives
March 2006 Volume 48 Page 35
November 7, 2017 Board Meeting

SCHOOL DISTRICT NO. 43 (COQUITLAM)
Office of the Secretary-Treasurer

MEMORANDUM

TO:	Board of Education
FROM:	Michael Thomas, Chair, Policy Review Committee
DATE:	April 9, 2024
SUBJECT:	**Policy 17 – District Code of Conduct for Students**
COPIED TO:	Patricia Gartland, Superintendent

Recommended Action: That the Board of Education consider and as appropriate adopt Policy 17 – District Code of Conduct for Students.

Background:
At the April 11, 2023, Public Board Meeting, the Board of Education approved the Terms of Reference of the Board Policy Review Committee. The role of the Committee is to review existing Board policies to identify areas where revision is warranted, and to make revision recommendations to the Board of Education. Revisions will be considered with an eye to providing clarity in terms of rationales, keeping policies current and relevant, and addressing issues that have arisen.

Policy 17 – District Code of Conduct for Students was reviewed thoroughly by the Committee and a copy with redline changes is provided.

Following the March 12, 2024, Public Board Meeting, staff circulated the amended policy, to partner groups to solicit input. One of the partner groups responded indicating that they had no concerns regarding the proposed changes. There was no additional feedback received from Trustees.

DISTRICT CODE OF CONDUCT FOR STUDENTS

The Board believes it has a responsibility to establish expectations of students as part of its governance role for the District. The Board further believes that the responsibility for student discipline in school is shared among students, staff and ~~parents~~parent/guardian. Students have a responsibility to respect the rights and dignity of others and to become actively and productively involved in their own academic learning and social growth. Educators are responsible for establishing a positive school climate in which structure, support and encouragement assist students in developing a sense of self-discipline and responsibility. ~~Parents~~Parent/guardians are responsible for establishing a positive learning atmosphere in the home, knowing school policies and procedures, supporting the school in the enactment of these policies and procedures, and encouraging their children to understand and respect these policies and procedures. To support these aims, the Board has established a District Code of Conduct for Students, which shall be followed in all schools.

Specifically

1. The Board believes that appropriate student conduct, based on respect for oneself, respect for others, and respect for property is essential to the development of responsible citizens. To this end students are expected to:
   - 1.1 be aware of and obey all school rules
   - 1.2 attend classes punctually and regularly
   - 1.3 work cooperatively and diligently at their studies and with home assignments
   - 1.4 respect the rights of all persons within the school including peers, staff and ~~parents~~parent/guardian
   - 1.5 respect the legitimate authority of the school staff
   - 1.6 respect the school's physical school facilities
   - 1.7 respect the ~~ethnic~~ diversity of our school community
   - 1.8 behave in a safe and responsible manner at all times
   - 1.9 **not** threaten, harass, bully*, intimidate or assault, in any way, any person within the school community; and
   - 1.10 **not** be in possession or under the influence of drugs and/or alcohol.

2. The Board further believes that these expectations are fostered in a positive climate in which:
   - 2.1 all students feel safe, valued and trusted, and have the opportunity to develop, assume and maintain responsibility and self-motivation
   - 2.2 there is a joint effort to learn and a feeling of mutual respect among staff, students and ~~parents~~parent/guardian

2.3 appropriate behaviour is consistently encouraged and acknowledged, thereby increasing student self-esteem and reinforcing self-control

2.4 students are disciplined in a timely, fair, judicious and responsible manner, with consequences for unacceptable behaviour that take into account the student's age, maturity and special needs, if any**and

2.5 on-going communication exists between staff and ~~parents~~parent/guardians that encourages and provides increased opportunities for active and constructive parental involvement in their children's education.

3. The Superintendent will ensure that each Principal, in consultation with staff, ~~parents~~parent/guardians and, when appropriate, students, establishes a code of conduct for his/her school that is consistent with the District Code of Conduct for Students and which reflects the provincial standards.

4. The Board believes that schools must not be places where discrimination is practiced or tolerated. To that end, each school code of conduct shall refer to Sections 7 and 8 of the Human Rights Code of British Columbia. ~~contain the following statement:~~

~~"As per Section 8 of Human Rights Code of British Columbia, students shall not discriminate against others on the basis of the race, religion, colour, ancestry, place of origin, marital status, family status, age, sex, sexual orientation, gender identity or expression, or physical or mental disability. Furthermore, as per Section 7 of the Human Rights Code of British Columbia, no student shall publish or display anything that would indicate an intention to discriminate against another, or expose them to contempt or ridicule, on the aforementioned bases."~~

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5. 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 "(Administrative Procedure 355) will be sent home annually to be signed by ~~parents~~parents/guardians and, where appropriate, students. The principal shall ensure that the school code of conduct is reviewed with students at the beginning of the school year and throughout the year as necessary.

6. Students, while attending school and school sponsored functions and activities, shall be subject to the District Code of Conduct for Students and the school's rules of conduct and deportment established by the Principal. ~~-~~Students may be subject to discipline under the school and/or District Code of Conduct for any conduct which has the effect of negatively impacting the school environment, whether that conduct occurs on or off School District property, at a school sponsored function or activity, or otherwise.

7. Students registered in School District No. 43 (Coquitlam) shall not attend at schools other than the school in which they are registered, without a legitimate school related purpose. Students who do so may be subject to disciplinary action by their school or the School District.

8. Serious breaches of conduct that threaten the safety and welfare of others will be referred directly to Level Three of the suspension process for resolution by the Student Suspension Review Committee.

9. Where a student 16 years of age or older repeatedly fails to comply with the code of conduct, rules and policies of the school, or has failed to apply him/herself to his/her

studies as set out in Section 85 of the School Act, the Board is empowered to refuse further school service to the student.

10. Students are prohibited from being in possession of and/or under the influence of alcohol and/or drugs in all schools or at school sponsored functions and activities.

* **Bullying** includes but is not limited to physical or verbal intimidation, verbal harassment and ~~cyber~~ online bullying, occurring on or off school property.

** Special considerations may apply to the imposition of consequences on a student with special needs if the student is unable to comply with this Code of Conduct ~~due to a disability of an intellectual, physical, sensory, emotional or behavioural nature~~.

References: Section 85, School Act
Policy 13 (Appeals Regarding Student Matters)
Administrative Procedure 355 (Suspension of Students)
BC Human Rights Code (Section 7 & 8)

Board Minutes
October 1990 Volume 32 Page 238-239 Policy II-B-83 School Rules
June 2005 Volume 47 Page 78 Policy 17 District Code of Conduct for Students
June 2007 Volume 49 Page 80
January 2008 Volume 50 Page 6
June 2015 Volume 57 Page 96
February 21, 2017 Board Meeting

School District No. 43 (Coquitlam)

M E M O R A N D U M

TO: Patricia Gartland
Superintendent of Schools

FROM: Nadine Tambellini, Assistant Superintendent
Craig Mah, District Principal of School Services and Special Projects (Programs of Choice)

DATE: April 9, 2024

RE: Board/Authority Authorized (BAA) Course Approvals

A motion to approve three Board/Authority Authorized Courses is requested

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Three Board/Authority Authorized Courses will be presented for approval:

Marching Drumline 10
Marching Drumline 12
Foundations of Teacher Education 12

Last year, the Board of Education approved Indoor Marching Drumline 11, written by teacher Corey Smith at Port Moody Secondary School. Mr. Smith would like to expand the program to include Marching Drumline 10 and Marching Drumline 12. There is enough student interest in Indoor Marching Drumline 11 that warrants adding additional courses.

A new BAA course, Foundations of Teacher Education 12, has been written by Greg Sutherland and Tara Olchowy from Centennial Secondary School. Many students are interested in a variety of careers in education but have not yet examined the classroom and school community from an educator's perspective. Foundations in Teacher Education 12 will introduce students to the complexities of teaching and the school environment. It provides opportunities for students to explore the field of education before entering a post-secondary trajectory into the multifaceted field of education. The course provides students opportunities to develop reflective capacities on pedagogy, introduces students to a variety of teaching strategies, and furnishes students with chances to reflect on their own learning styles. The course also supports students in developing coherent views on the role of education in society, its oppressive history, and the possibilities for educational change moving forward. They can then apply this knowledge to enhance learning in other coursework.

The BAA courses will be presented by Nadine Tambellini, Assistant Superintendent, Craig Mah, District Principal of School Services and Special Projects, and teachers Corey Smith, Greg Sutherland and Tara Olchowy.

Board/Authority Authorized Course: Drumline

School District/Independent School Authority Name: Coquitlam	**School District/Independent School Authority Number (e.g., SD43, Authority #432):** SD43
Developed by: Corey Smith and Brent Taylor	**Date Developed:** January 5, 2024
School Name: Port Moody Secondary School	**Principal's Name:** Mr. Jeremy Clarke
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School Districts only):**
Board/Authority Approval Date:	**Board/Authority Chair Signature:**
Course Name: Drumline 10	**Grade Level of Course and Course Code (To Be Added by Learning Services):** 10
Number of Course Credits: 4	**Number of Hours of Instruction:** 120

Board/Authority Prerequisite(s):
None

Special Training, Facilities or Equipment Required:
Marching percussion equipment and accessories including drums, stands and harnesses. Teacher experience is recommended given the specific techniques and movement considerations for this activity.

Course Synopsis:
Drumline 10 is a course designed to promote percussive arts through marching percussion instrumentation combined with movement and choreography. It is a collaborative team-based activity requiring self-motivation, commitment, effective work habits, and initiative, and exercises both Personal Awareness

and Communication core competencies. Engagement in Drumline 10 provides students a sense of community, self-worth, and feelings of achievement and satisfaction playing instruments within their ability.

Drumline 10 provides students the opportunity to enrich their music vocabulary and performance experiences. It allows students avenues for artistic self-expression as well as expression through teamwork, sharing, and collaboration. Student leadership can be implemented and recognized as multiple sections within the ensemble necessitate leadership roles. Teamwork is realized as students work together to successfully achieve quality ensemble performances.

The activity combines a multitude of disciplines including marching percussion, concert percussion, dance, art, theatre, choir, and cheerleading. Indoor Marching Drumline productions are cross-curricular in that they incorporate dance and movement, theatrical performance, and artistic set design to create a narrative or explore a theme. Such productions reflect the opportunities to celebrate and exchange ideas and interests unique to a community culture, demonstrating positive personal and cultural awareness. Drumline 10 instrumentation can combine with other band configurations to create a repertoire for school community building such as pep-rallies and athletic event cheers, promoting social responsibility.

Participation in Drumline 10 opens the door for performance after graduation. Opportunities include but are not limited to participation in Winter Guard International, Drum Corps International, Canadian Drumline Association, and the Stampede Showband. Future scholastic pursuits are available in a myriad of post-secondary institutions in which fine arts and music programs provide classes in marching percussion, as well as University/College level marching bands. Such programs qualify individuals to instruct the thousands of percussion and marching percussion ensembles across North America.

Finally, Drumline 10 has a powerful ability to integrate and build into the community. First, by having a membership with the Canadian Drumline Association, students are connected with the percussive arts community across BC and Canada with the opportunity to share their work with groups across the country at regional, provincial and national events, helping to build the percussive arts community in Canada. Secondly, drumming groups are able to be involved in their greater school community by helping support school events such as Terry Fox Run, sports games/tournaments, special school events, assemblies, etc. And finally, drumming groups are able to get involved in their greater community by supporting local events (like parades), being featured during sports events, and special ceremonies or events (for example, Sardis Secondary (Chilliwack) drumline was featured in the 2010 Winter Olympics). These community building aspects of a drumline course *ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors*, as is a First Peoples Principle of Learning.

- **Goals and Rationale:**

Goals:

- Routinely execute full ensemble warm-ups
- Develop a bank of cadences and cheers for pep rallies
- Participate in Canadian Drumline Association Provincial competitions, or other local festivals
- Demonstrate teamwork through practice and commitment
- Develop proficiency reading percussion charts
- Demonstrate inquiry processes
- Engage in peer/mentor relationships

- Engage in leadership
- Engage in community building events and ceremonies

Rationale:
During elementary and middle school education, students are taught that music and movement are two sides of the same coin; by the time they get to high school, though, music (choir, orchestra, band) and movement (dance, physical education) are separated into two distinct components (with the exception of musical theatre). Drumline is the opportunity to reunite these two major components of culture, leading to a holistic music education teaching students to understand how music and motion are connected. On top of the fine motor skills that drumming technique requires (through the mastering of warm-ups, cadences, grooves, shows), the students also are engaged in full body movement through setting the music to drill and physical training. The students must develop their own show (music and choreography) while simultaneously building their skill sets as musicians and dancers. Students need to develop creative thinking and communication skills in order to successfully write and choreograph their shows are demanding and the need to engage in peer mentorship and leadership continues to develop their socio-emotional competencies in a creative, safe environment. The opportunities for cross curricular collaboration are wide: from working with the athletics department to support games, train with teams and travel for in community learning opportunities, to working with shop classes to construct and understand the mechanics of percussion instruments, to collaborations with dance and music groups for all encompassing performances, drumline can cross many pedagogical divides. Furthermore, the opportunity for community engagement helps make the drumline a great tool for students to learn about the importance of community building through either community event and ceremony participation to collaboration with local First Nations in the sharing of culture and tradition.

- **Aboriginal Worldviews and Perspectives:**

The combination of percussive arts, movement, and theatre allow for the celebration of Aboriginal worldviews and perspectives as well as positive and productive blending of genres and styles. Indigenous traditional drumming as well as dancing can be incorporated into Drumline 10 thematic or narrative productions with the input and approval of local Indigenous musicians which leads to important learning opportunities around cultural appropriation and influence of local cultures.

How are First Peoples Principles of Learning embedded across the course?

The following *First Peoples Principles of learning* are inherent in the Indoor Marching Drumline curriculum:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic reflexive, reflective, experiential, and relational
- Learning involves recognizing the consequences of one's actions
- Learning involves patience and time

How will you authentically include voice?

One of the trademark elements of an indoor marching drumline is the ability for student voice to shine through in their performance. The show is designed conceptually, choreographed and enacted by the students with the director present only for guidance and encouragement. When this course is executed properly, student voice is clearly evident in the performances and rehearsals throughout the year of instruction. Indigenous voice is explored through bringing Indigenous artists in to work with the group, or, when that is not possible, through online connections with either active voices, or pre-recorded resources as listed below.

How will the course start locally?

It is necessary to involve local Indigenous musicians and artists in the creative process in order to authentically include any Indigenous content. Given the rich Indigenous history and community in the Tri-Cities, connecting our program with local Indigenous artists specifically from the kʷikʷəƛəm (Kwikwetlem First Nation) along with collaboration with our school's Indigenous education advisor will be the first steps in integrating Indigenous content within the course.

Given that the kʷikʷəƛəm First Nation has a fairly small but growing population, there is a great opportunity to start building ties with the community early in the growth of the program to help weave local artists into the fabric of the course. By reaching out to this Nation early in the course, the hope is that local artists from the kʷikʷəƛəm First Nation will help inform our practice and help the teacher and students begin to decolonize the marching arts. Given a good relationship built between local artists and the program, opportunities for collaboration will allow for a sharing of culture with opportunities for students to participate in local drumming workshops (as offered yearly by the kʷikʷəƛəm First Nation), and to share in each other's musical events and celebration. With care, the relationship can develop to a level such as is seen in West Vancouver as between the Squamish First Nation and the West Vancouver Youth Band, where Squamish musicians are commissioned to write music for the WVYB, and there are several events where cultural sharing occurs (workshops, performances, etc.). A drumline course can serve as a model for how other ensembles might better incorporate relationships with local First Nations into their own programs.

COURSE NAME: Indoor Marching Drumline

GRADE: 10

BIG IDEAS

Individual and collective expression is rooted in history, culture, and community.	Drummers develop creative skill and proficiency through perseverance, resilience, and risk taking.	Music is a process that relies on the interplay of the senses.	**Aesthetic experiences** have the power to transform the way we think and feel.	Music offers unique ways of exploring our identity and sense of belonging.

LEARNING STANDARDS

Curricular Competencies	Content

Students are expected to do the following, with specific First Peoples Principles of Learning components listed below relevant competencies to be embedded into learning outcomes:
 	
Exploring and creating
 	
• Perform collaboratively in **large ensemble, small ensemble**, and solo contexts
• Study a wide variety of musical styles and genres including North American drum corps styles and percussion music from North American Indigenous Peoples
  ○ *Learning is embedded in memory, history, and story.*
• Demonstrate an understanding and appreciation of personal, social, cultural, environmental, and historical contexts through the study of meaningful music
• Develop and refine relevant technical skills and expressive qualities
  ○ *Learning involves patience and time*
• Engage in appropriate **risk taking** to express meaning, intent, emotion, and thought
• Explore music that reflects personal voice, story, and values
  ○ *Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).*
• Explore a **variety of contexts** and their influences on musical works, including **place** and time
• Make a personal musical contribution to collaborative and ensemble music making
• Demonstrate a blend of marching percussion, concert, jazz, and Indigenous music styles
 	
Reasoning and reflecting
 	
• Analyze the style of music to inform musical decisions
• Employ **musical language** to describe and analyze musicians' use of technique, technology, and environment in music composition and performance
• Reflect on rehearsal and performance experiences, making connections to future learning
• Consider the function of one's voice within the ensemble or collaborative effort
• Engage knowledge and skills from other areas of study in discussing relationships between context and interpretation
	Students are expected to know the following with specific First Peoples Principles of Learning components listed below relevant content:
	
	• **musical elements, principles, vocabulary, symbols, and theory**
	• techniques specific to marching percussion instruments including:
	– **Battery Percussion (Snare, Tenor, Bass, Cymbal)**
	– **Pit Percussion (Mallet, Timpani, Cymbal, Aux Perc)**
	– **Rhythm Section (Guitar/Bass, Kit, Keyboard, Strings)**
	Note: Students are only expected to know techniques related to their instrument(s) of choice.
	• technical skills, strategies, and technologies
	• Introduction to Beginner **marching techniques** (stationary)
	• Intermediate staging strategies and effects
	• Standard marching arts **repertoire**
	• **creative processes**
	• movement, sound, image, and form
	• roles of performer, audience, and venue
	• traditional and contemporary First Peoples worldviews and cross-cultural perspectives, as communicated through music
	  ○ *Learning recognizes the role of Indigenous knowledge.*
	• **history** of a variety of musical genres including those of Canadian Indigenous practices
	• ethics of **cultural appropriation** and plagiarism
	  ○ *Learning involves recognizing that some knowledge is sacred and only shared with permission and/or certain situations*
	• health and safety issues and procedures

• Respond musically to structural elements of the repertoire
 	
Communicating and documenting
 	
• **Document,** share, and appreciate musical works and experiences in a variety of ways and contexts
• Receive and apply constructive feedback to developing practice
• Collaborate to express personal voice, cultural identity, and perspective through music
  o *Learning requires exploration of one's identity.*
• Communicate and interpret ideas with **musical vocabulary** and discipline specific language and symbology
• Contribute **personal voice**, cultural identity, and perspective in solo or ensemble musical study and performance
• Document and compile resources that inform musical interpretation
• Receive and apply constructive feedback
• Use music to communicate and **respond** to social and global issues
 	
Connecting and expanding
• Evaluate and demonstrate personal and social responsibility associated with creating, performing, and responding to instrumental music
• Demonstrate appropriate care, use, and maintenance of Instruments and equipment
• Practise appropriate self-care to prevent performance-related injury
• Make connections with others on a local, regional, and global scale through music
  o *Learning involves generational roles and responsibilities.*
• Use technical knowledge and contextual observation to make musical decisions	

Big Ideas – Elaborations

- **Aesthetic experiences**: emotional, cognitive, or sensory responses to works of art

Curricular Competencies – Elaborations

- **large ensemble**: ensemble in which many musicians perform the same part (e.g., concert band, jazz band, string or symphony orchestra, guitar ensemble)
- **small ensemble**: ensemble in which musicians play alone or with only a few others, performing a particular part (e.g., rock band or similar contemporary genre, jazz combo, brass quintet, string quartet)
- **risk taking**: make an informed choice to do something where unexpected outcomes are acceptable and serve as learning opportunities
- **variety of contexts**: for example, personal, social, cultural, environmental, and historical contexts
- **place:** Any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world.
- **musical language:** vocabulary, terminology, and non-verbal methods of communication that convey meaning in music
- **Document:** through activities that help students reflect on their learning (e.g., drawing, painting, journaling, taking pictures, making video clips or audio-recordings, constructing new works, compiling a portfolio)
- **musical vocabulary:** descriptive and instructive terms with specific application in music; can be in English or other languages commonly used by composers (e.g., Italian); includes musical literacy which is the ability to read, write, notate, or otherwise communicate using musical language, vocabulary, and/or symbols
- **personal voice:** a style of expression that conveys an individual's personality, perspective, or worldview
- **respond:** through activities ranging from reflection to action
- **maintenance:** the appropriate inspection, diagnosis, and basic repair of instruments and equipment
- **performance-related injury:** for example, repetitive stress injuries, vocal strain, other harm to oral and aural health

Content – Elaborations

• **musical elements, principles, vocabulary, symbols, and theory:** meter, duration, rhythm, dynamics, harmony, timbre, tonality, instrumentation, notation, pitch, texture, register, terms in Italian and other languages, expressive markings, abbreviations; methods, processes, and concepts used in creating and performing music

• **Battery Percussion:**
  - Basic rudimental technique as a function of rudiments. (elaborations: upstroke, downstroke, full stroke)
  - Tenor drum splits and crossovers
  - Percussive arts society standard rudiments
  - Percussive arts society hybrid rudiments
  - Intermediate 5 Bass Drum charts
  - Bass drum quarter note runs
  - Snare drum matched technique
  - Snare drum traditional technique
  - Proper marching cymbal sounds and techniques

• **Pit Percussion:**
  - Scales
  - Proper latin percussion techniques including claves, bongos, congas
  - Proper African percussion techniques including djembe
  - Proper auxiliary percussion techniques including slide whistle, ratchet, etc.
  - 3 - mallet techniques
  - Proper timpani mallet techniques

• **Rhythm Section:**
  - guitar:
    – chord playing (open and arpeggiated chords)
    – single note playing
    – picking, fingering, strumming; hand positions
    – articulation: techniques affecting transitions between notes (e.g., legato, staccato, slurs, damping, bends, hammer-ons)
    – intonation
    – tone quality: techniques that affect timbre or the overall sound of the instrument
    – voicings: the distribution or vertical arrangement of notes in a chord (e.g., rootless, R37, R73)
    – acoustic versus electric guitar technique
    – rhythm guitar patterns and accompaniment techniques
    – single-line melody reading, tablature, modes
  - keyboard:
    – articulation: techniques that use touch or pedals to alter the transitions between notes (e.g., staccato, legato, phrasing, use of pedals)
    – fingering and chording technique
    – chord voicing
    – comping technique: chords, rhythms, and patterns played to accompany an improvised solo or melody (e.g., ii-V-I)
    – keyboard instrumentation: keyboard alone or with bass and/or guitar
    – blend and balance: the use of relative volume and tonal techniques to highlight certain instruments or create a homogeneous timbre (e.g., accompaniment versus solo technique)
  - Drums:

Content – Elaborations

– stick, mallet, beater, and brush technique
– hand-drumming technique
– pitched percussion technique
– articulation
– fills, shots, tone quality, intonation

- orchestral strings:
  – left-hand technique (e.g., vibrato, double-stopping, triple-stopping, shifting)
  – finger pattern profiles
  – bowing technique (e.g., detaché, martelé, spiccato)
  – pizzicato
  – intonation
  – tone quality
  – harmonics

• **repertoire:**

- Beginner warm up and technique builders
- Beginner Ensemble warm-ups
- Advanced performance warmups and technique builders
- Chop builders
- Cadences
- Pep Rally charts
- Individual solos

• **marching technique:**

- Appropriate carrying techniques
- Beginning techniques including heel-toe stepping
- Advanced movement including Plie, Chasse, tondo, etc.
- Stick movement for visual impact

• **creative processes:** the means by which an artistic work (in dance, drama, music, or visual arts) is made; includes multiple processes, such as exploration, selection, combination, refinement, reflection, and connection

• **history:** the influences across time of social, cultural, historical, political, and personal contexts on musical works; includes the influences of historical and contemporary societies on musical works

• **cultural appropriation:** use of a cultural motif, theme, “voice,” image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn

Recommended Instructional Components:

- Direct Instruction

- Online inquiry and learning
- Assessment as learning
- Demonstrations and modelling
- Peer-peer mentorship and instruction
- Experiential Learning
- Ensemble Instruction
- Sectional Instruction
- 1-1 Instruction

- Reflective Writing
- Indigenous Drumming with accompanying contextual and historical information
- Historical Survey of Percussive Arts from a variety of cultures including specifically African, Asian and Canadian Indigenous cultures.
- Inquiry Project into the decolonization of music from colonial military traditions
- Collaborative projects with members of kʷikʷəƛəm First Nation to build community relationships and provide opportunities for sharing of cultural knowledge.

Recommended Assessment Components (Ensure alignment with the Principles of Quality Assessment):

Assessment of Learning

- Theory quizzes and worksheets
- Performance testing
- Attitude and Attendance
- Triangulation of Observation (rehearsal), Product (performances and Conversation (student conferencing)

Assessment for learning

- practice sheets
- rhythmic theory worksheets
- individualized reading and inquiry
- routine warm up and chop building exercises

Assessment as Learning

- Using recorded rehearsal footage or mirrors
- Peer and self-assessment

Learning Resources:

- Microsoft Teams
- Canadian Drumline Association
- The Blue Book by David Ratliff, James Campbell, Rob Parks (for solo work)
- snarescience.com
- YouTube
    - Vic Firth Marching "Learn the Music"
    - Bass drum Group
    - Drumline chops
    - Indigenous Drumming information from Peel Art Gallery and Archives (Ontario) https://www.youtube.com/watch?v=BAcm98kxHpI
- Technique Manuals by Bill Bachman
- "Marching Percussion 101" and other marching percussion manuals
- "Here Comes the Band" – Historical survey of marching arts in the Haida Gwaii and BC Northern Coast region: https://ojs.library.ubc.ca/index.php/bcstudies/article/view/669/714

Additional Information:

Board/Authority Authorized
Course: Indoor Marching Drumline 12

School District/Independent School Authority Name: Coquitlam	**School District/Independent School Authority Number (e.g., SD43, Authority #432):** SD43
Developed by: Corey Smith and Brent Taylor	**Date Developed:** January 5, 2024
School Name: Port Moody Secondary School	**Principal's Name:** Mr. Jeremy Clarke
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School Districts only):**
Board/Authority Approval Date:	**Board/Authority Chair Signature:**
Course Name: Indoor Marching Drumline 12	**Grade Level of Course and Course Code (To Be Added by Learning Services):** 12
Number of Course Credits: 4	**Number of Hours of Instruction:** 120

Board/Authority Prerequisite(s):
None

Special Training, Facilities or Equipment Required:
Marching percussion equipment and accessories including drums, stands and harnesses. Teacher experience is essential given the specific techniques and movement considerations for this activity.

Course Synopsis:
Indoor Marching Drumline is a course designed to promote percussive arts through marching percussion instrumentation combined with movement and choreography. It is a collaborative team-based activity requiring self-motivation, commitment, effective work habits, and initiative, and exercises both

Personal Awareness and Communication core competencies. Engagement in the Indoor Marching Drumline provides students a sense of community, self-worth, and feelings of achievement and satisfaction playing instruments within their ability.

Indoor Marching Drumline provides students the opportunity to enrich their music vocabulary and performance experiences. It allows students avenues for artistic self-expression as well as expression through teamwork, sharing, and collaboration. Student leadership can be implemented and recognized as multiple sections within the ensemble necessitate leadership roles. Teamwork is realized as students work together to successfully achieve quality ensemble performances.

The activity combines a multitude of disciplines including marching percussion, concert percussion, dance, art, theatre, choir, and cheerleading. Indoor Marching Drumline productions are cross-curricular in that they incorporate dance and movement, theatrical performance, and artistic set design to create a narrative or explore a theme. Such productions are a reflection of the opportunities to celebrate and exchange ideas and interests unique to a community culture, demonstrating positive personal and cultural awareness. Indoor Marching Drumline instrumentation can combine with other band configurations to create a repertoire for school community building such as pep-rallies and athletic event cheers, promoting social responsibility.

Participation in Indoor Marching Drumline opens the door for performance after graduation. Opportunities include but are not limited to participation in Winterguard International, Drum Corps International, Canadian Drumline Association, and the Stampede Showband. Future scholastic pursuits are available in a myriad of post-secondary institutions in which fine arts and music programs provide classes in marching percussion, as well as University/College level marching bands. Such programs qualify individuals to instruct the thousands of percussion and marching percussion ensembles across North America.

Finally, Indoor Marching Drumline has a powerful ability to integrate and build into the community. First, by having a membership with the Canadian Drumline Association, students are connected with the percussive arts community across BC and Canada with the opportunity to share their work with groups across the country at regional, provincial and national events, helping to build the percussive arts community in Canada. Secondly, drumming groups are able to be involved in their greater school community by helping support school events such as Terry Fox Run, sports games/tournaments, special school events, assemblies, etc. And finally, drumming groups are able to get involved in their greater community by supporting local events (like parades), being featured during sports events, and special ceremonies or events (for example, Sardis Secondary (Chilliwack) drumline was featured in the 2010 Winter Olympics). These community building aspects of a drumline course *ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors*, as is a First Peoples Principle of Learning.

- **Goals and Rationale:**

Goals

- Routinely execute full ensemble warm-ups
- Develop a bank of cadences and cheers for pep rallies
- Participate in Canadian Drumline Association Provincial competitions, or other local festivals
- Demonstrate teamwork through practice and commitment
- Develop proficiency reading percussion charts
- Demonstrate inquiry processes

- Engage in peer/mentor relationships
- Engage in leadership
- Engage in community building events and ceremonies

Rationale:
During elementary and middle school education, students are taught that music and movement are two sides of the same coin; by the time they get to high school, though, music (choir, orchestra, band) and movement (dance, physical education) are separated into two distinct components (with the exception of musical theatre). Drumline is the opportunity to reunite these two major components of culture, leading to a holistic music education teaching students to understand how music and motion are connected. On top of the fine motor skills that drumming technique requires (through the mastering of warm-ups, cadences, grooves, shows), the students also are engaged in full body movement through setting the music to drill and physical training. The students must develop their own show (music and choreography) while simultaneously building their skill sets as musicians and dancers. Students need to develop creative thinking and communication skills in order to successfully write and choreograph their shows are demanding and the need to engage in peer mentorship and leadership continues to develop their socio-emotional competencies in a creative, safe environment. The opportunities for cross curricular collaboration are wide: from working with the athletics department to support games, train with teams and travel for in community learning opportunities, to working with shop classes to construct and understand the mechanics of percussion instruments, to collaborations with dance and music groups for all encompassing performances, drumline can cross many pedagogical divides. Furthermore, the opportunity for community engagement helps make the drumline a great tool for students to learn about the importance of community building through either community event and ceremony participation to collaboration with local First Nations in the sharing of culture and tradition.

- **Aboriginal Worldviews and Perspectives:**

The combination of percussive arts, movement, and theatre allow for the celebration of Aboriginal worldviews and perspectives as well as positive and productive blending of genres and styles. Indigenous traditional drumming as well as dancing can be incorporated into Indoor Marching Drumline thematic or narrative productions with the input and approval of local Indigenous musicians which leads to important learning opportunities around cultural appropriation and influence of local cultures.

How are First Peoples Principles of Learning embedded across the course?

The following *First Peoples Principles of learning* are inherent in the Indoor Marching Drumline curriculum:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic reflexive, reflective, experiential, and relational
- Learning involves recognizing the consequences of one's actions
- Learning involves patience and time

How will you authentically include voice?

One of the trademark elements of an indoor marching drumline is the ability for student voice to shine through in their performance. The show is designed conceptually, choreographed and enacted by the students with the director present only for guidance and encouragement. When this course is executed properly, student voice is clearly evident in the performances and rehearsals throughout the year of instruction. Indigenous voice is explored through bringing Indigenous artists in to work with the group, or, when that is not possible, through online connections with either active voices, or pre-recorded resources as listed below.

How will the course start locally?

It is necessary to involve local Indigenous musicians and artists in the creative process in order to authentically include any Indigenous content. Given the rich Indigenous history and community in the Tri-Cities, connecting our program with local Indigenous artists, specifically from the kʷikʷəƛəm (Kwikwetlem First Nation) along with collaboration with our school's Indigenous education advisor will be the first steps in integrating Indigenous content within the course.

Given that the kʷikʷəƛəm First Nation has a fairly small but growing population, there is a great opportunity to start building ties with the community early in the growth of the program to help weave local artists into the fabric of the course. By reaching out to this Nation early in the course, the hope is that local artists from the kʷikʷəƛəm First Nation will help inform our practice and help the teacher and students begin to decolonize the marching arts. Given a good relationship built between local artists and the program, opportunities for collaboration will allow for a sharing of culture with opportunities for students to participate in local drumming workshops (as offered yearly by the kʷikʷəƛəm First Nation), and to share in each other's musical events and celebration. With care, the relationship can develop to a level such as is seen in West Vancouver as between the Squamish First Nation and the West Vancouver Youth Band, where Squamish musicians are commissioned to write music for the WVYB, and there are several events where cultural sharing occurs (workshops, performances, etc.). A drumline course can serve as a model for how other ensembles might better incorporate relationships with local First Nations into their own programs.

COURSE NAME: Indoor Marching Drumline GRADE: 12

BIG IDEAS

Individual and collective expression are founded on the history, culture, community, and value system in which they exist	Creative and technical proficiency in music is transferable across different aspects of our lives.	Music and movement can be adapted to facilitate limitless expression and meaning.	Purposeful choices enhance the quality, artistry, and authenticity of musical processes.	Music with movement offers **aesthetic experiences** that can transform our perspective.

LEARNING STANDARDS

Curricular Competencies	Content

Students are expected to do the following:
 	
Exploring and creating
 	
• Perform collaboratively in **large ensemble, small ensemble,** and solo contexts
• Study a wide variety of musical styles and genres including North American drum corps styles and percussion music from North American Indigenous Peoples
  ○ *Learning is embedded in memory, history, and story*
• Demonstrate an understanding and appreciation of personal, social, cultural, environmental, and historical contexts through the study of meaningful music
  ○ *Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).*
• Expand and adapt technical and expressive skills
  ○ *Learning involves patience and time*
• Identify the qualities of a composition that define its genre
• Analyze and study music to identify practice strategies
• Consider audience and venue while composing or rehearsing music for performance
• Demonstrate a blend of marching percussion, concert, jazz, and Indigenous music styles
 	
Reasoning and reflecting
 	
• Analyze the style of music to inform musical decisions
• Employ **musical language** to describe and analyze musicians' use of technique, technology, and environment in music composition and performance
• Reflect on rehearsal and performance experiences, making connections to future learning
• Consider the function of one's voice within the ensemble or collaborative effort
• Anticipate audience responses to a piece of music
• Consider and assess multiple interpretations of a musical excerpt
  ○ *Learning recognizes the role of Indigenous knowledge.*
 	
Communicating and documenting
	Students are expected to know the following:
	
	• **musical elements, principles, vocabulary, symbols, and theory**
	• techniques specific to marching percussion instruments including:
	– **Battery Percussion (Snare, Tenor, Bass, Cymbal)**
	– **Pit Percussion (Mallet, Timpani, Cymbal, Aux Perc)**
	– **Rhythm Section (Guitar/Bass, Kit, Keyboard, Strings)**
	Note: Students are only expected to know techniques related to their instrument(s) of choice.
	• technical skills, strategies, and technologies
	• Intermediate to advanced **marching techniques**
	• Advanced staging strategies and effects
	• Standard marching arts **repertoire**
	• **creative processes**
	• creative and digital copyright for composers, publishers, and producers of music
	• movement, sound, image, and form
	• influences of time and place on the emergence of musical forms
	• roles of performer, audience, and venue
	• traditional and contemporary First Peoples worldviews and cross-cultural perspectives, as communicated through music
	  ○ *Learning involves generational roles and responsibilities.*
	• contributions of innovative artists from a variety of genres, contexts, periods, and cultures global and intercultural musicians, movements, and genres including from Canadian Indigenous practices
	• **history** of a variety of musical genres including those of Canadian Indigenous practices
	• ethics of **cultural appropriation** and plagiarism
	  ○ *Learning involves recognizing that some knowledge is sacred and only shared with permission and/or certain situations*
	• health and safety issues and procedures

• **Document,** share, and appreciate musical works and experiences in a variety of ways and contexts
• Receive and apply constructive feedback to developing practice
• Collaborate to express personal voice, cultural identity, and perspective through music
  ○ *Learning requires exploration of one's identity.*
• Use Musical Symbols and **musical vocabulary** to enhance musical performance
• Develop **gestural vocabulary** that communicates musical intent
• Use music to communicate, respond to, and understand social and global issues
• Express **personal voice**, cultural identity, perspectives, and values, through the instruments an educational setting and community.
 	
Connecting and expanding
 	
• Evaluate and demonstrate personal and social responsibility associated with creating, performing, and responding to instrumental music
  ○ *Learning involves recognizing the consequences of one's actions.*
• Demonstrate appropriate care, use, and **maintenance** of Instruments and equipment
• Practise appropriate self-care to prevent **performance-related injury**
• Build a diverse repertoire of music reflecting multiple themes, perspectives, and contexts
• Explore the relationships between the arts, culture, and society
• Evaluate personal, educational, and professional opportunities in music or music-related industries	

Big Ideas – Elaborations

- **aesthetic experiences:** emotional, cognitive, or sensory responses to works of art

Curricular Competencies – Elaborations

- **large ensemble**: ensemble in which many musicians perform the same part (e.g., concert band, jazz band, string or symphony orchestra, guitar ensemble)
- **small ensemble**: ensemble in which musicians play alone or with only a few others, performing a particular part (e.g., rock band or similar contemporary genre, jazz combo, brass quintet, string quartet)
- **place:** Any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world.
- **musical language:** vocabulary, terminology, and non-verbal methods of communication that convey meaning in music
- **Document:** through activities that help students reflect on their learning (e.g., drawing, painting, journaling, taking pictures, making video clips or audio-recordings, constructing new works, compiling a portfolio)
- **musical vocabulary:** descriptive and instructive terms with specific application in music; can be in English or other languages commonly used by composers (e.g., Italian); includes musical literacy which is the ability to read, write, notate, or otherwise communicate using musical language, vocabulary, and/or symbols
- **gestural vocabulary:** movements of the arms, hands, and head, typically demonstrated by the conductor to convey interpretation of a musical phrase
- **personal voice:** a style of expression that conveys an individual's personality, perspective, or worldview
- **maintenance:** the appropriate inspection, diagnosis, and basic repair of instruments and equipment
- **performance-related injury:** for example, repetitive stress injuries, vocal strain, other harm to oral and aural health

Content – Elaborations

• **musical elements, principles, vocabulary, symbols, and theory:** meter, duration, rhythm, dynamics, harmony, timbre, tonality, instrumentation, notation, pitch, texture, register, terms in Italian and other languages, expressive markings, abbreviations; methods, processes, and concepts used in creating and performing music

• **Battery Percussion:**
- Advanced technique as a function of rudiments (elaborations: moller stroke and contemporary hybrid rudiments)
- Tenor drum splits and crossovers
- Intermediate tenor drum techniques including sweeps, scrapes and crossover patterns
- Percussive arts society standard rudiments
- Percussive arts society hybrid rudiments
- Advanced 5 Bass Drum charts
- Bass drum sextuplet runs
- Bass drum 16th note runs
- Snare drum matched technique
- Snare drum traditional technique
- Proper marching cymbal sounds and techniques

• **Pit Percussion:**
- Scales
- Proper Latin percussion techniques including claves, bongos, congas
- Proper African percussion techniques including djembe
- Proper auxiliary percussion techniques including slide whistle, ratchet, etc.
- 3 - mallet techniques
- 4 - mallet techniques
- Proper timpani mallet techniques

• **Rhythm Section:**
- guitar:
  – chord playing (open and arpeggiated chords)
  – single note playing
  – picking, fingering, strumming; hand positions
  – articulation: techniques affecting transitions between notes (e.g., legato, staccato, slurs, damping, bends, hammer-ons)
  – intonation
  – tone quality: techniques that affect timbre or the overall sound of the instrument
  – voicings: the distribution or vertical arrangement of notes in a chord (e.g., rootless, R37, R73)
  – acoustic versus electric guitar technique
  – rhythm guitar patterns and accompaniment techniques
  – single-line melody reading, tablature, modes
- keyboard:
  – articulation: techniques that use touch or pedals to alter the transitions between notes (e.g., staccato, legato, phrasing, use of pedals)
  – fingering and chording technique
  – chord voicing
  – comping technique: chords, rhythms, and patterns played to accompany an improvised solo or melody (e.g., ii-V-I)
  – keyboard instrumentation: keyboard alone or with bass and/or guitar

Content – Elaborations

– blend and balance: the use of relative volume and tonal techniques to highlight certain instruments or create a homogeneous timbre (e.g., accompaniment versus solo technique)

- Drums:
  – stick, mallet, beater, and brush technique
  – hand-drumming technique
  – pitched percussion technique
  – articulation
  – fills, shots, tone quality, intonation
- orchestral strings:
  – left-hand technique (e.g., vibrato, double-stopping, triple-stopping, shifting)
  – finger pattern profiles
  – bowing technique (e.g., detaché, martelé, spiccato)
  – pizzicato
  – intonation
  – tone quality
  – harmonics

• **repertoire:**

- Intermediate warm up and technique builders
- Intermediate Ensemble warm-ups
- Advanced performance warmups and technique builders
- Chop builders
- Cadences
- Pep Rally charts
- Individual solos

• **marching technique:**

- Appropriate carrying techniques
- Intermediate techniques including crab stepping
- Advanced movement including Plie, Chasse, tondo, etc.
- Stick movement for visual impact

• **creative processes:** the means by which an artistic work (in dance, drama, music, or visual arts) is made; includes multiple processes, such as exploration, selection, combination, refinement, reflection, and connection

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• **cultural appropriation:** use of a cultural motif, theme, “voice,” image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn

Content – Elaborations

Recommended Instructional Components:

- Direct Instruction
- Online inquiry and learning
- Assessment as learning
- Demonstrations and modelling
- Peer-peer mentorship and instruction
- Experiential Learning
- Ensemble Instruction
- Sectional Instruction
- 1-1 Instruction
- Reflective Writing
- Indigenous Drumming with accompanying contextual and historical information
- Historical Survey of Percussive Arts from a variety of cultures including specifically African, Asian and Canadian Indigenous cultures.
- Inquiry Project into the decolonization of music from colonial military traditions
- Collaborative projects with members of kʷikʷəƛəm First Nation to build community relationships and provide opportunities for sharing of cultural knowledge

Recommended Assessment Components (Ensure alignment with the Principles of Quality Assessment):

Assessment of Learning

- Theory quizzes and worksheets
- Performance testing
- Attitude and Attendance
- Triangulation of Observation (rehearsal), Product (performances and Conversation (student conferencing)

Assessment for learning

- practice sheets
- rhythmic theory worksheets
- individualized reading and inquiry
- routine warm up and chop building exercises

Assessment as Learning

- Using recorded rehearsal footage or mirrors
- Peer and self-assessment
- Participation at provincially and nationally adjudicated festivals

Learning Resources:

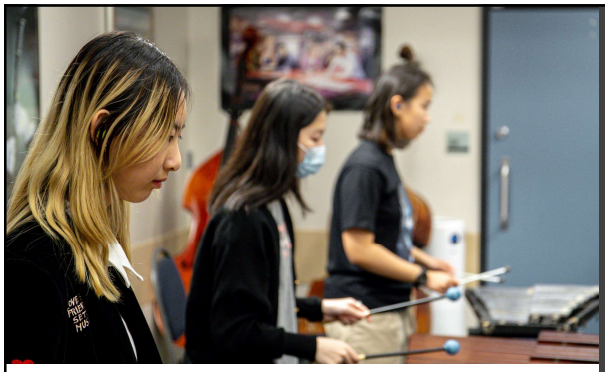
- Microsoft Teams
- Canadian Drumline Association
- The Blue Book by David Ratliff, James Campbell, Rob Parks (for solo work)
- tapspace.com
- YouTube
    - Vic Firth Marching “Learn the Music”
    - EMC Productions
    - CDA
    - Indigenous Drumming information from Peel Art Gallery and Archives (Ontario) https://www.youtube.com/watch?v=BAcm98kxHpI
- Technique Manuals by Bill Bachman
- Cassidy Byers Drumline repertoire
- “Marching Percussion 101” and other marching percussion manuals
- “Here Comes the Band” – Historical survey of marching arts in the Haida Gwaii and BC Northern Coast region: https://ojs.library.ubc.ca/index.php/bcstudies/article/view/669/714

Additional Information:

Drumline 10 & Drumline 12 Curriculum Proposals

Presented to SD43 Board of Trustees
By Corey Smith – Port Moody Secondary

1



Updates Since Drumline 11 Course Approval

- Fully course enrollment with diverse instrumentation (battery, front ensemble, singers, sound crew)
- New "Jr. Drumline" club run by Sr. Drumline members
- Cross-Curricular activities (costume design- textiles, story telling, physical activity and wellness) and integration with athletics program (sports games tournaments, Unified Sports).
- Pro-D Session for in and out of district teachers
- Sharing Indigenous content on California trip
- Observation of world class drumline rehearsal in California

2

What is coming up:

Collaboration with local Community and Indigenous groups and artists (Parades, events)

PMSS to host B.C. Regionals competition on April 12th (you are all invited!)

Competing at B.C. Provincial Championships at John Oliver Secondary on May 3rd (invites all around)

Forthcoming Middle School Drumlines with drums secured (Montgomery, Scott Creek MS) with interest pouring in across our high schools





3

Curricula Specifics

4

Major differences between curricula

Drumline 10

- No Marching
  - Stationary Movements
  - Focus on posture and techniques to build strength and body awareness
- Reduced Rudiments
  - Focus on Strokes (Up, Down, and Full) and single and double rudiments
  - More focus on pulse and rhythm reading

Indoor Marching Drumline 12

- Advanced Marching
  - Only after intermediate marching skills are developed
  - More coordination is required that must be built over 3 years.
- Advanced Rudiments
  - Further exploration of hybrid and non-traditional rudiments
  - Refinement of skills after pulse and rhythm has been solidified.

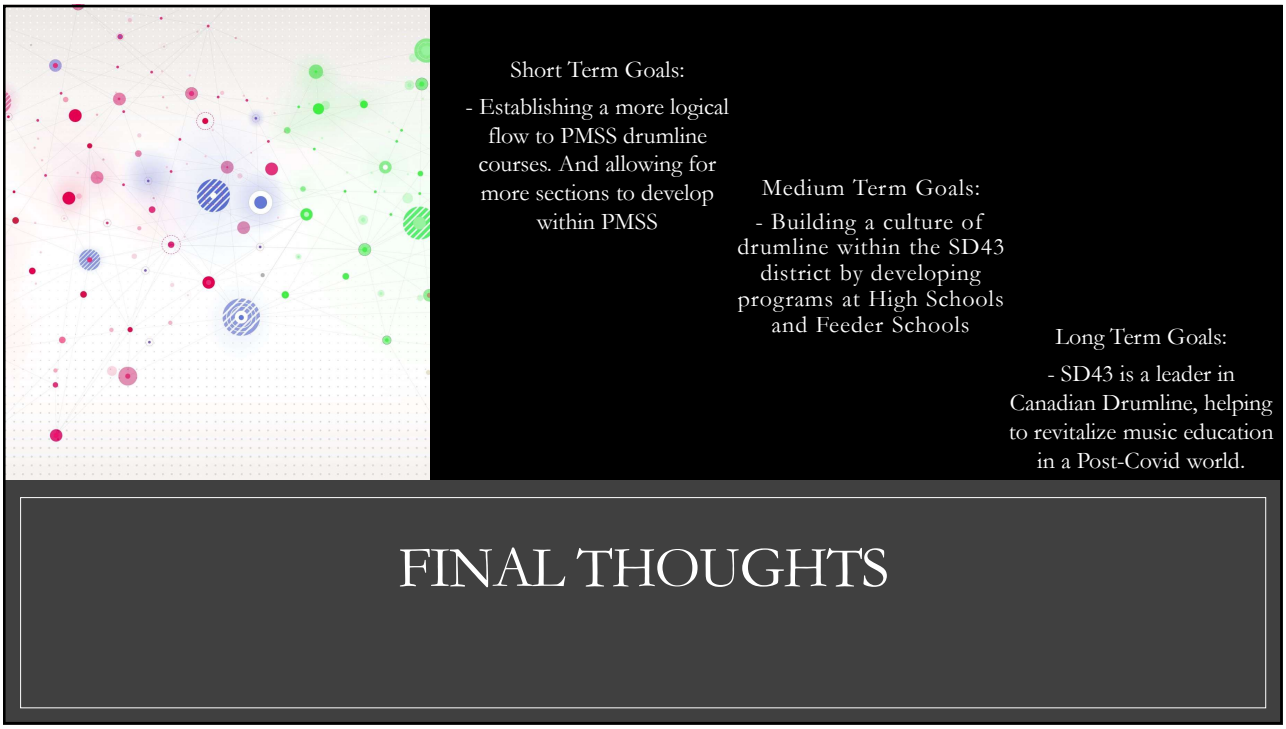
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Rationale for New Curricula

- Creates a scaffolded learning path for students to develop their skills over a number of years.
- Allows for students to study in more skill specific groups as they develop
- Drumline 10 allows for other teachers to begin learning and working with students at a more entry level skill set.
- Allows students who have mastered Drumline 11 content to push themselves to higher levels of skill and competency. More opportunity for mentorship of younger members as well.



6


Short Term Goals:
- Establishing a more logical flow to PMSS drumline courses. And allowing for more sections to develop within PMSS
Medium Term Goals:
- Building a culture of drumline within the SD43 district by developing programs at High Schools and Feeder Schools
Long Term Goals:
- SD43 is a leader in Canadian Drumline, helping to revitalize music education in a Post-Covid world.
FINAL THOUGHTS

7

Board/Authority Authorized Course:

School District/Independent School Authority Name: **Coquitlam School District**	**School District/Independent School Authority Number (e.g., SD43, Authority #432):** SD43
Developed by: Greg Sutherland and Tara Olchowy	**Date Developed:** Jan, 2024
School Name: Centennial Secondary	**Principal's Name:** Anthony Ciolfitto
Superintendent Approval Date (for School Districts only):	**Superintendent Signature (for School Districts only):**
Board/Authority Approval Date:	**Board/Authority Chair Signature:**
Course Name: Foundations in Teacher Education	**Grade Level of Course and Course Code (To Be Added by Learning Services):** 12
Number of Course Credits: 4	**Number of Hours of Instruction:** 120

Board/Authority Prerequisite(s):

Special Training, Facilities or Equipment Required: Teachers should have an understanding of teacher education or experience supporting teacher candidates. No special facilities or training required.

Course Synopsis:

Foundations in Teacher Education 12 is an introduction to careers within the field of education with an emphasis on classroom teaching in the K-12 system. Students examine teaching philosophies, strategies, classroom management techniques and issues surrounding students, schools and the community. Foundations in Teacher Education 12 is a course option for students who have a desire to strengthen their self-reflexive, metacognitive, inter and intrapersonal, and leadership skills. Through the context of teacher education, this course will provide an environment that enables students to foster these skills.

- **Goals and Rationale:**

Many students are interested in a variety of careers in education but have not yet examined the classroom and school community from an educator's perspective. Foundations in Teacher Education 12 will introduce students to the complexities of teaching and the school environment. It provides opportunities for students to explore the field of education before entering a post-secondary trajectory into the multifaceted field of education. The course provides students opportunities to develop reflective capacities on pedagogy, introduces students to a variety of teaching strategies, and furnishes students with chances to reflect on their own learning styles. The course also supports students in developing coherent views on the role of education in society, its oppressive history, and the possibilities for educational change moving forward. They can then apply this knowledge to enhance learning in other coursework.

- **Aboriginal Worldviews and Perspectives:**

Murray Sinclair, chairperson of the Truth and Reconciliation Commission (TRC), famously stated that "Education got us into this mess and education will get us out of it." In saying this, Sinclair articulates the critical importance that education must play in both the requisite truth-telling that must proceed reconciliation, and the healing required for the reconciliation itself. This course provides students with a history of how colonialism has been undertaken in schools, the critical reflective capacities to recognize its continued legacy, and strategies for engaging in anti-colonial educational practices. The course is structured around several Indigenous learning frameworks, including the FNESC First Peoples Principles of learning, the Sk'ad'a principles (Davidson & Davidson, 2018), and the Guiding Inuit Quajimajatuqangit Principles, but also aims to provide students with a direct understanding of these principles to help shape their educational philosophy. This work would support the TRC call to action #63, which includes the recommendations that "i. Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history. ii. Building student capacity for intercultural understanding, empathy, and mutual respect. iii. Identifying teacher-training needs relating to the above."

Guiding Questions:

- How are First Peoples Principles of Learning embedded across the course?
- How will you authentically include voice?
- How will the course start locally?

COURSE NAME: Foundations in Teacher Education GRADE: 12

BIG IDEAS

Reflecting on strengths, stretches, biases and passions helps us to identify the steps needed to achieve a career in education.	Learning about teaching supports student learning, self-advocacy, self-reflexivity, and ownership of learning.	Education has an historical and continued role in colonialism and the oppression of marginalized groups.	Indigenous models of education foreground ethicality, sustainability, self-discovery, and service to one's community	Engaging in teaching requires creating meaningful relationships and respectful connections.

LEARNING STANDARDS

Curricular Competencies	Content
Students are expected to do the following: ➢ Explore Educational Philosophies ➢ Enact Classroom Practices ➢ Examine Inclusive Education ➢ Engage in Self-Reflection ➢ Implement Instructional Practice	*Students are expected to know the following:* ➢ Philosophical Foundations of Education: ➢ Colonialism in Schools ➢ Oppression in education ➢ Teaching Strategies ➢ Lesson Planning ➢ Careers in education ➢ Support roles in education ➢ Career paths in education

Big Ideas – Elaborations

Reflecting on strengths, stretches, and passions helps us to identify the steps needed to achieve a career in education – In learning about themselves, their learning preferences, their aptitudes and their passions, students can learn about available career paths.
Learning about teaching supports student learning, self-advocacy, self-reflexivity, and ownership of learning – As students learn about teaching and learning, they learn about their own learning processes, gain insight into the value of learning processes, and the complexity of teaching and assessment.
Education has an historical and continued role in colonialism and the oppression of marginalized groups – Through learning about how colonialism has historically and presently been carried out through education, students can understand the value of ant-colonial practices.
Indigenous models of education foreground ethicality, sustainability, self-discovery, and service to one's community – Through learning about Indigenous models of education, students can recognize, discuss, and design appropriate anti-colonial and Indigenized learning practices.
Engaging in teaching requires creating meaningful relationships and respectful connections – Learning about and engaging in teaching and learning requires relationships, empathy, communication, ethicality, and respect.

Curricular Competencies – Elaborations

Explore Educational Philosophies

- Explore the relationship between cultural values and educational models.
- Analyze the implications, significance, and contributions of various educational theorists.
- Relate diverse theories to students' own beliefs and experiences.
- Compare contemporary pedagogy to historical practices and policies.

Enact Classroom Practices

- Identify appropriate teaching strategies and tactics
- Examine various theories of classroom management
- Reflect on the effectiveness of various lessons.
- Incorporate various strategies into lesson planning
- Modify strategies to meet the needs of specific students.
- Identify situations in classrooms that hinder learning
- Analyze the effectiveness of various classroom management strategies
- Identify factors of an effective lesson
- Reflect upon the components of implemented lessons
- Practice a variety of teaching strategies
- Practice a variety of classroom management strategies
- Modify lessons that did not work as well as expected
- Suggest and implement a variety of strategies to evaluate student performance.

Examine Inclusive Education

- Examine difficulties and issues that students face within the educational setting
- Relate diverse needs to specific teaching strategies

- Adapt and design lesson plans to support students with diverse needs.

Engage in Self-Reflection

- Practice ethical approaches to self-reflection and importance of confidentiality and professionalism in consideration of teaching and learning
- Identify and analyze personality traits and skills
- Apply knowledge of their personal attributes to a career in education
- Engage in reflection around student lesson plans and teaching exercises
- Integrate personal strengths into lesson planning

Implement Instructional Practice

- Plan and co-plan lessons in sample subjects
- Recommend effective strategies to support all learners
- Identify and collect all necessary materials
- Adapt instruction to meet the needs of the class
- Apply Universal Designs of Learning in Lesson Planning
- Interact positively with younger students and peers
- Accurately assess the effectiveness of the lesson
- Modify any lesson components that were not effective
- Seek and accept constructive feedback on the lesson

Content – Elaborations

Philosophical Foundations of Education:

- Curricular models
- Indigenous models of education (such as FNESC First Peoples Principles of Learning, the Haida Sk'ad'a principles (Davidson & Davidson, 2018), and the Guiding Inuit Quajimajatuqangit Principles)
- Goals of education
- Role of teacher and learner in education

Colonialism in Schools

- History of residential schools
- Settler narratives in education (such as Doctrine of Discovery, Terra Nullius)
- Harmful representation of Indigenous peoples through colonial values in curriculum

Oppression in education

- Critical pedagogy
- Anti-racist education
- Gender, identity and sexuality education

Classroom Culture:

- Building Positive Classroom Cultures
- Ethics of Care

Content – Elaborations

- Growth mindset
- Nations
- Restorative Justice

Teaching Strategies

- Cooperative learning
- Instructional practice
- Indigenous pedagogical practices and protocols
- Place-based learning
- Formative and summative assessment

Lesson Planning

- Backwards design
- Inclusive Education: Universal Designs for Learning (including recognizing learning needs, exceptionalities, language learning, and adaptations)
- Gradual release models
- Inquiry models of learning

Assessment Literacy

- Ministry Order
- Proficiency Scales, 100 point scales
- Formative/Summative Assessment
- Peer and Self-Reflection/Goal setting
- Communication with parents/ caregivers
- Insufficient Evidence contracts/Learning updates/summary of learning

Support roles in education

- Roles that teacher-librarians, counsellors, career resource workers, youth workers, EAs, LISWs, administrators, and others play in their school.
- Roles that the police liaison officer, public health nurse, Parent Advisory Council and other community members play in a school.

Career paths in education

- Roles in education
- Career paths to roles in schools and universities
- Practical career-path planning that identifies requisite steps to employment
- Educational contexts, including ECE, and post-secondary teaching

Recommended Instructional Components:

- Demonstrations: witnessing teachers as they teach, noting inclusive practices
- Modelling: using strategies to teach a concept that support acquisition of knowledge of the concept as well as the teaching strategy
- Guest Speakers: indigenous elders/truth holders, administrators, teachers, counselors, para-professionals, others who hold roles in support of school
- Experiential Learning: visiting and working with students in other schools, observing other teachers, visiting other sites where education occurs
- Reflective Writing: reflective practice, critical self-reflection, analytical reflection
- Direct Instruction: “I do, We do, You do”, Flipped Instruction

Recommended Assessment Components:

Assessment in this course will allow students to demonstrate their understanding of the course standards through formative and summative assessment as well as peer feedback and personal reflection/goal setting to support growth and development. Multiple strategies for demonstrating learning will be utilized focusing on supporting student acquisition of knowledge, skills and understanding of course standards. The First People's Principles of Learning will frame how students engage with the standards and support the gathering of evidence of learning and submitting of evidence. Reflection will be a core component of this course with students submitting evidence of learning that they feel demonstrates their current understanding and skills. A short practicum-style piece will be included in this model in which students will visit classrooms, observe teaching, design and teach a lesson, and reflect on their teaching. In addition to in-class demonstrations of learning (in both oral and written/visual form) students might be guided through creating Edublog posts (or similar communicative media) to share their learning with the larger community and their parents/guardians. Summative assessment strategies and practices and grading will be discussed in the course as an essential component of teaching and learning, but will only be discussed in theory, no actual grading or access to grades or grading records will be shared relating to students in hands-on teaching experiences.

Learning Resources:

- A variety of resources on curriculum, instruction, and pedagogy are available, but excerpts from texts, such as Freire's Pedagogy of the Oppressed (1970), the Davidsons Potlatch as Pedagogy (2018), Palmer's The Courage to Teach (1997), Nodding's Happiness in Education (2003), and more.
- District resources from Inclusive Teaching - Home (sharepoint.com) such as: What is Inclusive Teaching? (sharepoint.com)

Additional Information:

- This course might be run in conjunction with Work Experience 12 for an extended classroom experience.

Presentation of BAA course Foundations in Teacher Education

Submitted by
Greg Sutherland
and
Tara Olchowy
April 9, 2024



1

Rationale:

- Provides an introduction to Teacher Education as a field of study and vocational trajectory.
- Aims to introduce students to the institutional complexities of teaching and the school environment.
- Supports the development of students' reflective capacities on teaching and learning and understanding their role within the learning process.
- Contributes to developing coherent views on the role of education in society, its oppressive history, and the possibilities for educational change moving forward.

2

Structure of the Course:

Enrolling course within the time-table:
4 credits
Daily instruction
1 semester in length

- Understanding of theory grounded in experiential learning. Students will observe and apply classroom learning with other teachers in feeder schools matching their interest (grade level, language, etc).
- Regular reflective practice on experiences and lessons
- Peer and self-assessment/goal-setting of competencies/content, formative/summative assessment
- Teacher/student conferences regarding progress especially before learning update/summary time

3

Benefit to Profession:

- Aims to support the social need for more educators in B.C.
- Fosters purposeful career planning and potentially greater job satisfaction from educators.
- Contributes to empathy and understanding for the roles of all stakeholders within school communities.
- Supports inter and intra-school collaboration, teacher self-reflection, and professional development.

4

Benefit to Students:

- Through examination of inclusive education theory and practice, students are empowered with the knowledge and vocabulary to advocate for themselves as a learner
- Metacognitive reflection on teaching strategies leads to students' self-assessment of themselves as a learner
- Learning about the many roles in education and the complexity of teaching and assessment will support students in setting goals for a career in education and knowing how to achieve those goals.
- Build a greater understanding of the education system's role in anti-colonial practices.

5

SCHOOL DISTRICT NO. 43 (COQUITLAM)

CORPORATE and FINANCIAL SERVICES DEPARTMENT

MEMORANDUM

TO: Randy Manhas, Secretary-Treasurer/CFO

FROM: Nita Mikl, Assistant Secretary-Treasurer
Kimberley Wakil, Assistant Director, Financial Services

DATE: April 9, 2024

SUBJECT: **Adoption of Bylaw No. 2.3-2024 – SSAC**

COPIED TO: I. Cecchini, Executive Director Facilities and Planning Services

Recommended Action: That the Board of Education adopt Bylaw No. 2.3-2024 which sets the School Site Acquisition Charge rates**.**

Background: The Ministry of Education and Child Care has informed the district that on a go forward basis a School Site Acquisition Charge (SSAC) bylaw should be passed after the Ministry has responded to the Capital Plan for which the corresponding Eligible School Site Proposal (ESSP) was provided to municipalities for their review. In the Fall of 2023, the Board passed the SSAC bylaw that corresponded with the ESSP resolution that was passed in June 2023, prior to Ministry's response to the associated Capital Plan. This new bylaw is based upon the same ESSP resolution but aligns with Ministry expectations for timeline. The municipalities and villages were sent a copy of the resolution along with corresponding schedules for acceptance. Pursuant to the Act, local governments have 60 days from that date to review, accept or reject the resolution. No rejection notifications were received from the municipalities or villages.

There are no changes in the information, we are simply correcting the timing of the bylaw.

The School District identified the following six sites in its 5-year capital plan submission (2024-2028) which totals 11.1 hectares of land at an estimated cost of $192,724,900.

1. Riverwalk - Elementary
2. Marigold – Elementary
3. Port Moody Centre – Elementary
4. Fraser Mills – Elementary
5. Coquitlam City Centre - Elementary
6. Hazel Coy - Elementary

On a go-forward basis, the Board of Education will pass the Eligible School Site Proposal (ESSP) Resolution in advance of our Capital Plan submission to the Ministry of Education and Child Care, which is normally submitted in June of each year. After the adoption of this resolution, we will provide a copy of the resolution along with the corresponding schedules for acceptance/rejection by the local governments.

This accepted ESSP will then be incorporated into the Five-Year Capital Plan which must be submitted to the Ministry annually, by June 30. Upon receipt of approval from the Ministry of that Capital Plan, typically received in March/April of the following year, SD43 will calculate the School Site Acquisition Charge (SSAC) and the Board of Education will pass the SSAC bylaw, giving the local governments a 60-day grace period before the bylaw comes into effect. Our past practice was to complete the ESSP portion in June, and then the SSAC bylaw in September, which created some confusion as to which capital plan our ESSP corresponded with.

As a result, the rates remain unchanged from the prior year and will be as follows:

Density	**Current Charge**
Low Density	$ 1,000
Medium Low Density	$ 900
Medium Density	$ 800
Medium High Density	$ 700
High Density	$ 600

Bylaw No 2.3-2024, when adopted by the Board of Education, will be forwarded to the local municipalities and villages advising them of the rates, which will come into effect after 60 days (July 2, 2024).

THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 43 (COQUITLAM)

CAPITAL BYLAW NO. 3, AMENDMENT BYLAW NO. 2.3-2024

(School Site Acquisition Charge Capital Bylaw Amendment)

A BYLAW BY THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 43 (COQUITLAM) (hereinafter called the "Board") to amend Capital Bylaw No. 2.2 – 2023, School Site Acquisition Charge Capital Bylaw, adopted on September 19, 2023. The School Site Acquisition Charge Capital Bylaw No. 3 sets the school site acquisition charges for the prescribed categories of eligible development pursuant to Part 14, Division 20, Sections 571 to 581 of the *Local Government Act* and British Columbia School Site Acquisition Charge Regulation 17/2000.

WHEREAS, School District No. 43 (Coquitlam) is an eligible school district pursuant to Part 14, Division 20, Sections 571 to 581 of the *Local Government Act* for which the Board has indicated an eligible school site requirement in its approved capital plan beginning in 2003;

AND WHEREAS, the Board has consulted with stakeholders and local governments and passed the 2023 Eligible School Site Proposal, incorporated in the school district's 2024-2028 Five Year Capital Plan submission to the Ministry of Education and Child Care;

AND WHEREAS, the Eligible School Site Proposal included in the 2024-2028 Five Year Capital Plan for School District No. 43 (Coquitlam) was submitted to the Ministry of Education and Child Care by the Board of Education;

AND WHEREAS, the Board is required to amend its School Site Acquisition Charge Capital Bylaw within 60 days of the Minister's acceptance of the Board's Capital Plan;

NOW THEREFORE, the Board of Education for School District No. 43 (Coquitlam) in open meeting assembled, ENACTS AS FOLLOWS:

1. "Eligible Development" means

   a) a subdivision of land in School District No.43 (Coquitlam), or
   b) any new construction, alteration or extension of a building in School District No.43 (Coquitlam) that increases the number of self-contained dwelling units on a parcel.

2. "School Site Acquisition Charge" is a charge collected by local government, for each new residential parcel to be created by subdivision and for new multiple family residential units to be constructed on an existing parcel, for the purpose of providing funds to assist school boards to pay the capital costs of meeting eligible school site requirements pursuant to Part 14, Division 20, Sections 571 to 581 of the *Local Government Act* and British Columbia School Site Acquisition Charge regulations.

3. Pursuant to Part 14, Division 20 of the *local government act,* the Board establishes the charges applicable to the prescribed categories of eligible development for the school district in accordance with the following formula:

$$SSAC = [(A \times B) / C] \times D$$

Where

SSAC = the school site acquisition charge applicable to each prescribed category of eligible development;

A = $192,724,900(cost attributable to eligible development units);

B = 35% (set by Provincial regulation);

C = 29,245(Eligible development units projected for the 2024-2028 capital plan submission); and

D = a factor set by Provincial Regulation for the prescribed categories of eligible development.

4. The charges applicable to the categories of eligible development as prescribed by British Columbia Regulation17/2000 for the school district are set in the table below:

Prescribed Category of Eligible Development (BC Regulation 17/2000)	D = (Factor set by BC Regulation 17/2000)	School Site Acquisition Charge (per unit) SSAC = [(Ax B) / C] x D
Low Density (less than 21 units / gross ha.)	1.25	$1,000
Medium Low (21-50 units / gross ha)	1.125	$900
Medium (51 -125 units / gross ha)	1.0	$800
Medium High (126-200 units / gross ha)	0.875	$700
High Density (greater than 200 units / gross ha)	0.75	$600

5. The school site acquisition charge amendment does not come into effect until 60 days after the adoption day of this bylaw.

6. A school site acquisition charge is not payable if any of the following applies:

   (a) The eligible development is within a category that is exempt from school site acquisition charges pursuant to BC School Site Acquisition Charge Regulations;
   (b) A school site acquisition charge has previously been paid for the same eligible development unless, as a result of further subdivision or issuance of a building permit more eligible development units are authorized or will be created on a parcel;
   (c) Where a building permit is issued on an existing parcel, which after construction, alteration or extension, the parcel will contain three or fewer self-contained dwelling units.

7. This Bylaw shall be cited for all purposes as the "School District No.43 (Coquitlam) Capital Bylaw No. 3, Amendment Bylaw No. 2.3-2024 (Re: School Site Acquisition Charge Capital Bylaw Amendment)".

READ A FIRST TIME THE 9th DAY OF APRIL 2024

READ A SECOND TIME THE 9th DAY OF APRIL 2024

READ A THIRD TIME, PASSED AND ADOPTED THE 9th DAY OF APRIL 2024

_____
Chair of the Board

_____
Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original of School District No. 43 (Coquitlam) Capital Bylaw No. 3, Amendment Bylaw No. 2.3-2024, adopted by the Board the 9th DAY OF APRIL 2024

_____
Secretary-Treasurer

SCHOOL DISTRICT NO. 43 (COQUITLAM)

CORPORATE & FINANCIAL SERVICES DEPARTMENT

MEMORANDUM

TO: Randy Manhas, Secretary-Treasurer/CFO

FROM: Nita Mikl, Assistant Secretary-Treasurer
Kimberley Wakil, Manager of Financial Services

DATE: April 9, 2024

SUBJECT: **2025-26 ELIGIBLE SCHOOL SITES (ESSP) RESOLUTION**

COPIED TO: I. Cecchini, Executive Director, Facilities & Planning Services

Recommended Action: That the Board of Education approve the 2025-26 Eligible School Sites Resolution.

Background: School Districts who identify the need for additional school sites are required to establish a School Site Acquisition Charge (SSAC). SD43 has identified the need for school sites in prior bylaws and continues to identify the need for future school sites which include the following:

1. Riverwalk - Elementary
2. Marigold – Elementary
3. Port Moody Centre – Elementary
4. Fraser Mills – Elementary
5. Coquitlam City Centre - Elementary
6. Hazel Coy - Elementary

As part of the process, each year the Ministry of Education and Child Care requires that school boards pass an annual eligible school sites resolution to update residential development projections from local government, student yield estimates and estimates of the general location, the number and cost of sites required for future schools. The required sites are included in the Capital Plan. The eligible school site costs are also used to establish the school site acquisition charge rates for new residential development collected from development applications by each of the five municipalities and transferred bi-annually to the School District. The table below lists the current charge by density type and the proposed rates for adoption in 2025:

Density	Current Charge	Proposed/Estimated Charge
Low Density	$ 1,000	$1,000
Medium Low Density	$ 900	$ 900
Medium Density	$ 800	$ 800
Medium High Density	$ 700	$ 700
High Density	$ 600	$ 600

As per the School Site Acquisition Charge (SSAC) implementation guide, there are 2 steps that the Board of Education must follow to allow the local governments to review and adopt the ESSP resolution and the Capital Bylaw for a rate increase/decrease which fall in line with the Board of Education Capital Plan submission timeline:

1. Adoption of the ESSP resolution by the Board of Education after which 60 days are given to the local governments to review and accept or reject the resolution,

2. Adoption of the SSAC bylaw by the Board of Education for the proposed increase/decrease in the School Site Acquisition charge after which 60 days are given to the local governments before the bylaw will come into force.

The 2025-26 ESSP submission includes six proposed school sites with a total area of 11.1 hectares. It should be noted that the school site acquisition charge is to be collected pursuant to the *Local Government Act* based on all eligible school sites. The proposed charge rates are the same as the current charge rates by density type. Once the Board passes the resolution, a copy will be forwarded to each of the local governments for comment.

Board of Education of
School District No. 43 (Coquitlam)

2025-26 Eligible School Sites Resolution

The Eligible School Sites Proposal is a required component of the capital plan submission, which must be passed annually by Board resolution and referred to local governments in the District for acceptance pursuant to the *Local Government Act***.**

Pursuant to the Act, the school district has consulted with local governments with respect to the following information:

1) Projections by municipalities of the number of eligible development units to be authorized or created in School District No. 43 (Coquitlam) in the 10 year time frame, 2025-2035, pursuant to Section 142 of the School Act for school site acquisition planning (Schedule 'A' Table A-1 and A-2 attached);

2) A projection of the number of children of school age, as defined in the School Act, that will be added to the school district as the result of the eligible development units projected in paragraph (1) (Schedule 'A' Table A-3, A-4 attached);

3) The approximate size and number of school sites required to accommodate the number of children projected under paragraph (2) (Schedule 'B' attached); and

4) The approximate location and value of the school sites referred to in paragraph (3) (Schedule 'B' attached).

WHEREAS the Board of Education of School District No. 43 (Coquitlam) has consulted with representatives from the development industry and staff for the City of Coquitlam, City of Port Coquitlam, City of Port Moody, Village of Anmore and Village of Belcarra on these matters;

IT IS RESOLVED THAT:

1) Based on information from local government, the Board of Education of School District No. 43 (Coquitlam) estimates that there will be 29,245 **new development units** constructed in the School District over the next 10 years (Schedule 'A');

2) These 29,245 new development units will be home to an estimated 5,911 **school age children** (Schedule 'A');

3) The School Board expects that **6 new school sites,** over the 10 year period, will be required as a result of the growth within the School District as represented in Schedule 'B';

4) According to Ministry of Education and Child Care site standards presented in Schedule 'B' the sites will require a total of **11.1 hectares** of land. These sites are expected to be purchased within 5 years and, at current serviced land cost, the land will **cost approximately $192,724,900**;

5) The Eligible School Site Proposal be incorporated in the 5 Year Facility Capital Budget **2025-2029** and submitted to the Ministry of Education and Child Care.

_____
Chair of the Board

_____
Secretary-Treasurer

I HEREBY CERTIFY this to be a true original of a resolution passed by the Board of Education of School District No. 43 (Coquitlam) at a regular meeting held **_____**.

_____
Secretary-Treasurer

2025-2035
SCHEDULE 'A'

Table A-1: Growth Forecasts -Housing Units By Type - 10 year forecast by school year:

Estimates by school year	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032	2032-2033	2033-2034	2034-2035	10 yr. Total	Total Units
VILLAGE OF ANMORE												*210*
Single Detached	21	21	21	21	21	21	21	21	21	21	**210**	
Mobile Home	0	0	0	0	0	0	0	0	0	0	**-**	
Row House	0	0	0	0	0	0	0	0	0	0	**-**	
Low Rise Apart./suites	0	0	0	0	0	0	0	0	0	0	**-**	
High Rise Apart.	0	0	0	0	0	0	0	0	0	0	**-**	
VILLAGE OF BELCARRA	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032	2032-2033	2033-2034	2034-2035	**10 yr. Total**	*30*
Single Detached	3	3	3	3	3	3	3	3	3	3	**30**	
Mobile Home	0	0	0	0	0	0	0	0	0	0	**-**	
Row House	0	0	0	0	0	0	0	0	0	0	**-**	
Low Rise Apart.	0	0	0	0	0	0	0	0	0	0	**-**	
High Rise Apart.	0	0	0	0	0	0	0	0	0	0	**-**	
CITY OF COQUITLAM	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032	2032-2033	2033-2034	2034-2035	**10 yr. Total**	*19,650*
Single Detached	25	30	35	40	40	35	30	25	20	20	**300**	
Mobile Home	0	0	0	0	0	0	0	0	0	0	**-**	
Row House	325	300	300	300	300	300	300	300	250	250	**2,925**	
Low Rise Apart./suites	350	325	300	275	275	275	250	250	250	250	**2,800**	
High Rise Apart.	1350	1400	1400	1400	1375	1375	1350	1350	1325	1300	**13,625**	
City OF PORT COQUITLAM	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032	2032-2033	2033-2034	2034-2035	**10 yr. Total**	*2,600*
Single Detached	30	30	30	30	30	30	30	30	30	30	**300**	
Mobile Home	0	0	0	0	0	0	0	0	0	0	**-**	
Row House	50	50	50	50	50	50	50	50	50	50	**500**	
Low Rise Apart./suites	180	180	180	180	180	180	180	180	180	180	**1,800**	
High Rise Apart.	0	0	0	0	0	0	0	0	0	0	**-**	
CITY OF PORT MOODY	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032	2032-2033	2033-2034	2034-2035	**10 yr. Total**	*6,755*
Single Detached	15	15	15	15	15	15	15	15	15	15	**150**	
Mobile Home	0	0	0	0	0	0	0	0	0	0	**-**	
Row House	28	12	39	44	30	30	30	30	30	30	**303**	
Low Rise Apart./suites	337	456	1001	772	496	240	240	240	240	240	**4,262**	
High Rise Apart.	0	0	0	220	220	320	320	320	320	320	**2,040**	

Table A-2: SCHOOL DISTRICT #43 - ELIGIBLE DEVELOPMENT UNIT ANNUAL TOTALS BY TYPE

Estimates by school year	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032	2032-2033	2033-2034	2034-2035	10 yr. Total	**29,245**
Single Detached	94	99	104	109	109	104	99	94	89	89	**990**	
Mobile Home	-	-	-	-	-	-	-	-	-	-	**-**	
Row House	403	362	389	394	380	380	380	380	330	330	**3,728**	
Low Rise Apart./suites	867	961	1,481	1,227	951	695	670	670	670	670	**8,862**	
High Rise Apart.	1,350	1,400	1,400	1,620	1,595	1,695	1,670	1,670	1,645	1,620	**15,665**	
Total Units	***2,714***	***2,822***	***3,374***	***3,350***	***3,035***	***2,874***	***2,819***	***2,814***	***2,734***	***2,709***	**29,245**	

SCHEDULE 'B' Capital Projects Requiring New Sites

Table B-1: ELIGIBLE SCHOOL SITES REQUIRING APPROVAL - 2025-2029 Five Year Capital Plan

School Site #	**112259**	**109228**					**TOTALS**
Basis of Costs	*Estimate*	*Estimate*	*Estimate*	*Estimate*	*Estimate*	*Estimate*	***Estimate***
Type of Project	New	New	New	New	New	New	
Grade Level	***Elementary***	***Elementary***	***Elementary***	***Elementary***	***Elementary***	***Elementary***	
Approximate Location	*Riverwalk*	*Marigold*	*Port Moody Centre*	*Fraser Mills*	*Coquitlam City Centre*	*Hazel Coy*	
Proposed Capacity	455	455	455	455	455	455	**2,730**
Approx. Size (ha)	2.5	2.5	1.2	1.2	1.2	2.5	**11.1**
Market Land Costs	$ 28,380,300	$ 28,380,300	$ 35,864,000	$ 26,000,000	$ 45,720,000	$ 28,380,300	**192,724,900**

Total Acquisition Sites to be included in the 2025-2029 Five Year Capital Plan = 6

Proposed school site sizes are based on an assumption that some sites may be joint school and park sites. Stand alone school sites would require greater site area and market land cost.

Note: This Schedule includes proposed sites only. Approved eligible school sites since the inception of the ESSP are not included on this list.

Note: Aprprox size of each site has been updated to reflect update to date requirements for a elementary and middle school requirement.

SCHOOL DISTRICT NO. 43 (COQUITLAM)

Facilities & Planning Services

MEMORANDUM

TO:	Board of Education
FROM:	Randy Manhas, Secretary-Treasurer/CFO Ivano Cecchini, Executive Director, Facilities and Planning Services
DATE:	April 9, 2024
SUBJECT:	**2024/25 Five Year Capital Plan Bylaw**
COPIED TO:	District Leadership Team

Recommended Action: That the Board of Education pass a motion to hold all three readings and have the three readings, final passage, and adoption of the 2024/25 Five Year Capital Plan Bylaw.

Background: The Ministry of Education has responded to our 2024/25 Five Year Capital Plan submission made and approved by the Board in June 2023, by advising support for advancing project development or delivery of the following capital projects for 2024/25, as per the attached Ministry letter:

1. Montgomery Middle – Seismic Replacement – Final Project Definition Report with Ministry for funding approval

2. Dr. Charles Best Secondary – Seismic Upgrades – Final Concept Plan with Ministry for approval (PDR submitted 2019)

3. Montgomery Centre – SEP – HVAC upgrades

4. Eagle Ridge Elementary – CNCP – HVAC Upgrades

5. Maple Creek Middle – SEP – HVAC upgrades

6. Central Elementary – CNCP – HVAC upgrades

7. Como Lake Middle – FIP – Kitchen Equipment and Upgrades

In accordance with the *School Act*, the Board is to adopt a single capital bylaw for the approved 2024/25 Five Year Capital Plan.

Projects cannot proceed until the bylaw is approved and a signed Capital Project Funding Agreement, Annual Program Funding Agreement or other formal authorization is received from the Ministry.

Attachments:

- Capital Plan Bylaw
- Ministry of Education Response to Annual Five-Year Capital Plan Submission for 2024/25

CAPITAL BYLAW NO. 2024/25-CPSD43-01

CAPITAL PLAN 2024/25

WHEREAS in accordance with section 142 of the School Act, the Board of Education of School District No. 43 (Coquitlam) (hereinafter called the “Board”) has submitted a capital plan to the Minister of Education (hereinafter called the "Minister") and the Minister has approved the capital plan or has approved a capital plan with modifications,

NOW THEREFORE in accordance with section 143 of the *School Act*, the Board has prepared this Capital Bylaw and agrees to do the following:

(a) Authorize the Secretary-Treasurer to execute a capital project funding agreement(s) related to the capital project(s) contemplated by the capital plan or the capital plan with modifications;

(b) Upon ministerial approval to proceed, commence the capital project(s) and proceed diligently and use its best efforts to complete each capital project substantially as directed by the Minister;

(c) Observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the capital project(s); and,

(d) Maintain proper books of account, and other information and documents with respect to the affairs of the capital project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

1. The Capital Bylaw of the Board for the 2024/25 Capital Plan as approved by the Minister, to include the supported capital project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent, dated March 15, 2024, is hereby adopted.

2. This Capital Bylaw may be cited as School District No. 43 (Coquitlam) Capital Bylaw No. 2024/25-CPSD43-01.

READ A FIRST TIME THE 9th DAY OF APRIL 2024*;*
READ A SECOND TIME THE 9th DAY OF APRIL 2024;
READ A THIRD TIME, PASSED THE 9th DAY OF APRIL 2024.

_____
Board Chair

_____
Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 43 (Coquitlam) Capital Bylaw No. 2024/25-CPSD43-01 adopted by the Board the 9th DAY OF APRIL 2024.

_____
Secretary-Treasurer

March 15, 2024

Ref: 297326

To: Secretary-Treasurer and Superintendent
School District No. 43 (Coquitlam)

Capital Plan Bylaw No. 2024/25-CPSD43-01

Re: Ministry Response to the Annual Five-Year Capital Plan Submission for 2024/25

This letter is in response to your School District's 2024/25 Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs and provides direction for advancing supported and approved capital projects. **Please see all bolded sections below for information.**

The Ministry has reviewed all 60 school districts' Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs to determine priorities for available capital funding in the following programs:

- Seismic Mitigation Program (SMP)
- Expansion Program (EXP)
- Replacement Program (REP)
- Site Acquisition Program (SAP)
- Rural District Program (RDP)
- School Enhancement Program (SEP)
- Food Infrastructure Program (FIP)
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)
- Bus Acquisition Program (BUS)

The following tables identify major capital projects that are supported to proceed to the next stage, if applicable, as well as minor capital projects that are approved for funding and can proceed to procurement.

MAJOR CAPITAL PROJECTS (SMP, EXP, REP, SAP, RDP)

Projects in Development from Previous Years

Project #	Project Name	Project Type	Comments
127807	Dr. Charles Best Secondary	Seismic	Final Concept Plan with Ministry for approval.
127808	Montgomery Middle	Seismic	Final business case (Project Definition Report, or PDR) with Ministry for funding approval.

Follow-up meetings will be scheduled by your respective Regional Director or Planning Officer regarding next steps. Also, note that Capital Project Funding Agreements (CPFA) are not issued for Major Capital Projects until after the Business Case and all other required supporting documentation is received, reviewed, and approved for funding by the Ministry.

NOTE: The Ministry encourages school districts to pursue simplified designs for new schools or expansion of existing schools. As projects proceed to Business Case, stakeholder engagement and design phases, please ensure simplified design parameters are considered as per the attached *Simplified Designs Guidelines*.

MINOR CAPITAL PROJECTS (SEP, FIP, CNCP, BEP, PEP, BUS)

Below are tables for the minor capital projects that are approved. The table identifies School Enhancement Program (SEP), Food Infrastructure Program (FIP), Carbon Neutral Capital Program (CNCP), Building Envelope Program (BEP), Playground Equipment Program (PEP), as well as the Bus Acquisition Program (BUS), if applicable.

New projects for SEP, FIP, CNCP, BEP, PEP

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Montgomery Elementary	SEP - HVAC Upgrades	$550,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
Maple Creek Middle School	SEP - HVAC Upgrades	$600,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
Eagle Ridge Elementary	CNCP - HVAC Upgrades	$750,000	Proceed to design, tender & construction. To be completed by March 31, 2025.
Central Elementary	CNCP - HVAC Upgrades	$750,000	Proceed to design, tender & construction. To be completed by March 31, 2025.

Como Lake Middle School	FIP - Kitchen Equipment and Upgrade	$100,000	Proceed to design, tender & construction. To be completed by March 31, 2025.

An Annual Programs Funding Agreement (APFA) accompanies this Capital Plan Response Letter which outlines specific Ministry and Board related obligations associated with the approved Minor Capital Projects for the 2024/25 fiscal year as listed above.

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw (using the Capital Bylaw Number provided at the beginning of this document) for its approved 2024/25 Five-Year Capital Plan as identified in this Capital Plan Response Letter. For additional information, please visit the Capital Bylaw website at:

https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/capital/planning/capital-bylaws

The Capital Bylaw and the APFA must be signed, dated, and emailed to the Ministry's Capital Management Branch at CMB@gov.bc.ca as soon as possible. Upon receipt the Ministry will issue Certificates of Approvals as defined in the APFA.

As the 2024/25 Capital Plan process is now complete, the Capital Plan Instructions for the upcoming 2025/26 Annual Five-Year Capital Plan submission process (using the Ministry's Capital Asset Planning System (CAPS) online platform) will be available on the Ministry's Capital Planning webpage by April 1st, 2024.

School districts' capital plan submission deadlines for the 2025/26 fiscal year, using the CAPS online platform, will be as follows:

- **June 30, 2024**
  - Major Capital Programs (SMP, EXP, REP, RDP, SAP)
- **July 1, 2024**
  - Major Capital Programs (BEP)
- **September 30, 2024**
  - Minor Capital Programs (SEP, CNCP, PEP, BUS)
- **October 1, 2024**
  - Minor Capital Programs (FIP)

The staggered deadlines are intended to provide the Ministry with input required to initiate planning for the next budget cycle, while enabling school districts additional time and flexibility to plan over the summer.

Additionally, the Annual Facility Grant (AFG) project requests for the 2024/25 fiscal year are to be submitted using the CAPS online platform, on or before May 31, 2024.

NOTE: It is strongly encouraged that school districts discuss the draft versions of their intended capital projects and AFG project requests with Ministry staff well in advance of submission deadlines.

As a school district with a School Site Acquisition Charge (SSAC) scheme in place, please also be advised that the eligible school site requirement set out in the final resolution of the Board of Education in accordance with s. 574(5) of the *Local Government Act*, is duly accepted by the Ministry as part of the Board's approved capital plan for 2024/25.

The Board should forthwith adopt a bylaw setting the School Site Acquisition Charges for the School District, as s. 575(3) of the *Local Government Act* prescribes that a SSAC may only come into effect 60 days (inclusive of weekends and holidays) after that bylaw is adopted by a board of education. At that point, local government may commence the collection of an applicable per dwelling unit charge from residential developers on behalf of a board.

Please contact your respective Regional Director or Planning Officer as per the Capital Management Branch Contact List with any questions regarding this Capital Plan Response Letter or the Ministry's capital plan process.

Specific questions about SSAC should be directed to Regional Director Travis Tormala.

Sincerely,



Damien Crowell, Executive Director
Capital Management Branch

pc: Geoff Croshaw, Acting Director, Major Capital Projects, Capital Management Branch
Michael Nyikes, Director, Minor Capital Projects, Programs and Finance, Capital Management Branch

SCHOOL DISTRICT NO. 43 (COQUITLAM)

CORPORATE and FINANCIAL SERVICES DEPARTMENT

MEMORANDUM

TO:	Board of Education
FROM:	Randy Manhas, Secretary-Treasurer/CFO Nita Mikl, Assistant Secretary Treasurer
DATE:	April 09, 2024
SUBJECT:	**Budget 2024-25 and Multi-Year Fiscal Plan**
COPIED TO:	District Leadership Team

Recommended Action: The following is provided for information.

The 2024-25 preliminary budget has been prepared within a framework that is guided by and aligned with *Directions 2025*. The budget has considered the multiple interests of all interested parties with the requirement to maintain a balanced budget and provide budget certainty. The budget will continue to provide resource support to enhance student learning while maintaining a financially healthy, stable and sustainable education system for the long term.

Budget 2024-25 and Multi-Year Fiscal Plan

The Budget and Multi-Year Fiscal Plan is a comprehensive document detailing the District's Financial plan for the 2024/25 – 2026/27 fiscal years. The report provides an overview of the budget process, touches on Directions 2025 and how the budget supports these goals and contains detailed information on enrolment estimates, grant funding, other revenues for the next three fiscal years along with expected staffing levels and expenses. The report provides some highlights on Special Purpose and Capital funds and ends with a description of potential risks that could affect the school districts financial stability. The Appendix of the report includes a summary of what we heard during the budget stakeholder and partner group meetings and how we have responded.

BUDGET
2024/25



Learning for a Lifetime

MULTI-YEAR FISCAL PLAN
2024/25 - 2026/27

SCHOOL DISTRICT 43 Coquitlam

www.sd43.bc.ca


CSSAA
Providing Secondary School Students in SD43 the Opportunity to Participate and Excel in Athletics.
COAST SALISH ELEMENTARY SCHOOL

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ORGANIZATION

DISTRICT OVERVIEW

School District No. 43 (Coquitlam) is on the core territory of the kʷikʷəƛ̓əm (Kwikwetlem) First Nation and lies within the shared traditional territories of the Tsleil-Waututh, Katzie, xʷməθkʷəy̓ə m (Musqueam), Sḵwx̱wú7mesh Úxwumixw (Squamish), and Qayqayt Nations

As the third largest school district in B.C., School District No. 43 (Coquitlam) meets the learning needs of approximately 34,000 students of all ages in Coquitlam, Port Coquitlam, Port Moody, Anmore, and Belcarra. The district employs approximately 4,400 full time, part time and temporary employees including nearly 2,700 teachers.

SD43 provides K-12 education in 47 elementary schools (kindergarten-grade 5), 14 middle schools (grades 6-8), 9 secondary schools (grades 9-12) and 4 alternate education programs. The district delivers a wide range of specialized education programs and services including:

- Indigenous Education
- Alternate Education
- Artists for Kids
- Band and Strings
- Career & Trades Programs
- Community Hubs & Schools
- Core French
- French Immersion
- English for Adult Learners
- Gifted
- International Baccalaureate
- International Education
- Montessori
- Mandarin Bilingual
- Online Learning
- Reggio-influenced Program
- Summer Learning



BOARD OF EDUCATION

School District No. 43 (Coquitlam) Board of Education is comprised of elected trustees charged with the governance of the school district including establishing goals and policies and approving the annual budget. They are accountable to the provincial government and represent the school district in the communities of Coquitlam, Port Coquitlam, Port Moody, Anmore and Belcarra. The trustees are elected every four years at the same time as the mayors and city councils, with the next election scheduled for October 2026. There are currently 9 elected trustees.



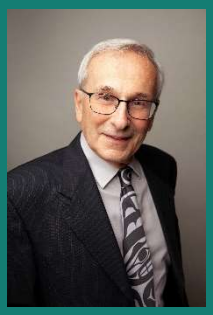
Michael Thomas
CHAIR



Carol Brodie
VICE-CHAIR



Jennifer Blatherwick
TRUSTEE



Chuck Denison
TRUSTEE



Kerri Palmer Isaak
TRUSTEE



Lisa Park
TRUSTEE



Christine Pollock
TRUSTEE



Zoë Royer
TRUSTEE



Craig Woods
TRUSTEE

Roles, Responsibilities and Financial Governance

The Board of Education trustees have complex roles and perform many important and valuable duties, most notably to support and ensure quality learning opportunities for all students of all ages.

The board is responsible for overseeing the educational, operational, and ministerial requirements of the school district. They advocate for increased funding from government for educational, operational, and capital needs, promote School District programs and services and successes of students and employees.

The board is committed to transparency and has fully adopted the Ministry of Education and Child Care recommended requirements for financial governance which includes the development of the annual budget that is guided by its *Directions 2025* strategic plan and encompasses a comprehensive consultative budget process.

SCHOOL DISTRICT 43 Coquitlam

Learning for a Lifetime

DIRECTIONS 2025

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 idenity and social responsibility while valuing the diversity of all learners.

ORGANIZATIONAL CAPACITY / Foster a Sustainable Educational Organization:

Ensure that our human, financial and physical resources are sustainable.

CROSS CUTTING THEMES:
The 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

VISION STATEMENT

Increasing Success in Life for All

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

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.

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 a shared leadership through innovative, sustainable professional learning.

For more information regarding the *Directions 2025* Strategic Plan, click here.



Aligning Budget Planning & Resource Allocation with Directions 2025

The district is committed to a model of transparent budget planning and resource allocation that is directly aligned with our strategic plan, as established by the Board in *Directions 2025*.

It is a consultative model that coordinates budget planning and resource allocation activities with inclusive consultation and feedback based on the district's 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, and
- communicating the outcomes effectively for transparent accountability.

The model will ensure that budget input and resource allocation is connected to and aligned with *Directions 2025*. This model is an integral part of the district's operating culture.

Budget Alignment to Directions 2025

The details on the following pages show how the district allocates its resources through the budget to support each of the goals and objectives as identified in the *Directions 2025* Strategic Plan.



GOAL	OBJECTIVE
INTELLECTUAL DEVELOPMENT/ Achieve Student Success: *Our core work and common goal is educational excellence.*	• Develop students as numerate citizens who practice mathematical habits of mind. • Foster life-long learning behaviors through the promotion of literacy and the core competencies across the curriculum. • Equip students for a world that requires practical scientific, technical and innovation skills through STEAM and Career Education. • Instill understanding of First Peoples Principles of Learning and Indigenous History.

BUDGET SUPPORTS:

- Continuous alignment and augmentation of available resources and Action Plans for Learning (APL) with student achievement, educational outcomes and understanding of First Peoples Principles.
- Providing professional learning support and resources for First Peoples Principles, numeracy, literacy, and core competency development including Learning Labs and access to curricular support services through Curriculum Coordinators and Support Teachers.
- Investment in E-resources to support curricular goals and encourage inclusive approaches by reducing barriers to learning.
- Providing a variety of Educational Programs of Choice for students.
- Investing in Mentorship programs and Professional development to support and enhance the learning needs of students.
- Allocating resources to promote use of STEAM tools in classrooms and offering a variety of Board Authority Authorized Courses and Career and Trades Programs.
- Investing in Curricular resources such as Discovery Learning, Nelson, and many others.

GOAL	OBJECTIVE
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.*	• Support vulnerable learners through early identification and strategies to reduce barriers to success. • Cultivate social-emotional well-being through personal and social awareness and responsibility, empathy, and resilience. • Emphasize success, well-being and equitable opportunities for Indigenous Learners. • Ensure success for all learners through the development of inclusive learning environments.

BUDGET SUPPORTS:



- Providing a variety of Alternate Education Programs for vulnerable learners and developing strategic needs-based revisions.
- Utilizing data-driven, needs-based resourcing (needs assessment) to ensure learning supports are effectively targeted to support individual school and student challenges.
- Allocating resources towards School Based Teams, district Specialists to work collaboratively with classroom teachers in meeting the needs of individual students as well as itinerant support through IST.
- Providing direct and consultative service to students with diverse learning needs through Learning Services and supporting inclusive classrooms thru the application of needs-based resourcing.
- Aligning targeted funding and other district resources to support and enhance learning opportunities for all Indigenous learners.
- Supporting Social and Emotional Learning, Wellness and Mental Health initiatives, programs, and training, through grant funding and partnerships with various agencies.

GOAL	OBJECTIVE
ORGANIZATIONAL CAPACITY / Foster a Sustainable Education Organization *Ensure that our human, financial and physical resources are sustainable.*	• Model a professional leadership culture. • Create innovative and sustainable facilities that support emerging learning needs. • Support continuous improvement and operational efficiencies throughout the organization. • Implement strategies to ensure international education programs maintain their leadership position. • Ensure a financially stable organization through progressive practices and multi-year financial planning.

BUDGET SUPPORTS:



- Investing in Professional Development and Training activities at all levels of the organization.
- Designing new buildings with modern and collaborative learning spaces, incorporating neighborhood learning centers, enhanced technology.
- Updating existing buildings (interior, exterior, mechanical, electrical, roofing, technology, flooring, site) using Annual Facilities Grants and internally Restricted funding per the Accumulated reserve policy.
- Updating Enterprise Resource Planning system and streamlining business processes.
- Replacing older vehicles, equipment and updating technology infrastructure and resources.
- Allocating resources to help re-establish international education enrolment lost due to the Pandemic.
- Continuous utilization of a multi-year fiscal plan through the Surplus Reserve policy to ensure stability in district operations, including post pandemic supports and ongoing future stability in education, IT and facilities.

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

BUDGET SUPPORTS:



- Sustainable approach to provisioning technology in support of all working and learning needs and initiatives across the organization.
- Promoting equity of access to quality technology for all learners through a subsidized provisioning approach targeting families in need.
- Promoting effective use of technology across the organization thru ongoing technical training opportunities, professional development, and dedicated mentorship resources.
- Fostering Digital Citizenship and Wellness through coordinated engagement activities.
- Investment in robust data systems to improving access to data and data driven decision making.
- Commitment to privacy, security, and data use standards to ensure trust in data activities.

SOCIAL ENGAGEMENT- Global and Digital Citizenship; Environmental Stewardship; Community Relationships

BUDGET SUPPORTS:



- Fostering Digital Citizenship and Wellness through coordinated engagement activities.
- Encouraging community involvement and building partnerships with various organizations to address local needs.
- Supporting Environmental Stewardship through green initiatives, minimizing waste, recycling, reducing energy consumption, sustainable facilities planning and digitizing paper records.
- Engaging international partners to create global learning cooperation opportunities, raise cultural awareness and promote the Coquitlam profile internationally.
- Developing local industry partnerships to create new learning opportunities with a focus on STEAM and Career programming.

BUDGET PROCESS

The *School Act* (Sec 113) requires that school districts submit a balanced budget to the Ministry of Education and Child Care by June 30 of each year. SD43 starts the budget process in early January with a formal consultation process and completes the process by the end of April with approval of the preliminary budget. The two primary reasons that the preliminary budget must be approved by the end of April are that SD43 has contractual obligations that stipulate a 60-day notification period to meet certain commitments and that staffing levels need to be finalized by this date so that schools can be most effectively organized and staffed for the following school year.

Budget Background

The district's budget is prepared in accordance with the following provincial legislation and regulations that establish government's framework for financial reporting:

1. Section 23.1 of the *Budget Transparency and Accountability Act*
2. Regulations 257/2010 and 198/2011 issued by the Province of BC Treasury Board.

As required by Public Sector Accounting Standards (PSAS) and the Ministry of Education and Child Care, the school district reports revenue and expenses under three separate funds: the operating fund, the special purpose fund, and the capital fund.

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 designated for a specific use or program. These funds are received from the Ministry of Education and Child Care and other sources with restrictions on how they may be spent.

CAPITAL FUND: The capital fund includes a combination of ministry capital grants, locally generated funds (which are transferred from the operating fund to cover expenditures, such as portables), and school site acquisition charges from 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.

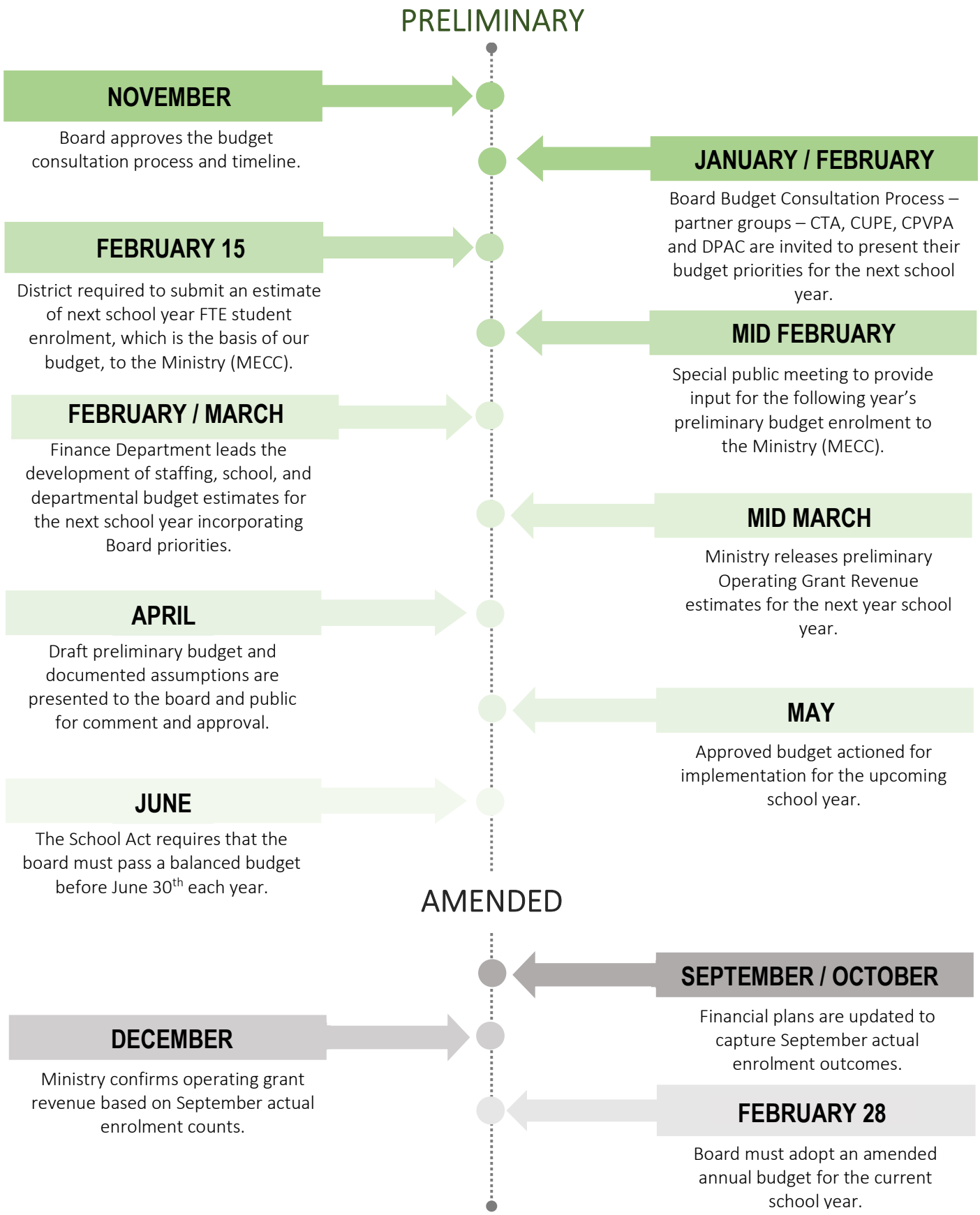
Budget Implementation, Monitoring, and Reporting

Once the preliminary budget is approved, it is continuously updated for known changes in estimates, grant funding, and trends in actual expenditures impacting the district's financial operations. These changes are incorporated into the amended budget that must be approved by the Board and submitted to the Ministry by February 28th of the fiscal year.

The district has established administrative procedures and controls with respect to budget implementation and reporting based on best practices. In adherence to these requirements, the Board allows management the appropriate flexibility to make necessary financial decisions to meet the ongoing operational needs of the district and to fully maximize its financial resources.

Financial updates are presented to the board on a quarterly basis. These updates include a high-level summary of actuals compared to the budget, explanations of any significant financial variances, or changes from the previous quarter, staffing changes, financial risk elements, and any other information that informs the Board in performing their governance duties. At the end of the fiscal year (June 30), management prepares a financial statement discussion and analysis report (FSD&A) in addition to the annual financial statements. The FSD&A includes detailed explanations on variances between the budget and actual financial results.

Budget Planning Cycle



The preliminary budget proposal is developed through a consultative process with input from the public, advisory committees, and partner groups, conducted in a manner that considers students first.

Budget Development and Consultation Process

The Board offers partner groups and the public an opportunity to present their priorities and budget requests to the Board prior to development of the budget. This allows the Board and the District Leadership Team (DLT) the opportunity to discuss these requests, including identifying the underlying concern resulting in the request, discussing current or potential solutions, and incorporating these requests into the draft budget as funding permits, where there is alignment with current district priorities.

Partner Group Meetings and Interested Parties Input

As part of our budget process, the Board provided an opportunity to partner groups and advisory committees to provide their input for consideration into the 2024/25 preliminary budget. The Board met separately with CTA, DPAC, CUPE and CPVPA and further held a special public board meeting on February 13th for budget input presentations open to all interested parties.

Communication and Strategic Engagement

Communication and engagement also take place at the school level. Each school reports on how they have engaged the community in their *Action Plan for Learning* covering Intellectual Development, Human and Social Development, and Indigenous Students and Indigenous Ways of Learning. This information is captured and consolidated into SD43's annual report '*Framework for Enhancing Student Learning*' which captures the educational outcomes which are directly influenced by the budget process.

At the district level, several advisory committees directly intersect with *Directions 2025*. Administrative Procedure 112 outlines the function of each advisory committee.

Members of each partner group are invited to participate in these committees.

- Student Achievement Advisory Committee
- Indigenous Advisory Committee
- Wellness Advisory Committee
- Learning Services Advisory Committee
- Education Technology Advisory Committee
- Student Leadership Council

These groups provide informal input into the budget process and deliberations.

As reflected above, the Board of Education and public is informed continuously through presentations that also serve to influence the budget process and outcomes.

A summary of the comments received during budget input meetings and our responses to these recommendations are captured in Appendix A.

The DLT considered these recommendations and the information provided by the advisory committees when developing the proposed preliminary budget for 2024/25 within the limitations of available funding and *Directions 2025* criteria. Subsequently the approved preliminary budget supports the *Operational Plan* and the educational outcomes as reported in the *Framework for Enhancing Student Learning*.

MULTI-YEAR FISCAL PLAN

EXECUTIVE SUMMARY

The budget proposal is developed through a formal consultation process as detailed in the Budget Consultation Guide, including formal meetings with partner groups, input from advisory committees, and through public Board presentations, all under the guidance of the districts strategic plan – Directions 2025.

The 2023/2024 budget was highlighted by many significant accomplishments, including but not limited to the elimination of teaching time for all elementary principals, the addition of staffing to support indigenous learners, converting 14 EA positions at middle school from 30 to 35 hours, increasing youth worker time, and adding the District Principal of Diversity and Anti-Racism position to support the district. This was made possible in part because of the funds that were made available by the district completing its funding obligation for the new Burke Mountain Middle/Secondary School in addition to staff performing a detailed analysis of all budgets to determine where streamlining could take place to redirect funds to be utilized for operations and to 'right-size' the budget surplus. As was discussed at the time, these funds, once allocated into the base budget, are no longer available to address new initiatives.

Developing the 2024/2025 budget proposal has been a challenging process as funding limitations significantly restrict our ability to meet all desired objectives. Some considerations that influenced the development of the proposed budget included:

- ✓ the lack of funding from the Ministry of Education and Child Care for expenses due to inflation,
- ✓ inadequate funding from the Ministry of Education and Child Care to address significantly escalating benefit costs and increases to other statutory and contractual obligations such as CPP, EI, Employer Health Tax and WorkSafe BC premiums,
- ✓ increased needs for portables and classroom conversions due to enrolment growth due to higher levels of immigration (the Ministry does not generally provide funds for portables, thus much of this is required to be funded from our Operating funds), and,
- ✓ the need to increase supports for mental health and vulnerable students.

Throughout the consultation process, the message from all interested parties was clear: maintain service levels to the extent possible, including existing staffing levels, school supplies, and services, and continue to address other priorities as available funding allows.

It is important to note that the Coquitlam School District's International Education program supports additional teacher staffing and programming that benefits all students in the district. It also provides sustainability to staffing levels through its contribution to our accumulated financial reserves, although it will likely take many years to rebuild the program to the level it was prior to the pandemic. Immigration reforms, resulting in more funding eligible students and ongoing geopolitical insecurity will also impact program recovery to pre-pandemic levels and create further uncertainty in budgeting for enrolment increases in our International Education programs.

While all streams of revenue contribute to our district operations, the biggest source comes from the Ministry of Education and Child Care's operating grant funding. The district is budgeting for an enrolment increase and has made provisions for related staffing requirements. The increase in teacher staffing required to address class size and composition will be funded from the Classroom Enhancement Fund (CEF). The risk associated with this, is that CEF funding is not confirmed until December 2024, well after the start of the school year.

The district is continuing to see an increase in students with special needs. Within the Student Services portfolio, the district ensures that our actual staffing for special education and ELL teachers, teacher librarians, and counselors meets or exceeds the provincial non-enrolling ratio requirements. For the

2024/25 school year, the district is adding 18.5 additional EA/LISW positions to assist with increasing vulnerable learner needs. This is in addition to the 27 permanent EA/LISW positions added during 2023/24.

As stated, the district is required to submit a balanced budget. Although demands always outweigh available funds, we listened intently during our budget consultation meetings and have worked hard to create a preliminary budget proposal for 2024/25 that both aligns with Directions 2025 and what we heard in those meetings. Although, as expected, the 2024/2025 budget proposal is modest when compared to the 2023/2024 budget, it is noteworthy that in the face of very significant increases to expenses, budget related cuts to programs, services, and staff have been avoided and, in fact, a number of recommendations that we heard during the budget consultation meetings have been funded.

The table below provides a high-level summary of the proposed staffing additions and service and supply budget increments.

	Description	FTE	Operating Fund	Special Purpose & Capital Funds	Intellectual Development	Human & Social Dev.	Organizational Capacity	Cross Cutting Themes			
		Amount	Amount	Amount	Goal 1	Goal 2	Goal 3				
	Teachers - Enrolment Increase - Regular Students	13	1,755,000		●	●					
	Teachers - Enrolment Increase - International Ed Students	2.4	298,672		●	●					
	Teachers - Take A Hike program	1	135,000		●	●					
	Teachers - CEF - Class Size and Composition	8		1,080,000	●	●					
	Principal of Facilities Initiatives - transfer from Capital to Operating		207,415	(207,415)			●				
✓	Support Staff - Convert Secretary II at LBP & Pinetree Way to Permanent	1	66,192				●				
	Education Assistants - Enrolment Increase in Level 2	18.5	1,110,001		●	●		TECHNOLOGY		SOCIAL ENGAGEMENT	
✓	Education Assistants - Convert 4 - 30-hour positions at Middle Schools to 35 hours		40,000		●	●					
	Youth Worker - Add a YW for the Take A Hike program by reallocating one of two exsisting YW positions from the Alternate programs.	1	84,331			●					●
		-1	(84,331)			●					●
✓	Youth Worker - CLINK - Add YW to Elementary schools with higher needs	1		84,331		●					●
	Clerical - FFSFP - Increase hours for School Meals clerical position	0.43		29,600			●				
	Strong Start Workers - Reduction of 3 sites due to space needs	-1.5		(120,063)			●				
	Technology - Security Software & Software Transition to Cloud		69,000		●		●		●		
	School Based Budget allocations - increased enrolment		40,000		●		●				
✓	Support Student Leadership Council for increased TTOC & Food costs		5,000			●	●				●
	Total	43.83	3,726,280	866,453							

✓ *Partner Group and Stakeholder Requests*

MULTI-YEAR OPERATING PLAN

The multi-year operating plan below spans the 2024/25 to 2026/27 fiscal years. The 2024/25 fiscal year represents the preliminary budget for next year and incorporates the enrolment estimates submitted to the Ministry in February and the grant funding announced by the Ministry on March 14, 2024. Forecasts for fiscal years 2025/26 and 2026/27 are based on projected enrolment estimates and other assumptions with respect to future grant funding and expenditures based on information available at the time the report was prepared. Details with respect to the multi-year operating plan are discussed in the subsequent pages.

MULTI-YEAR OPERATING PLAN	Actual 2022/23	Amended 2023/24	Preliminary 2024/25	Forecast 2025/26	Forecast 2026/27
Ministry & Provincial Grants					
Operating Grant, MECC	312,291,943	351,623,782	369,088,025	381,165,468	392,801,848
Other MECC Grants	14,422,487	8,614,851	2,582,196	2,604,829	2,604,829
Other Provincial Grants - MCFD	29,652	12,768	12,768	12,768	12,768
Other Revenue					
Continuing Education	363,137	266,346	266,346	300,000	300,000
International Tuition Fees	22,004,024	19,132,000	22,117,500	22,967,000	23,467,000
Miscellaneous	573,428	510,532	560,532	566,000	566,000
Rentals and Leases	2,264,821	2,111,196	2,111,196	2,142,444	2,173,692
Investment Income	4,530,012	3,432,392	4,000,000	4,000,000	4,000,000
TOTAL OPERATING REVENUE	**356,479,504**	**385,703,867**	**400,738,563**	**413,758,509**	**425,926,137**
Salaries					
Teachers	154,642,010	172,204,999	177,375,857	183,050,959	187,514,536
Principals and Vice Principals	17,958,003	19,488,538	20,303,788	20,876,631	22,000,846
Educational Assistants	22,832,549	27,388,851	28,716,791	30,173,903	31,753,687
Support Staff	26,946,382	31,823,383	32,629,798	33,173,967	34,515,710
Other Professionals	8,055,225	8,705,874	9,012,539	9,253,299	9,456,872
Substitutes	14,164,550	16,225,131	17,099,155	17,199,155	17,299,155
Employee Benefits	67,323,820	74,756,612	80,017,277	83,300,876	86,521,913
Total Salaries and Benefits	**311,922,539**	**350,593,388**	**365,155,205**	**377,028,790**	**389,062,719**
Services & Supplies					
Services	8,396,405	9,499,139	9,852,377	10,049,425	10,250,413
Student Transportation	694,455	686,700	686,700	700,434	714,443
Professional Development	1,765,300	2,493,598	2,460,280	2,509,486	2,559,675
Rentals & Leases	251,568	344,898	344,898	351,796	358,832
Dues & Fees	1,704,114	1,265,650	1,746,288	1,781,214	1,816,838
Insurance	1,669,803	1,691,849	1,800,149	1,836,152	1,872,875
Supplies	10,742,390	13,009,573	13,210,876	13,475,094	13,744,595
Utilities	5,975,068	6,369,072	6,731,790	6,866,426	7,003,754
Total Services & Supplies	**31,199,103**	**35,360,479**	**36,833,358**	**37,570,027**	**38,321,425**
TOTAL OPERATING EXPENSES	**343,121,642**	**385,953,867**	**401,988,563**	**414,598,817**	**427,384,144**
NET REVENUE (EXPENSE)	**13,357,862**	**(250,000)**	**(1,250,000)**	**(840,308)**	**(1,458,007)**
Interfund Transfers	(13,806,997)	(3,500,000)	(2,500,000)	(2,500,000)	(2,500,000)
Budgeted Surplus Usage	5,050,000	3,750,000	3,750,000	3,750,000	3,750,000
Increase/(Decrease) Surplus Usage	10,099,987	-	-	(409,692)	208,007
Operating Surplus for the Year	**14,700,852**	-	-	-	-
Beginning Reserves (Deficit)	**28,246,064**	**27,796,929**	**24,046,929**	**20,296,929**	**16,956,621**
Change in Reserves	(449,135)	(3,750,000)	(3,750,000)	(3,340,308)	(3,958,007)
Ending Reserves (Deficit)	**$27,796,929**	**$24,046,929**	**$20,296,929**	**$16,956,621**	**$12,998,614**

ENROLMENT

School districts are required to submit three-year enrolment estimates to the Ministry by February 15th of each year. The enrolment estimates for the following fiscal year forms the basis for the operating grant. The projection includes enrolment count estimates for standard K-12 schools, Continuing Education, Alternate Schools, Online Learning as well as counts for our Unique Student Needs which comprises of students with unique needs, English Language Learners, Indigenous students, and non-graduated adult learners.

Estimated Enrolment	Actual FTE 2022/2023	Interim Base FTE 2023/24	Preliminary FTE 2024/2025	Forecast FTE 2025/2026	Forecast FTE 2026/2027
September Enrolment Count					
K-12 Standard Reg Schools (School-Age)	31,088	32,035	32,600	32,550	32,625
District Internal Holdback	-	-	(100)	-	-
Continuing Education (School-Age)	6	5	5	5	5
Alternate Schools (School-Age)	241	288	320	320	320
Online Learning (School-Age)	240	228	220	220	220
Adult Education (Non-Graduates only)	57	66	60	60	60
Total September School-Age and Adult	**31,632**	**32,622**	**33,105**	**33,155**	**33,230**
July Summer Learning	581	662	663	663	666
February School-Age and Adult	575	439	438	438	438
May School-Age and Adult	132	115	107	107	107
Total School-Age and Adult	**32,920**	**33,838**	**34,313**	**34,363**	**34,441**
Change from Previous Year	**1,070**	**918**	**475**	**50**	**78**
September Unique Student Needs					
Level 1 Special Needs	28	23	22	22	22
Level 2 Special Needs	1,446	1,563	1,600	1,650	1,700
Level 3 Special Needs	343	331	310	315	320
English Language Learning	5,476	6,196	6,600	6,700	6,800
Indigenous Education	1,232	1,274	1,220	1,250	1,275

There are three enrolment counts that take place during the school year: September, February, and May. The September enrolment count is the most important count for the district and produces the largest component of the operating grant from the Ministry making up over 92% of all revenues. Enrolment projections have taken the following into consideration:

- change between intake of newly enrolled kindergarten cohort and those that are graduating,
- impact of migration to other districts because of increased housing prices or other factors,
- increased cost of living and childcare impacting local birthrates,
- net migration of students from and to other provinces and other countries,
- independently sourced demographic and regional information,
- housing development data collected from the municipalities,
- SD43 internal local knowledge, and
- Ministry of Education and Child Care projections for our district.

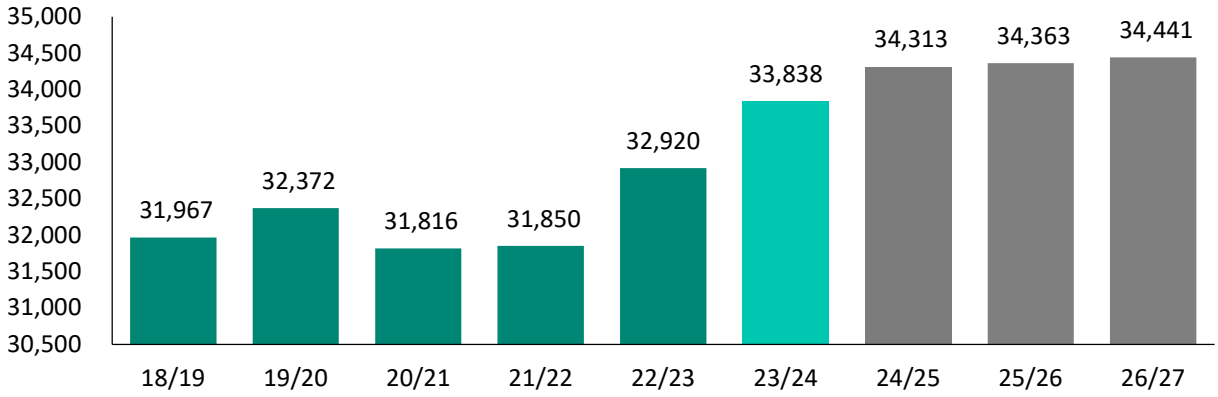
SD43 is experiencing growth throughout the district, but the most significant growth is occurring in four geographical areas: Burke Mountain, Coquitlam Centre, Burquitlam-Lougheed, and Moody Centre. New housing developments do not necessarily generate increased enrolment, but often create a shift of enrolment geographically within the school district. These new developments generally create additional pressure for capital needs for new schools or additions to existing schools.

For the past two years, the metro region has seen higher than normal enrolment growth in international funding eligible students directly associated with the Federal Government's initiative to increase immigrant newcomers to Canada. This trend is expected to continue for next year and then stabilize thereafter. Based on the projections submitted to the Ministry, the district is estimating an increase of approximately 475 FTE for the 2024/25 school year. However, due to new limits and restrictions recently announced by the Federal Government with respect to international student permits, the district is holding back an equivalent of 100 FTE of funding in the operating budget until the actual FTE numbers are confirmed in September.

Enrolment for special needs students is projected to increase along with enrolment of English Language Learners, both related to increasing newcomers to Canada and their settlement into the Coquitlam School District.

Staffing is initially based on these enrolment projections; however, adjustments are made once actual enrolment is confirmed and staffing needs identified.

Total School-Age and Adult Funded FTE Enrolment



The transformation of student enrolment to grant dollars is discussed and reviewed in more detail in the operating revenue section of this report.

STAFFING

Staffing levels are driven by various factors including student enrolment, educational needs, grant funding, and organizational capacity. The table below provides a summary of our total district staffing for each of our major staffing groups. The summary includes staffing levels for last year, the current year and staffing requirements for the next three years and is presented in full time equivalents (FTE) for all groups and for all three funds, (Operating, Special Purpose, and Capital). The translation of staffing into 'dollars' is captured in the operating budget section of this report.

It is important to note that while district staffing is funded from various sources, the positions are not restricted to the source. Total staffing is determined and based on overall district needs, programs and ratios and is meant to benefit the entire district and all students and is not specific to the funding source.

All Staffing Groups	Actual 2022/23	Amended 2023/24	Preliminary 2024/25	Forecast 2025/26	Forecast 2026/27
Teachers	2,040.42	2,102.31	2,126.67	2,130.14	2,134.62
Support	559.46	567.65	568.08	568.08	578.08
Educational Assistants	705.79	738.79	754.79	775.15	795.50
Administrators	130.00	130.00	130.00	130.00	134.00
Other Professionals	74.00	76.00	76.00	76.00	76.00
Substitutes	15.00	15.00	15.00	15.00	15.00
TOTAL	**3,524.67**	**3,629.75**	**3,670.54**	**3,694.37**	**3,733.20**

The following table summarizes the staffing changes, year-over-year, for each employee group inclusive of various funding sources. Staffing changes for the 2024/25 Preliminary Budget versus the 2023/24 Amended Budget are discussed in more detail in the subsequent pages.

Year-over-Year Change	2022/23 to 2021/22	Amended to 2022/23	Preliminary to Amended	25/26F to Preliminary	26/27F to 25/26F
Teachers	28.80	61.89	24.36	3.47	4.48
Support	(1.00)	8.19	0.43	-	10.00
Educational Assistants	25.07	33.00	16.00	20.36	20.35
Administrators	2.00	-	-	-	4.00
Other Professionals	-	2.00	-	-	-
Substitutes	15.00	-	-	-	-
TOTAL	**69.87**	**105.08**	**40.79**	**23.83**	**38.83**

Increases to Teacher and Educational Assistant categories are mostly driven by enrolment and special needs count. These are adjusted in September based on actual enrolment levels and classroom organizational requirements. Changes to the other categories are driven by organizational needs such as new schools, new programs and other capacity requirements.

TEACHERS

Teacher staffing for 2024/25 is expected to increase by a total of 24.36 FTE due to a combination of increased enrolment of regular students, increased enrolment in the international education program, addition of a teacher position for the new Take a Hike program and lastly, additional staffing to address class size and composition under the best effort requirement under the Classroom Enhancement Funding.

TEACHERS	FTE
Increase staffing for regular student enrolment growth	13.00
Increase staffing for growth in the international education program enrolment	2.36
Addition of a position for the new Take a Hike program	1.00
Operating	**16.36**
Increase staffing to address class size/composition under best-efforts requirement. (approval of CEF funding is confirmed in December)	8.00
Special Purpose	**8.00**
Total Teacher FTE Net Change	**24.36**

SUPPORT

Support staffing is expected to increase by a total of .43 FTE. This includes the conversion of the temporary secretary II position added during 2023/24 into a permanent position (no net FTE change) as well converting the 20 hour school meals clerical position into a 35 hour position to be funded through the Feeding Futures program. Support staffing is expected to remain steady until the opening of Burke Mountain Middle/Secondary School planned for the fall of 2026, when 5 clerical and 5 custodial support positions will need to be added. These additional positions have been included in the 2026/27 fiscal year forecast.

SUPPORT	FTE
Decrease of temporary Secretary II	(1.00)
Increase Secretary II for LBP & Pinetree Way (this position was temporary in 2023/24 and converted to permanent in 2024/25)	1.00
Operating	-
Increase clerical hours needed to support the Feeding Futures School Fund	0.43
Special Purpose	**0.43**
Total Support FTE Net Change	**0.43**

EDUCATIONAL ASSISTANTS

Education Assistant positions are expected to increase by 18.5 FTE in correlation to increases in level 1, 2 and 3 special needs counts. In addition to this increase, the district will be converting 4 existing EA positions at the middle school level to 35-hour positions to assist with after school programs and events for students. This is in addition to the 14 middle school EA positions that were converted to 35-hour positions for the 2023/24 year. The district will be adding 1 YW position through Community LINK funding to support elementary schools with higher needs and reallocating one of two existing YW positions in the alternate program towards the new Take a Hike program. Lastly, there will be a reduction of 1.5 FTE Strong Start positions with the closure of the program at three sites due to space requirements for enrolment growth.

EDUCATIONAL ASSISTANTS	FTE
Increase EA positions due to Level 2 and 3 students	18.50
Convert 4 existing EA positions at middle school level from 30 to 35 hours	-
Increase Youth Worker for Take a Hike Program by consolidating two YW positions in the Alternate programs	1.00 (1.00)
Decrease of temporary Indigenous Education Youth Worker	(1.00)
Decrease of temporary Indigenous Education Facilitator	(1.00)
Operating	**16.50**
Increase Community Link Youth Worker for elementary schools with higher needs	1.00
Decrease Strong Start Facilitators as a result of site reductions due to space needs	(1.50)
Special Purpose	**(0.50)**
Total Educational Assistants FTE Net Change	**16.00**

ADMINISTRATORS

Administrator staffing includes the transfer of Principal of Facilities Initiatives position from the Capital Fund to the Operating Fund due to budgetary constraints. This change has a nil effect on the overall FTE for Administrators. The Administrator budget is expected to remain steady until the opening of Burke Mountain Middle/Secondary School in the fall of 2026, at which time 1 Principal and up to 3 Vice Principals may need to be added. These additional positions have been included in the 2026/27 fiscal year forecast.

OTHER PROFESSIONALS

Other Professional staffing is expected to remain steady for the preliminary budget and for the forecasted years 2025/26 and 2026/27.

SUBSTITUTES

There were 15 FTE Permanent TTOC positions added during 2022/23 to help cover shortages due teacher absences. These positions will continue for the foreseeable future.

OPERATING FUND BUDGET

The operating budget is used to fund instructional programs, school and district administration, facilities operations, maintenance, and transportation.

OVERVIEW

The preliminary operating budget for 2024/25 is based on the Board approved 2023/24 amended budget and then adjusted to reflect the following items:

- forecasted enrolment changes,
- changes to Ministry of Education and Child Care (MECC) grant funding,
- changes to other revenue sources (international education, rental revenues, interest income),
- adjustments for one-time revenue or expenses impacting the prior year budget,
- contractual and statutory requirements to employee salaries and benefits,
- changes to services and supplies budgets related to enrolment, programs, inflationary, or other initiatives,
- changes to staffing due to enrolment or other strategic initiatives,
- adjustments for any prior year surplus usage

Summary of Changes (from Amended to Preliminary)		TOTAL
Ministry Grant Funding - Increase due to enrolment	5,322,289	
Ministry Grant Funding - Increase for labour settlement funding	11,680,744	
Ministry Grant Funding - Increase in other supplemental grants	461,210	
		17,464,243
Reversal of one time COLA funding (included in base grant funding)	(5,993,872)	
Less amount included for CEF related wage increments	893,999	
		(5,099,873)
Increase in International Education Revenues	2,985,500	
Increase in Investment Revenues	567,608	
		3,553,108
Reversals of one time budgets - funds available for 2024/25		2,094,096
Contractually negotiated Salary & Benefits Increases		(6,114,456)
Other Contractual/Statutory/Inflationary Increases		(7,739,782)
Decrease to Various Operating Budgets		766,532
Increase in Various Operating Budgets		(1,311,588)
Staffing Additions - Operating Budget		(3,612,280)
Reverse Surplus usage from 2023/24	(3,750,000)	
Add Surplus usage for 2024/25	3,750,000	
		-
Balanced Budget		NIL

OPERATING REVENUES

The district's operating revenues are comprised of grant revenues from the Ministry of Education and Child Care and other sources of revenues such as the International Education and Continuing Education tuition revenues, rental revenue, interest income and other miscellaneous revenues.

Grant Revenues

The following table provides a summary of the previous year's Grant Revenues, the current year amended budget, the 2024/25 preliminary budget and a forecast budget for the following two years. Further details of these grant revenues are discussed below and details of the operating grant by student category and funding are illustrated in Appendix B.

GRANT REVENUES	Actual 2022/23	Amended 2023/24	Preliminary 2024/25	*Variance*	Forecast 2025/26	Forecast 2026/27
Operating Grant	312,291,943	351,623,782	369,979,525	***18,355,743***	381,165,468	392,801,848
District Internal Holdback	-	-	(891,500)	***(891,500)***	-	-
Operating Grant less Holdback	**312,291,943**	**351,623,782**	**369,088,025**	***17,464,243***	**381,165,468**	**392,801,848**
Other MECC Grants						
Graduated Adults	1,043,651	1,627,367	1,577,367	***(50,000)***	1,600,000	1,600,000
Pay Equity	706,353	706,353	706,353	-	706,353	706,353
Labour Settlement	12,420,189	5,993,873	-	***(5,993,873)***	-	-
Other MECC Grants	252,294	287,258	298,476	***11,218***	298,476	298,476
Total Other Grants	14,422,487	8,614,851	2,582,196	***(6,032,655)***	2,604,829	2,604,829
Other Provincial Grants (MCFD)	29,652	12,768	12,768	-	12,768	12,768
Total MECC & Provincial Grants	**$326,744,082**	**$360,251,401**	**$371,682,989**	***$11,431,588***	**$383,783,065**	**$395,419,445**

*MECC (Ministry of Education and Child Care)

The operating grant for 2024/25 is increasing by a total of $17.5 million. This includes increases related to student enrolment projections combined with increases to reflect the Labour Settlement funding for the Cost-of-Living Adjustment from the prior year, the 2% wage and salary increase effective July 1, 2024, and increases to other supplementary grants. The operating grant does not include the Cost-of-Living Adjustment of 1.0% for the 2024/25 year as the funding for this has not yet been provided.

Other Ministry of Education and Child Care grants are decreasing by $6.0 million due to a combination of lower enrollment projected for Graduated Adults and reversal of the Labour Settlement funding provided last year for the Cost of Living Adjustment that has now been included in the Operating Grant.

The table below provides a detailed breakdown of the $17.5 million increase in the Operating Grant between the amount related to enrolment changes ($5.3 million) and the amount related to wage settlements ($11.7 million) and increase in other supplementary grant ($346k) and the Indigenous Education Councils Grant (115k).

CHANGE IN OPERATING GRANT FUNDING	Incr/(Decr) FTE	Increase due to Enrolment	Increase due to Wage Settlements	Increase due to Other Supplemental	Total Increase
September Enrolment Count					
Standard Schools	565	4,871,508	9,454,000	-	14,325,508
Internal Enrolment Holdback	(100)	(862,500)	(29,000)	-	(891,500)
CE/Home Sch/Course Challenge	0	539	3,250	-	3,789
Alternate Schools	32	276,000	92,800	-	368,800
Distributed Learning (online)	(8)	(53,505)	52,800	-	(705)
Level 1 Special Needs	(1)	(49,070)	36,520	-	(12,550)
Level 2 Special Needs	37	861,360	1,264,000	-	2,125,360
Level 3 Special Needs	(21)	(246,960)	124,000	-	(122,960)
English Language Learning (ELL)	404	700,940	396,000	-	1,096,940
Indigenous Education	(54)	(92,340)	73,200	-	(19,140)
Adult Education	(6)	(31,998)	11,100	-	(20,898)
July Enrolment Count	1	9,432	73,654	-	83,086
February Enrolment Count	(1)	(10,852)	104,825	-	93,973
May Enrolment Count	(8)	(50,265)	23,595	-	(26,670)
Total Increase in Enrolment Funding		**5,322,289**	**11,680,744**	**-**	**17,003,033**
Indigenous Education Councils Grant		-	-	114,750	114,750
Other Supplemental Grants		-	-	346,460	346,460
Total Increase in Operating Grant		**$5,322,289**	**$11,680,744**	**$461,210**	**$17,464,243**

Unfunded contractual, statutory, and inflationary Increases

On March 14, 2024, the Ministry of Education and Child Care announced the preliminary operating grant for 2024/25 which included $290 increase in per student grant funding which includes the amount for contractual wage settlements for Teachers and Support Staff and the equivalent of one year of wage increments provided to Excluded staff for 2024/25. The funding increases however do not cover other contractual, statutory, and inflationary increases such as teacher step increments, increases for administrators, increases in statutory and contractual benefit increases and inflationary increases for utilities and other expenses. These increases must be covered by the district through additional sources of revenues or a reduction of expenses.

Estimated Grant Funding Shortfall:	Inc (Decr)
Teacher - step increment less retirements at top step	1,485,000
Administrators - wage/step increase & associated benefits	911,113
Employee Benefits - CPP, EI, WorkSafe BC, Extended Health and Dental	3,672,320
Facilities - Utilities inflationary increases	362,718
Total Estimated Grant Funding Shortfall	**$6,431,151**

Other Revenues

The district has five other revenue sources in addition to Operating Grant Revenues: International Education Tuition Fees, Continuing Education, Rentals and Leases, Investment Income, and Miscellaneous Income.

The following table provides a summary of the previous year's Other Revenues, the current year amended budget, the 2024/25 preliminary budget and a forecast budget for the following two years. Each revenue source is discussed in more detail further below.

OTHER REVENUE	Actual 2022/23	Amended 2023/24	Preliminary 2024/25	*Variance*	Forecast 2025/26	Forecast 2026/27
International Tuition Fees	22,004,024	19,132,000	22,117,500	***2,985,500***	22,967,000	23,467,000
Continuing Education	363,137	266,346	266,346	-	300,000	300,000
Miscellaneous	573,428	510,532	560,532	***50,000***	566,000	566,000
Rentals and Leases	2,264,821	2,111,196	2,111,196	-	2,142,444	2,173,692
Investment Income	4,530,012	3,432,392	4,000,000	***567,608***	4,000,000	4,000,000
Total Other Revenue	**$29,735,422**	**$25,452,466**	**$29,055,574**	***$3,603,108***	**$29,975,444**	**$30,506,692**

International Education

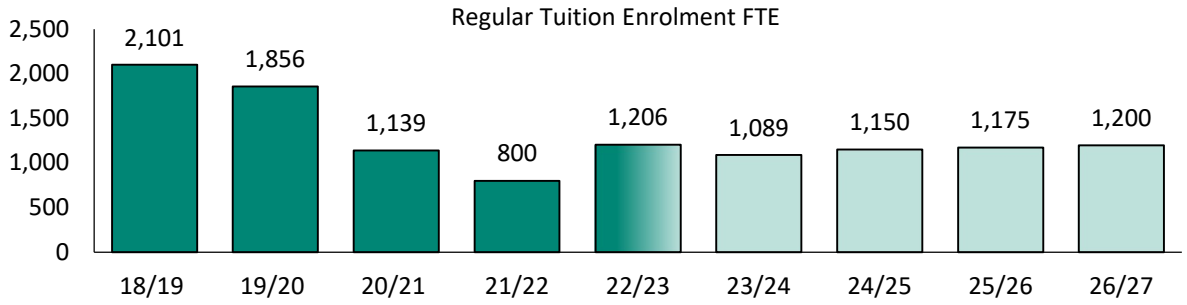
The school district relies heavily on the International Education program to provide a source of additional revenue funding to mitigate the gap created through grant funding shortfalls. The international education program enrolment (primarily in middle and secondary schools) only utilizes space in classrooms that would otherwise go unused by students who reside within the boundaries of the SD43.

Assumptions considered when calculating the budget and multi-year forecasts for International Education revenues:

- changes in the Federal immigrant and newcomer policy will negatively impact the program as more international students become eligible under the provincial funding umbrella,
- the International Education program provides enriched staffing and education programming that benefits all students in our district. This will continue to be affected due to lower enrolment,
- the international education program provides a large portion of the funds that underpins the accumulated surplus policy, which in turn provides ongoing stability and sustainability. This is likely to be reduced in future years unless enrolment levels recover to pre-pandemic levels, and
- international education tuition fees are forecasted to increase from $16,500 per full year term to $17,500 in 24/25 fiscal year and increase to $18,000 for the following two years (the increase is to cover higher salary and benefit costs).

International Education revenues are increasing by $2.98 million due to a combination of an increase in our regular program enrolment of 61 FTE, an increase in tuition fees of $1,000 per FTE and an increase in revenues in the summer program as it begins to recover from the impact left behind from the pandemic.

International Education revenues have been budgeted based on an initial level of 1,150 students for 2024/25, 1,175 students for 2025/26 and 1,200 students for 2026/27.



Students from 32 countries representing a global mix from Europe, Asia, South and North America provide a unique cultural exposure and experience for SD43 students. Tuition revenues from the regular K-12 program enrolment (students enrolling in regular school programing from Sept-June) makes up most of the revenues generated from the International Education program. Other revenues include application fees, summer learning, and revenues from other short-term programs.

Continuing Education

Continuing Education revenue includes tuition generated from fee-based vocational programs and courses geared to adults who are looking to change careers or gain news job skills. Revenues from these programs are expected to remain relatively stable for next year and then increase moderately in the following two years.

Miscellaneous Income

Miscellaneous income includes other income such as grants from BC Hydro, Fortis, and administrative recoveries for federally funded programs such as Settlement Workers in Schools (SWIS) and Language Instruction for Newcomers to Canada (LINC). Commencing in the 2024/25 fiscal year, the budget has been increased by $50k to reflect additional recoveries from the SWIS and LINC programs due to the increased number of services, workshops, and classes provided within these programs.

Rental Revenues

Rental revenues have been budgeted to remain steady for 2024/25 and increase in the following years as the district endeavours to add new before and after school childcare spaces in existing schools and in increase as new childcare facilities within the Neighborhood Learning Centers in our newer schools. Rental rates for community rental groups are projected to increase based on inflationary factors. Revenues generated from renting of school facilities are shared with schools at a rate of 20%.

Investment Income

Interest rates are expected to remain at current levels for the remainder of the 2023/24 fiscal year and forecasted to decrease slightly next year as inflation rates begin to stabilize. The district however has taken advantage of the higher interest rates available in the market by investing available cash into selective risk adverse value-added opportunities such as GIC's that span over multiple years. These investments are expected to generate additional interest revenues and as such, the district is forecasting an increase of $567k in additional interest income for 2024/25 and stabilize there after. SD43 will continue to invest with the Ministry's central deposit pooling program as well to maximizing interest earnings.

OPERATING EXPENSES

The district's operating expenses are comprised of salaries and benefits related to staffing as well as service and supplies costs associated with the administering school district operations.

Salaries

The table below summarizes the salaries for each of the employee staffing groups. Changes in the salary budgets are mostly driven by staffing additions, and more significantly, as an outcome of wage settlements and step increases as staff advance through their respective grid structure. Salaries and benefits are the largest operating expense for the district, and account for 91% of the total operating expenditures.

Assumptions used for salary projections:

- Teacher grid step salary increments average approximately $2.0M to $2.4M annually based upon years of service as they move through the 10-step salary grid. This is partially offset by the difference in salaries between teachers retiring at the highest grid step and replaced by new teachers that are generally at a lower step on the grid. The net impact of the grid step increases is estimated and budgeted at $1.5M annually.
- Salary and wage increments for Teachers, Educational Assistants and Support staff are established through provincially negotiated Collective Agreements with the BCTF and CUPE. For the 2024/25, an increase of 2% has been used for budgeting purposes and for 2025/26 and 2026/27, an increase of 2.2% has been used for forecasting purposes. The forecasted increases were used for all employee groups. These salary budgets have not been increased for the Cost-of-Living increase of 1% as the funding for this has not yet been announced by the Ministry.
- Salary budgets include projected staffing changes for enrolment and new school additions.
- Substitute costs are assumed to remain at elevated (vs historic) levels due to new employee standards legislation for eligibility of sick days for casuals and TTOC's, and heightened awareness around flu and colds and employees choosing to stay home when sick.

SALARIES	Actual 2022/23	Amended 2023/24	Preliminary 2024/25	*Variance*	Forecast 2025/26	Forecast 2026/27
Teachers	154,642,010	172,204,999	177,375,857	***5,170,858***	183,050,959	187,514,536
Administrators	17,958,003	19,488,538	20,303,788	***815,250***	20,876,631	22,000,846
Educational Assistants	22,832,549	27,388,851	28,716,791	***1,327,940***	30,173,903	31,753,687
Support Staff	26,946,382	31,823,383	32,629,798	***806,415***	33,173,967	34,515,710
Other Professionals	8,055,225	8,705,874	9,012,539	***306,665***	9,253,299	9,456,872
Substitutes	14,164,550	16,225,131	17,099,155	***874,024***	17,199,155	17,299,155
Total Salaries	**$244,598,719**	**$275,836,776**	**$285,137,928**	***$9,301,152***	**$293,727,914**	**$302,540,806**

Teachers

The teachers salaries budget for 2024/25 has been adjusted by $5.17M and reflects an increase in teacher staffing of 13.0 FTE related to September enrolment increases, the addition of a 1.0 FTE teacher for the new Take A Hike program, the addition of 2.4 FTE teachers related to the regular international education program and increased staffing expected for the summer program, contractually negotiated wage increases of 2.0%, and for step increments for teachers progressing on the teacher salary grid.

Administrators

Principals, Vice Principals and District Principals salary budgets have been adjusted by $815k to reflect increases for step increments for eligible staff, general wage increases and the transfer of 1 FTE Principal of Facilities Initiatives from the Capital Fund to the Operating Fund.

Education Assistants

Wages for the Educational Assistant staffing category have been adjusted by $1.328M and includes adjustments related to the addition of 18.5 FTE Educational Assistants tied to increases in unique learners Level 2, the conversion of 4 EA positions from 30 hours for middle schools to 35 hours, offset by the removal of Indigenous Education temporary positions, and contractually negotiated wage increases of 2.0%.

Support Staff

Wages for the Support Staff category have been adjusted by an increase of $807k and includes contractually negotiated wage increases of 2.0% and a provision to cover Ministry underfunding of staffing costs related to the Strong Start program.

Other Professionals

Salary increases have been adjusted by an increase of $307k to reflect increases for estimated step increments for eligible staff and a general wage increase.

Substitutes

Substitute costs have been adjusted to reflect increases in staffing as well as negotiated wage increments that also apply to TTOC's and casuals for a total increase of $874k. The 15 Permanent TTOC positions have been fully budgeted under the Substitute budget category.

Benefits

Benefit costs are comprised of statutory and contractual (collective agreement) costs. Statutory benefits include costs such as CPP, EI, Employer Health Tax, and WorkSafeBC which are variable based on earnings and specific rates. Non-statutory benefit costs that are contractual in nature include pension and employer paid premiums for extended health, dental, Employee Assistance Program (EAP) and post-employment benefits that are based on number of employees enrolled in the group plans or years of service.

Benefit costs are the second largest expense category after salaries and account for nearly 20% of total operating expenditures. The table below provides a further breakdown of the benefits expenses.

BENEFITS	Actual 2022/23	Amended 2023/24	Preliminary 2024/25	*Variance*	Forecast 2025/26	Forecast 2026/27
Statutory:						
CPP	10,706,699	11,560,447	12,373,342	***812,895***	12,881,096	13,379,176
EI	3,840,229	4,085,384	4,317,529	***232,145***	4,494,704	4,668,503
EHT	4,815,692	5,235,018	5,409,353	***174,335***	5,631,332	5,849,082
WSBC	2,871,243	3,992,015	4,509,403	***517,388***	4,694,451	4,875,974
Total Statutory	**22,233,863**	**24,872,864**	**26,609,627**	***1,736,763***	**27,701,583**	**28,772,735**
Extended Health and Dental:						
Extended Health	10,430,132	10,868,778	12,814,870	***1,946,092***	13,340,742	13,856,595
Dental	7,423,615	8,282,220	8,871,770	***589,550***	9,235,833	9,592,960
Total EHB & Dental	**17,853,747**	**19,150,998**	**21,686,640**	***2,535,642***	**22,576,575**	**23,449,555**
Pension:						
TPP	20,811,716	23,030,172	23,804,602	***774,430***	24,781,451	25,739,688
MPP	5,202,929	5,757,543	5,951,151	***193,608***	6,195,363	6,434,922
Total Pension	**26,014,645**	**28,787,715**	**29,755,753**	***968,038***	**30,976,814**	**32,174,610**
Other	1,221,565	1,945,035	1,965,257	***20,222***	2,045,904	2,125,013
Total Benefits	**$67,323,820**	**$74,756,612**	**$80,017,277**	***$5,260,665***	**$83,300,876**	**$86,521,913**

Canada Pension Plan (CPP): Effective January 1, 2019, the Federal Government put into effect a plan to increase CPP contribution rates from 4.95% to 5.95% over a 5-year period with the last increment taking place in January 2023.

Starting in 2024, a secondary contribution rate, referred to as the Yearly Additional Maximum Pensionable Earnings (YAMPE) was implemented on earnings up to 14 % over the Yearly Maximum Pensionable Earnings (YMPE). The result is an additional $200 of CPP payable for each employee earning above the YMPE in 2024 and an additional $400 for each employee earning above the YMPE in 2025. Employee contributions will also go up respectively. The net impact of this is estimated at an $640k, with the balance of the budget increase relating to changes in salaries and staffing levels.

Employment Insurance (EI): These premiums payable by the employer are expected to increase in relation to increases in maximum insurable earnings. The incremental cost associated with this increase is estimated at $170k, with the balance of the increase relating to changes in salaries and staffing levels.

Employer Health Tax (EHT): The Provincial Government introduced this new tax effective January 1, 2019, at a rate of 1.95% of payroll. The net incremental cost associated with employee wage increases and adjusted staffing levels is $123k.

WorkSafeBC: WSBC has expanded its mandate in recent years to include claims for mental health, bullying and harassment. As an outcome of this and influenced by the pandemic, rate increases have accelerated. Even though our district has historically had a better track record compared to our public schools' peer group, the rates are expected to increase by 18.75% which translates into $423k in additional costs.

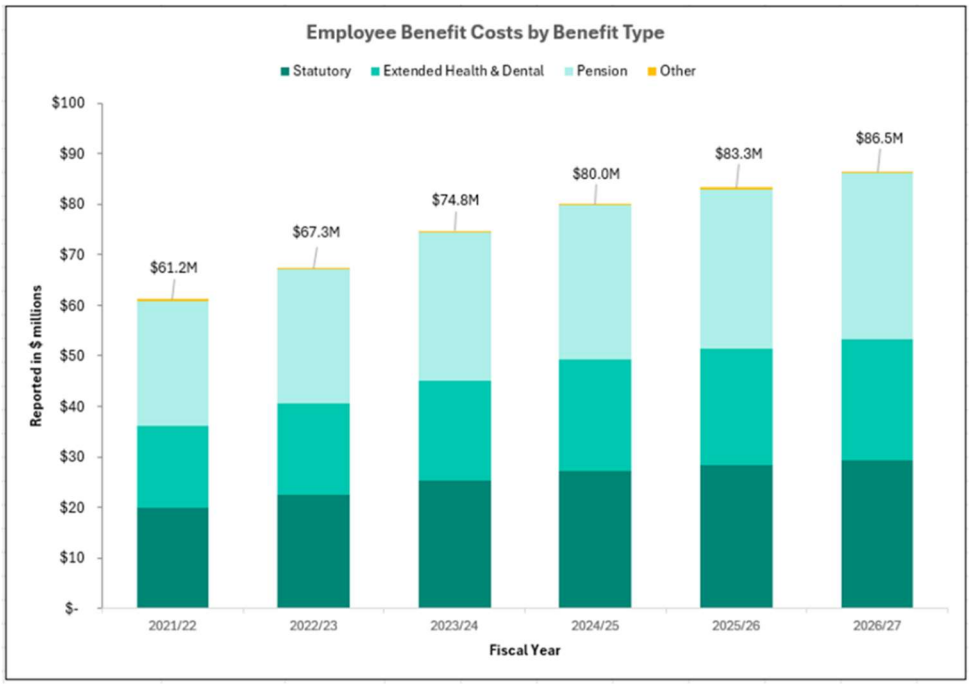
Health and Dental Premiums: Health and dental premium rates are reviewed annually and adjusted based on usage and claims experience. Premium rates are expected to increase due to a rise in usage and inflationary factors for both extended health and dental benefits. The incremental cost associated with this increase for next year is estimated at $2.44M over the prior year, with the balance of the budget increase relating to changes in salaries and staffing levels.

Teacher Pension Plan (TPP): The current contribution rate of 11.3% for the TPP will remain unchanged for the 2024/25 school year. The TPP undergoes a valuation triennially which is current in progress and will be based on a valuation date of December 31, 2023. The rate is not projected to change through the forecast period. The budget for the TPP has been increased by $505k to reflect changes in salaries and staffing levels.

Municipal Pension Plan (MPP): The current contribution rate of 9.31% for the MPP will remain unchanged for the 2024/25 fiscal year. The MPP undergoes a valuation triennially which is not set to take place until December 31, 2024. Accordingly, the rates is not projected to change through the forecast period. The budget for the MPP has been increased by $179k to reflect changes in salaries and staffing levels.

Other: Other benefits are inclusive of cost for employee future benefits, life insurance, and maternity and education leaves. The budget for this category has increased marginally to reflect changes in salaries and staffing levels.

Total benefit costs are illustrated below. Future benefits reflect changes in staffing levels and expected contractual benefit rate increases. Benefit costs continue to grow as an outcome of wage and salary increases, the cost of employee future benefits (sick leave), CPP enhancements, and extended health and dental benefit programs.



Services and Supplies Expenses

Service and supply expenses have remained relatively static over the past number of years while wages/salaries consumed a larger percentage of the district's budget.

Service and supply expenses are forecast to remain relatively stable in between 9.1% to 9.5% of total operating expenditures, well below the level of multi-year high inflation rates. This is also about 15% below the 2023/24 provincial (preliminary budget) average of 10.5%.

Full inflationary adjustments to service and supply accounts are generally not incorporated into the budget as grant funding does not provide for inflationary increases.

SERVICES AND SUPPLIES	Actual 2022/23	Amended 2023/24	Preliminary 2024/25	*Variance*	Forecast 2025/26	Forecast 2026/27
Services	8,396,405	9,499,139	9,852,377	***353,238***	10,049,425	10,250,413
Student Transportation	694,455	686,700	686,700	-	700,434	714,443
Professional Development	1,765,300	2,493,598	2,460,280	***(33,318)***	2,509,486	2,559,675
Rentals & Leases	251,568	344,898	344,898	-	351,796	358,832
Dues & Fees	1,704,114	1,265,650	1,746,288	***480,638***	1,781,214	1,816,838
Insurance	1,669,803	1,691,849	1,800,149	***108,300***	1,836,152	1,872,875
Supplies	10,742,390	13,009,573	13,210,876	***201,303***	13,475,094	13,744,595
Utilities	5,975,068	6,369,072	6,731,790	***362,718***	6,866,426	7,003,754
Total Services and Supplies	**$31,199,103**	**$35,360,479**	**$36,833,358**	***$1,472,879***	**$37,570,027**	**$38,321,425**

Services

Services expense budgets were adjusted for inflationary increases during the 2023/24 fiscal year. The preliminary budget includes increases to the professional services fees and contract services required for the implementation of Intelligent Security Software for mitigation of risk of cyber attacks, an increase in services to transition current software to the Cloud, offset with reductions in SNAP contract services and student transfer fees.

Student Transportation

Student transportation budget includes the cost of taxi and bus services for students with special needs. These budgets have been maintained at the same level as the Amended budget which had been adjusted to reflect the addition of another bus and fuel surcharge increases. Budgets for future years are expected to increase slightly for fuel surcharges.

Professional Development

Professional development budgets have been reduced slightly to reflect actual usage levels for training, staff development, self-regulation, and mentoring.

Rentals & Leases

Rentals and leases budgets include leases for a building for the Goal program, Q-Net services, and vehicle leases for the maintenance department. These budgets have been retained at current levels with no major increases forecasted.

Dues and Fees

Dues and fees budgets have been increased to reflect additional commission expenses relating to recruitment and growth of international student enrolment and additional homestay expenses including chaperone fees.

Insurance

Insurance budgets have been increased to reflect added student insurance costs related to growth in international student enrolment.

Supplies

Supplies budget is the largest expense category within Services and Supplies budgets and includes allocations to schools for learning resources, supplies, furniture, equipment, and other costs associated with operating schools, programs, departments and maintaining our facilities. The supplies budgets have been adjusted to reflect increase to school supplies budgets in alignment with expected increases in enrolment, increase to International Education school grants provided to schools to offset costs of international students, increase in costs related to the international summer programs, and lastly, the addition of a budget to correspond with the new Indigenous Education Council grant. These increases were offset with reductions in furniture and fixtures budgets, and the contingency budget held to address unanticipated, emergent issues.

Utilities

Natural gas, electricity and carbon tax budgets have been adjusted due to inflationary increases and additional sites. The district has implemented energy efficiency initiatives in schools and negotiating progressive purchasing arrangements to reducing energy costs and offset rate increments.

Interfund Transfers

Interfund transfers are the reallocations of funds between the operating and capital funds. There are two aspects to these transfers. The first is to appropriately record capital items that are purchased with operating funds. This provides for the proper accounting treatment to amortize the cost of these purchases over the life of the asset. The most significant of these purchases annually are technology purchases such as computers but could also include furnishings (student desks for example).

A second purpose is to provide funds related to mitigating the risk of underfunding by the Ministry for approved capital projects such as construction of new schools, classroom additions, and seismic upgrades. If the funds are not required for capital purposes, the funds can be transferred back into the operating account. The Ministry's requirement for the school district to contribute $25M towards the building of Burke Mountain Middle Secondary capital project is an example of this type of transfer. The school district has fully met this contribution requirement and is not budgeting for any further transfers from the operating budget currently.

Accumulated Reserves (Surplus)

The Accumulated Operating Surplus policy is predicated on the district generating an annual surplus of approximately $5M dollars. This surplus is utilized over a rolling three-year period targeted at $3.75M, with the balance focused on replenishment of the staffing stabilization reserve, replenishment of education stabilization reserve, and funding other initiatives as required. International Education has historically contributed a significant sum annually toward the accumulated reserves, helping to provide financial stability for the district. The 2024/25 proposed budget and forecast years includes usage of $3.75 million as designated by the Board.

The table below details the intended future use of the operating surplus as approved by the Board as of June 30, 2023. This is the same information that is reported in the audited financial statements.

Accumulated Reserves	June 30, 2023 Closing Balance
2023/24 Staffing Stabilization Provision	3,750,000
2024/25 Staffing Stabilization Provision	3,750,000
2025/26 Staffing Stabilization Provision	2,500,000
2026/27 Staffing Stabilization Provision	1,250,000
Facility & Maintenance Initiatives	2,055,625
Technology Initiatives	1,225,000
Education Stabilization Reserve	4,000,014
School Carry Forwards including Indigenous Education	3,298,036
ESA Contingency Reserve	1,000,000
Capital Projects	4,149,817
Teacher Mentorship Funds	653,430
Business Systems Initiatives	165,007
Restricted Operating Surplus	**$27,796,929**

This approach provides for consistent financial allocations for staffing as achieved in previous years while reducing volatility by smoothing peak surplus years. The education stabilization reserve provides a funding source for one-time initiatives and/or a further buffer and support for those years in which available surplus is less than the amount required to maintain staffing stability.

School carry-forward balances represent funds that were provided to schools during the current year that were not fully expended and have been restricted for use in the next school year.

Capital Projects reserve was established to assist schools in addressing major maintenance and replacement of equipment due to aging infrastructure (e.g. bleachers, dust collectors etc.)

The Teacher Mentorship Funds represents targeted grant funding provided to enhance training and mentorship programs for new teachers; spending to be determined by the Coquitlam Teachers Association.

SPECIAL PURPOSE FUND BUDGET

Special purpose funds consist of funding allocated to school districts for a specific purpose. The annual funding received varies from year to year and Ministry of Education funding is not always confirmed at the time that the preliminary budget is prepared.

The special purpose funds account for approximately 19% of the school districts expenses (and increasing due to the dependence of CEF funding) and include approximately 24 different funds as summarized below. A full description of each of the special purpose funds has been provided in Appendix D.

Pursuant to Sections 156(4) and (5) of the *School Act*, each special purpose fund must be accounted for in accordance with the terms of that special purpose fund.

Special Purpose Fund	Actual 2022/23	Amended 2023/24	Preliminary 2024/25	Preliminary vs Amended
Annual Facilities Operating Grant (AFG)	1,139,837	1,249,565	1,139,837	(109,728)
Official Languages Ed in French Programs (OLEP)	513,549	648,677	598,677	(50,000)
CommunityLINK (CLINK)	1,599,787	1,691,824	1,720,935	29,111
Strong Start (SS)	439,683	427,758	320,000	(107,758)
Ready Set Learn (RSL)	117,602	112,700	112,700	-
Learning Improvement Fund (LIF)	1,072,048	1,294,502	1,310,029	15,527
Classroom Enhancement Fund - Staffing (CEF)	39,966,742	44,295,140	46,802,634	2,507,494
Classroom Enhancement Fund - Overhead (CEF)	2,276,483	2,401,690	2,462,023	60,333
Classroom Enhancement Fund - Remedies (CEF)	3,733,695	3,742,218	TBD	N/A
Contractual Reserves	40,728	100,000	100,000	-
School Generated Funds (SGF)	12,182,729	10,900,000	11,000,000	100,000
Provincial Resource Program -Day Treatment (PRP)	177,236	176,970	178,053	1,083
Sick Leave Benefit Plan (SLBP)	49,844	40,000	40,000	-
Settlement Workers in Schools (SWIS)	863,882	908,968	977,141	68,173
Language Instruction for Newcomers (LINC)	2,469,186	2,585,629	2,779,551	193,922
Apprenticeship Program	229,794	343,850	412,620	68,770
Mental Health in Schools	55,517	50,000	50,000	-
Changing Results for Young Children	5,545	6,455	6,000	(455)
First Nation Student Transportation Fund	41,563	66,809	40,105	(26,704)
Strengthening Early Years to K Transition (SEY2KT)	4,292	25,000	19,000	(6,000)
Early Care and Learning (ECL)	159,295	180,000	180,000	-
Feeding Futures School Fund Program (FFSFP)	-	3,533,596	3,576,667	43,071
Federal/Provincial Safe Return to Class	91,356	108,718	-	(108,718)
Student & Family Affordability (SFAF)	2,307,661	694,059	-	(694,059)
Student & Family Affordability (SFAF)*	-	861,000	861,000	-
Retiree Extended Health Fund	16,469	15,000	10,000	(5,000)
Others (Scholarships, Interest, Staff Development)	719,439	440,580	355,705	(84,875)
TOTAL	**$70,273,962**	**$76,900,708**	**$75,052,677**	**N/A**

** Additional SFAF funding was announced by the Ministry in March 2024, after the 2023/24 Amended Budget submission.*

CEF, AFG, LIF, OLEP, PRP and CommunityLINK funds must be fully expended within the year while all other fund balances can be carried forward to future years.

Noted below is a further discussion of some of the more impactful special purpose funds.

Classroom Enhancement Fund

On March 10, 2017, the Ministry of Education, the BC Public Schools Employers' Association, and the BC Teachers' Federation ratified a Memorandum of Agreement (MOA #17) pursuant to Letter of Understanding No. 17 to the 2013-2019 BCPSEA–BCTF Provincial Collective Agreement. The Memorandum of Agreement fully and finally resolved all matters related to the implementation of the 2016 Supreme Court of Canada decision. The ratification of this agreement resulted in the establishment of the Classroom Enhancement Fund (CEF) to address the additional teacher and corresponding overhead costs associated with MOA #17.

In mid October, school districts are required to submit their final staffing plans that reflect actual staffing. Submissions are reviewed and final allocations are confirmed along with our operating grant in December. To ensure SD43 is receiving the appropriate level of funding, close monitoring of implementation occurs throughout the school year. SD43 actual projected costs including salary increments and incurred remedy liabilities are summarized in the chart below.

CEF funding is made of three separate components: teacher staffing, overhead costs, and remedy.

Classroom Enhancement Fund	Amended 2023/24		Preliminary 2024/25		Preliminary vs Amended	
	FTE	$	FTE	$	FTE	$
Staffing:						
Teachers	339.48	42,495,230	347.48	44,960,308	8.00	2,465,078
TTOC's		1,799,910		1,842,326	-	42,416
Total Staffing	**339.48**	**44,295,140**	**347.48**	**46,802,634**	**8.00**	**2,507,494**
Overhead:						
EA's	33.00	1,880,012	33.00	1,940,345	-	60,333
Administrators	1.00	421,678	1.00	421,678	-	-
Other Expenses		100,000		100,000	-	-
Total Overhead	**34.00**	**2,401,690**	**34.00**	**2,462,023**	**-**	**60,333**
TOTAL	**373.48**	**$46,696,830**	**381.48**	**$49,264,657**	**8.00**	**$2,567,827**
Remedy Costs		**$3,742,218**		**TBD**		**TBD**

Pending additional information for 2024/25, the teacher staffing component of the CEF budget is based on current year staffing and then adjusted for expected staffing increases from classroom additions, non-enrolling ratios, and the use of a “flex factor” based on current year staff levels. To this extent SD43 is estimating a need for an additional 8 FTE teaching staff. However, budgeting for these additional 8 positions is a risk as funding is not confirmed until December. In the event funding is not forthcoming, these positions will be utilized as TTOC’s, and other costs will be directed into remedy liabilities.

The overhead cost component provides funding for cost such as additional educational assistants, mentoring cost of new teachers, some administrative cost of remedy tracking, and costs related to relief time for teachers to complete Individual Education Plans (IEP’s). The Overhead component of the CEF has been adjusted to include some wage increments.

Initial remedy funding is based on actual October 2024 remedies incurred and adjusted for actual expenses at the end of the year.

Strong Start Program

The Ministry of Education and Child Care funds the Strong Start program that allows parents to participate with their young children (aged birth to five) in play-based early learning activities, including story time, music, and art. This early learning drop-in program helps prepare children for success in kindergarten and is provided at no cost to the families. The ministry provides the school district $32,000 to operate each site. This is intended to cover the cost of a Strong Start Facilitator and supplies required for the program. The funding for this program has not increased to keep up with negotiated wage increases or inflation and as a result, this program will require financial support from the operating fund by approximately $80,000 and this amount has been budgeted in the operating fund. In addition, due to unprecedented enrolment growth, the district will have to close 3 existing Strong Start sites that are required for classroom space. This will result in a reduction of 1.5 FTE Strong Start Facilitator positions for the 2024/25 year.

Feeding Futures School Fund Program

In April 2023, the Ministry of Education and Child Care announced a multi-year Feeding Futures School Food Program, targeted to help school districts increase food security for students by expanding or creating food programs. The district was allocated a total of $3.5M dollars of which $860,000 was provided directly to schools and $640,000 directly to food support partners which includes Share Society, Starfish and Access Youth. The balance of the funds were held at the district level to support and expand existing lunch programs, provide staffing and other supplies required to run programs and address overall community needs. The funding for 2024/25 will be the same as the current year and will be operated in a similar manner as the current year with a few minor adjustments as needed.

Student Family and Affordability Fund

Our school district also redistributed the remaining Student Family and Affordability Funds that were unspent at the end of June 2023. A total of $648,000 was provided directly to the schools and will be used to support parents and guardians of K-12 students for the cost of field trips, fees, extracurricular fees, and school supplies. In March 2024, the Ministry of Education and Child Care announced a one-year extension of this program and provided $861,000 in additional funding. Given the time frame, most of this will be carried forward for use in the 2024/25 fiscal year.

School Generated Funds

School Generated Funds is the largest component of the Special Purpose funds and represents the total accumulated funds held at the school level. These funds are held within each school own bank account and is comprised of monies raised through fundraising, fees, cafeteria revenue, school store revenue, donations from PAC's and various other activities.

CAPITAL FUND BUDGET

The Capital Fund revenues and expenditures reflect the capital activities of the school district. Revenues are comprised of lease income from closed schools, investment income from capital fund balances, gains on sales of capital assets and capital funding received from the Ministry. Expenses include capital expenditures for land, buildings, computer hardware and software, vehicles and equipment that are funded from the Ministry capital grants (bylaw capital, Ministry of Education and Child Care restricted capital), land capital, local capital, the operating fund, and special purpose funds. Pursuant to Ministerial Order 033/09, an annual deficit may be incurred in the capital fund Statement of Operations for the portion of amortization expense that exceeds revenues from deferred capital contributions.

The work undertaken by the facilities department is guided by Directions 2025 with a focus on creating innovative and sustainable facilities that support the emerging learning needs. The goal is to provide the best quality learning environment for students and staff. However, with limited funds, prioritizing the needs is a critical process. The capital planning process looks at our short, medium, and long term plans several times during the year to help determine these priorities and address any emergent needs.

Capital planning is largely driven by the changing enrolment needs of the district. As enrolment needs change, facility plans are adapted and adjusted as necessary. Being able to project enrolment effectively, move programs of choice when needed and create new spaces in a timely way underpins the effectiveness of our capital planning.

A principle element of facilities planning is an emphasis on minimizing and reducing our environmental impact. This is a key element of Directions 2025 and the cross-cutting theme of social engagement around behavioral initiatives relating to staff and students on the environment. The Facilities Department measures progress both quantitatively and qualitatively.

Capital revenues are comprised of numerous capital categories:

Bylaw Capital

Bylaw Capital represents Ministry of Education and Child Care capital grants drawn on Certificates of Approval (COA) for capital projects and includes amounts for specific capital projects, capital portion of the Annual Facility Grant, carbon neutral capital project funding, and playground equipment funding.

Ministry of Education and Child Care Restricted Capital

Ministry of Education and Child Care restricted capital represents the Ministry's portion (usually 75%) of proceeds on disposal of land and buildings, and any bylaw project surpluses on completed projects. The Ministry's approval must be received to spend these funds.

School Site Acquisition Charge (SSAC)

These funds represent amounts collected by the district from the municipalities and villages for future school site land purchases as identified in the capital plan. Local governments collect these charges from building developers for new residential parcels to be created and new multiple family residential units to be constructed. The funds may only be used to purchase Ministry approved sites for new schools.

Local Capital Reserve

Comprised of the Board's local capital reserve, local revenue, school referendum taxes, transfers from the district's operating fund, or any other grant designated by the Ministry. The reserve is designated for local capital expenditures and the balance is restricted specifically for board approved projects.

Annual Facility Grant (AFG)

The Annual Facility Grant is funding provided by the Ministry of Education and Child Care for designated school capital or maintenance upgrades including roof replacements, mechanical, HVAC, floor, site, paving and lighting upgrades as well as exterior painting. The capital portion of the AFG grant for 2024/25 is estimated at $6.0M, consistent with prior year.

Information Technology

Technology continues to play a critical role in supporting the goals and objectives of Directions 2025 and is identified as a cross-cutting theme. Information Technology (IT) broadly supports instruction through STEAM and other curricular and core competencies in addition to maintaining and sustaining a robust, future oriented infrastructure.

Technology Infrastructure is continually renewed, and new technology applied. This supports schools with upgrades to devices as well as increasing equitable access in support of daily instruction and learning. An important element is also the gathering, securing, and the storing of data to allow informed decision making not only regarding the individual student but to support SD43 business operations – human resources, finance, payroll etc. For more specific details, please see the *Framework for Enhancing Student Learning.*

Ongoing renewal of technology infrastructure is funded from the operating fund and subsequently capitalized through a transfer to capital. Annually, any unspent funds remaining under the infrastructure operating budget is transferred to local capital as a stabilizing provision for fluctuations in major hardware purchases that can occur over a three-to-seven-year period.

Transfer from Operating Funds

As noted above, when capital assets are purchased with operating funds, they must be transferred from the operating fund to the capital fund in order to be properly capitalized and amortized over the life of the asset. This transfer is reflected as an inter-fund transfer between the two operating statements. In addition, funds are transferred for the purposes of purchasing portables – which are not funded by the Ministry of Education and Child Care – and to support anticipated local funding contribution requirements from Treasury Board for new or replacement schools, additions, or seismic upgrades.

Capital Developments

The following details major planned and in-progress capital projects:

Coast Salish Elementary (new school)

Located in the Burke Mountain area of Coquitlam, this new elementary school is predominantly complete and was granted occupancy in the fall of 2023.

Moody Elementary (seismic replacement)

This new school is being built on the same site as Moody Middle and will include space for an additional 115 students to meet expected growth in the neighborhood. Construction is well under way with occupancy targeted for late spring of 2025.

Scott Creek Middle (10 classroom addition)

This 10 classrooms addition, being built as a prefabricated addition, will increase capacity by 250 and is expected to be ready for students by fall of 2024.

Middle/Secondary Burke Mountain School: (new school) On March 1, 2022, funding approval was received from the Ministry of Education and Child Care to construct Burke Mountain Secondary School. This facility is scheduled to open initially as both a middle school and a secondary school in the fall of 2026 and then, as enrolment increases, will transform to only a secondary school. The school is essential to meet the needs of this growing community. With an estimated total cost of $160M, Burke Mountain Secondary is expected to be the most expensive school ever built in the history of BC.

The site itself is two separate parcels. One parcel is owned by SD43 and the other parcel is owned by the City of Coquitlam. At the end of the building cycle, the SD43 property will have a secondary school, a middle school, a Grade A grass field, and parking space. On City owned land, there will be an artificial turf field and track, as well as other park amenities. The City will also maintain the Grade A grass field through a joint use agreement.

As part of this approval process, the Ministry of Education and Child Care required SD43 to contribute $25M towards the project over a 5-year period. SD43 was able to fund this obligation through the reallocation of funds set aside for the Scott Creek Middle addition, the reallocation of funds from other capital projects, and transfers from the operating fund. The district secured the full $25 million dollars and reserved it in local capital as of June 30, 2023.

Major capital developments currently in progress:

Facility Name	Project Description	Est. Completion Date
Centennial Secondary	NLC Building Space (Phase 2)	Spring 2024
Irvine Elementary	Seismic Replacement	Spring 2024
Moody Elementary	Seismic Replacement	Late Spring 2025
Pinetree Way Elementary	Envelope Replacement	TBD
Roy Stibbs Elementary	Envelope Replacement	Fall 2024
Bramblewood Elementary	Envelope Replacement	TBD
Mountain Meadows Elementary	Envelope Replacement	TBD
Scott Creek Middle	School Addition	Fall 2024
Burke Mountain Secondary	New School Expansion Project	Fall 2026

Portables and Classroom conversions:

To address enrolment growth, the district has added 9 portables over the past two years (Banting (4), Minnekhada (1), Cape Horn (1), and James Park (2), Lord Baden Powell (1)) and has planned to relocate 4 from Scott Creek to Minnekhada. The purchase of portables, site preparation and relocation costs are not funded by the Ministry and require transfer of operating funds to local capital.

In addition to the above, the district is constantly reviewing unused or underutilized spaces throughout the district and converting these into classroom spaces where needed in support of efforts to address class size and composition issues.

Capital Plan Funding Requests

SD43's capital plan requests, submitted to the Ministry of Education and Child Care annually in June, consists of the following highest priority projects.

Facility Name	Project Description
Montgomery Middle	Seismic Mitigation
Maple Creek Middle	Seismic Mitigation
Cedar Drive Elementary	Seismic Mitigation
Marigold Elementary	New School Expansion Projects
NE Coquitlam Middle	New School Expansion Projects
Banting Middle	School Addition
Riverside Secondary	School Addition
Maple Creek Middle	School Addition in support of added capacity for seismic project
Fraser Mills Elementary	Site Acquisition
Nestor Elementary	Replacement School
Como Lake Middle	Replacement School

FINANCIAL STABILITY RISKS, AND OTHER SIGNIFICANT ITEMS

In 2017 an enterprise risk assessment was completed which identified 29 areas of risk. The board is provided with an annual update on the activities to mitigate these identified risks, however a number are outside the immediate control of the school district. The operationalization of the accumulated surplus policy helps to soften or reduce some of these risk exposures. Following are several risks that continue to be preeminent.

Grant Revenue - Underfunding of Wage Settlement, Benefits, and Inflation

The operating grant is the single largest source of funding for the school district's operating expenses. The Ministry of Education and Child Care provides funding based on student enrolment, unique student needs as well as some other supplemental funds. While the funding increases mostly covers the negotiated salary and wage increases, it does not adequately cover teacher step increments or wage increases for administrators (principals and vice-principals) or other professionals.

Funding has also not kept up with the increasing costs of statutory and contractual benefits. Canada Pension Plan contributions have increased sharply over the past five years and the new second tier costs that began in 2024 adds a further 4% to CPP costs on a larger salary base. WorkSafe premiums have also substantially increased as the mandate scope has been expanded. The provision to provide sick leave days for substitute staff without a funding source also detracts from educational resources.

Inflation is also not funded by the Ministry resulting in reduced services to schools in all facets of school district operations and having to do more with less financial resources. This risk is even more prevalent this year due to the spike in inflation levels.

This level of underfunding is not sustainable and cannot be absorbed by the district without reductions elsewhere. The district already spends less than 10% of its operating expenses on services and supplies and has little ability for further reductions in this area. This potentially translates into reduced staffing levels.

Facilities – Schools and Classrooms

As previously reported, tackling system stresses to address increased demand for enrolment space in elementary schools, especially in the northeast sector of the district and municipal urban core, requires intensive forward-looking capital planning. In some situations, this involves the advancement of local capital funds to mitigate the risk of school overcrowding and student safety.

The requirement to comply with collective agreement restored language places an increased burden and demand on class space. Unrestricted local capital is essentially nil, creating an inability to fund new classroom additions, portable placements or further classroom conversions until the Ministry of Education and Child Care provides the commitment to fund facility requirements.

Significant underfunding of capital for new and replacement school facilities creates a requirement to redirect funds out of the classroom to meet this requirement. Continued advocacy for adequate capital funding and the potential to dispose of excess assets provides the ability to augment available provincial funding for facility requirements.

Capital Requirements and Interfund Transfer Requirements

Interfund transfers are the reallocations of funds between the operating and local capital funds. This is done to mitigate the risk of underfunding by the Ministry for approved capital projects such as construction of new schools, classroom additions, and seismic upgrades. If the funds are not required for capital purposes, the funds can be transferred back into the operating account.

The Ministry does not provide funding for portables (new or replacements) which provides further financial pressure to meet the needs of growing communities within the district that do not have an approved capital project or addition. The district submits a 5-year capital plan annually to the Ministry for approval as required by the *School Act* and Ministry policy. The most recent capital plan can be found on SD43's website here.

Staffing

Staffing recruitment challenges resulting from the cost of living in the lower mainland and unprecedented increases in student enrolment for all Metro Vancouver school districts makes hiring staff even more competitive in an already tight market. Additional operational challenges are highlighted by Provincial funding inadequacies and greater demand for staffing in specialized positions. While this is certainly critical in speciality subject matter (STEAM), language arts, and supporting students with unique needs, including education assistants, it is also difficult to recruit professionals in the finance, human resources, payroll, procurement, facilities project management, and qualified trades staffing in our information technology, and maintenance departments.

Classroom Enhancement Fund (CEF)

Classroom Enhancement Funding resulted from the restoration of collective agreement language associated with class size and class composition. In 2023/24 the total CEF budget, totaled $50.3M including $3.7M in remedy costs. At the March grant funding announcement, the Ministry confirmed it will provide 100% of this amount for budget planning purposes. However, additional funding requirements for staffing and remedies will not be confirmed until December 2024, well after staffing contracts have been confirmed and classroom organization completed which can pose a challenge to the district. This poses a significant financial risk to the school district.

SUMMARY AND FINAL COMMENTS

The Preliminary Budget as presented above reflects the anticipated grant and other revenue funding and is best known at the time of the preparation of the information being presented. The expenses are allocated to support the generated enrolment in support of the *Directions 2025* Strategic Plan and are intended to meet all collective agreement requirements.

The budget is driven by enrolment. Enrolment numbers are not definitively known until September and adjustments to staffing – the primary expense driver – are made in response to enrolment at that time. Enrolment can occur throughout the year as students arrive and depart SD43. The base student grant is determined on enrolment as of September 30 and subsequent changes do not generate a change in funding.

The outcome of the budget in support of the Strategic Plan is detailed in the annual education report – *Framework for Enhancing Student Learning*. This is the critical document that reports on student success for which this budget has been framed.

There are obvious risks to any budget, which have been discussed above in substantial detail. Nonetheless this budget has been prepared in a manner that:

- Balances the multiple interests of all partner groups and interested parties,
- Limits the impact of reduced revenues and inadequate funding on staffing levels,
- Employs Financial Stability through Accumulated Financial Reserves,
- Supports our most Vulnerable Learners, and
- Maximizes Resources for Student Success.

APPENDIX A - Budget Partner Group and Community Meeting Summary 2024/25

Item #	Partner Group	Request		Budgetary Request - What we Heard	How we Responded
Teachers - Non-Enrolling/Learning Services					
1	CTA	CTA - Learning supports	⊕	Additional Learning Supports or reduced additional workload at the school level (Counsellors, YW, EA's, school-based learning teams) to help with challenging environments and support vulnerable students.	Non enrolling teacher's 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. Additional learning services, school-based teacher staffing and Educational Assistants are added throughout the year as needs are determined.
2	CTA	CTA - IST		Increase to IST teacher staffing	Due to significant unfunded cost pressures (benefits, WSBC, CPP, EI) the district is unable to add more positions at this time. If further funding becomes available, this item will be reassessed for potential implementation.
3	CTA	CTA - Counseling		More resources for counseling (FTE)	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.
4	CTA	CTA- Resources	⊕	Additional resources to address issues regarding student behavior and violence.	The district will continue to look at ways to further supplement available resources.
5	CTA	CTA - School Psychologist		More personnel in the identification part of designation.	The district is working proactively with the CTA to determine if there are ways to support this initiative with the currently available resources.
6	SD43 Employee	CTA - School Psychologist		Increase the availability of counsellors for most vulnerable learners	Non enrolling teacher 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.
7	CMTA	Fine Arts Coordinator	⊕	Provide a part-time or full-time coordinator to coordinate music activities/resources in the district	Due to significant unfunded cost pressures (benefits, WSBC, CPP, EI) the district is unable to add more positions at this time. Increased funding has been provided to the CMTA in previous budgets and that funding has been maintained.
8	CTA	CTA - French Learning Supports		Additional Learning Support for French Immersion program.	Due to significant unfunded cost pressures (benefits, WSBC, CPP, EI) the district is unable to add more budget for this item at this time. If further funding becomes available, this item will be reassessed for potential implementation. Continued work is happening via the new Mentorship Support Teacher added in 2023-24 working alongside teachers.

Item #	Partner Group	Request		Budgetary Request - What we Heard	How we Responded
Teachers - General					
9	CTA	CTA - Teacher Staffing	⊕	No teacher layoff and maintain staffing levels for teachers	Staffing levels will be maintained or increased in the 2024/2025 budget. Not implementing teacher layoff introduces significant financial risk to the budget, however, the district understands the nonfinancial impacts that layoff causes and will do all possible to avoid the implementation of teacher layoff.
10	Indigenous Advisory Council	Middle School Teacher blocks		Provide Middle School Indigenous Teacher blocks similar to the high school model.	Due to significant unfunded cost pressures (benefits, WSBC, CPP, EI) the district is unable to add more positions at this time. If further funding becomes available, this item will be reassessed for potential implementation. There may be a possibility of targeted funding reallocation to support this initiative.
11	Middle Years Indigenous Youth Council	Sponsor Teacher		Seeking designated FTE support and funding to start working with secondary students, increase collaboration with SLC, etc.	Due to significant unfunded cost pressures (benefits, WSBC, CPP, EI) the district is unable to add more positions at this time. If further funding becomes available, this item will be reassessed for potential implementation. There may be a possibility of targeted funding reallocation to support this initiative.
Administration					
12	CPVPA	CPVPA - Admin staffing & Relief time	⊕	Eliminate administrator teaching time to the greatest extent possible.	Significant resources were expended in budget 2023/2024 to eliminate teaching time for all elementary principals. Further adjustments cannot be funded at this time.
13	CPVPA	CPVPA - Additional VP'S		Increase of VPs at schools at all levels. Would like this to be done not by scale but rather complexity of the schools.	Funding is not available to increase the number of elementary vice-principals. Complexity of school is a factor in determining the allocation of current staff.
Support Staff					
14	DPAC	CUPE- Noon Hour Supervisors		An increase in noon hour supervision would help to address bullying and other related types of conflict.	The district is working hard to identify strategies to enhance the recruitment and retention of noon hour supervisors.
15	CPVPA	CUPE - EA's		Increase amount of EA's within the district or at the very least maintain the current numbers	The number of EA's will increase in budget 2024/2025.
16	CTA	CTA - IST		Increase IST EA staffing.	Due to significant unfunded cost pressures (benefits, WSBC, CPP, EI) the district is unable to add more positions at this time. If further funding becomes available, this item will be reassessed for potential implementation.
17	Parent Input	CUPE - EA's		Increase the number of EA's in proportion to the growth in student enrolment.	The number of EA's will increase in budget 2024/2025.
18	Parent Input	CUPE - EA's		Increase the hiring and retention of Education Assistants.	The number of EA's will increase in budget 2024/2025. The district continues to investigate all opportunities to enhance recruitment and retention of all employee groups.

Item #	Partner Group	Request		Budgetary Request - What we Heard	How we Responded
Support Staff					
19	CUPE	CUPE - Youth Workers	⊕	Create Youth Worker Positions at Cape Horn, Meadowbrook, Westwood, Lord Baden Powell, Mary Hill and Kilmer Elementary Schools – full-time positions at each of these schools would be beneficial, however part-time staff would be appreciated. Create a 1.0 FTE position to support Outreach, GOAL, CLOC.	1.0 FTE added to the youth worker budget to increase two sites to full-time youth workers.
20	CUPE	CUPE - Lead/Coordinators for Meals program		Coordinators' roles are to provide direction and a cohesive vision among the programs/sites. This role is to work with the teaching kitchens to expand the buying power of the meals programs, provide items made by the culinary students, provide funds to teaching kitchens to offset the rising costs of food	Due to significant unfunded cost pressures (benefits, WSBC, CPP, EI) the district is unable to add more positions at this time. If further funding becomes available, this item will be reassessed for potential implementation.
21	CUPE	CUPE - Additional clerical Staff (Sec 2 & Sec 3)		Requesting Secretary 2's to support Secretary 3's at higher population elementary schools (a list of schools will be provided) Clerical/secretaries are reporting an increase in workload, a reluctance to request draw time from administrators and a need for additional support to complete new, ongoing tasks.	The temporary hours added to Secretary 2 positions at LBP and Pinetree Way will be made permanent. If further funding becomes available, this item will be reassessed for potential temporary supports at sites with increased populations or complexities.
22	CUPE	CUPE - Trades		Increase the hiring of apprentices in trades to train workers, attract younger workers and hopefully retain staff.	District HR staff and CUPE leadership will engage in talks to determine opportunities to move this initiative forward.
23	CUPE	CUPE - Grounds Crew		Increase the grounds' crews by one Grounds I and one Grounds II, which would create a complete crew for an additional zone of the district.	Due to significant unfunded cost pressures (benefits, WSBC, CPP, EI) the district is unable to add more positions at this time. If further funding becomes available, this item will be reassessed for potential implementation.
24	Indigenous Advisory Council	Mental Health Support		Providing additional Mental Health Supports for Indigenous Students	The district will investigate pre-existing budgets to find opportunities to support.
25	Indigenous Advisory Council	Temp Positions for Indigenous Youth Worker and Cultural Facilitator		Continued support from the board to keep the temporary positions of Indigenous Youth Worker and Cultural Facilitator.	There may be a possibility of targeted funding reallocation to support this initiative, or implementation of these positions with increased indigenous student enrolment.

Item #	Partner Group	Request		Budgetary Request - What we Heard	How we Responded
Services and Supply Budgets					
26	CUPE	Custodial Supplies		Provide custodial department with lightweight, ergonomically friendly mops for cleaning tasks	If deemed appropriate by management staff, this item can be addressed through the existing budget.
27	CPVPA	School Supplies	⊕	Maintain School Supply budget funding to help address inflationary increases.	School supplies budgets were increased in 2023/2024 and it is anticipated that these levels will be maintained.
28	CUPE	CUPE - Truck & Trailer		Purchase of full-size trucks and trailers (two) for district transportation of grounds tractors.	Due to significant unfunded cost pressures (benefits, WSBC, CPP, EI) the district is unable to address this request at this time. If further funding becomes available, this item will be reassessed for potential implementation.
Other					
29	CPVPA	BCPSEA Annual raises		Continued support from the board with regards to the annual raises allowed by BCPSEA to the level approved in the past	Budget has been allocated for approved exempt compensation increases.
30	DPAC	E/Bike/E-Scooter Funding		Funding would assist with the possible creation of secure school parking space or storage facility to reduce the risk of theft.	Due to significant unfunded cost pressures (benefits, WSBC, CPP, EI) the district is unable to address this request at this time. If further funding becomes available, this item will be reassessed for potential implementation.
31	DPAC	Managing Climate Control		Climate/temperature control in classrooms is important to both teachers and students throughout the school year to address excessive heat in the summer and extreme cold in the winter.	Due to significant unfunded cost pressures (benefits, WSBC, CPP, EI) the district is unable to provide more budget at this time. Staff continue to support initiatives within the existing budget. If further funding becomes available, this item will be reassessed for potential implementation.
32	CUPE	Teaching Kitchens		Increase funding.	We have budgeted $20 000 per year of extra funding to support the 3 culinary kitchens over the next 2 years. We have also removed the requirement that culinary kitchens pay for replacement of long-term absent employees.
33	Indigenous Advisory Council	Mental Health Support for Staff		Provide an opportunity to have either an Elder or Traditional supports for Indigenous staff to access culturally relevant supports.	There may be a possibility of targeted funding reallocation to support this initiative, or implementation of these positions with increased indigenous student enrolment.
34	Indigenous Advisory Council	Culturally Sensitive Training		Provide Cultural Sensitivity training for all staff members.	Existing professional development budgets may be able to support this training.
35	SLC	Automated Doors		Many schools do not have automated doors for those who have special learning needs or are differently abled	Specific accessibility issues should be forwarded to school administration staff who will work with the Facilities department to determine if remediation is possible.
36	SLC	Academic Career Guidance		Implement a district hub for academic career guidance in conjunction with the trades program.	This item is being reviewed by staff.
37	SLC	High-Speed Wi-Fi/AI integrated learning		Increase Wi-Fi speeds across the district and partner with technology industry to bring AI integrated learning to classrooms.	District IT staff has worked diligently to ensure the best available Wi-Fi speeds for SD43. Budget has been allocated to this end.
38	SLC	Budget Increase		Increase of budget by $5,000 to facilitate discussion on student advocacy, leadership to fund student initiatives	The SLC budget has been increased by $5000.

Item #	Partner Group	Request		Budgetary Request - What we Heard	How we Responded
Other					
39	Parent Input	Aging playground equipment		Seeking district support to replace aging playground equipment, without placing the financial burden on PAC's and school communities to fundraise	Maintenance staff work diligently to maintain playgrounds across the district. Due to significant unfunded cost pressures (benefits, WSBC, CPP, EI) the district is unable to provide further budget at this time.
40	Parent Input	Busing		Provide bus transportation for field trips and daily commuting.	Schools have budget available to support students/families in need with transportation for field trips. Transportation for daily commuting would be a great financial hardship to the district and is not being considered at this time.
41	Parent Input	After-School Programs		Increase the number of after school programs offered as there are more students wanting to participate than there are spaces available	District staff continue to work to find options/opportunities for additional after school programs.
42	Parent Input	Increased Testing for Students		Increase testing for learning disabilities in a timely manner to ensure programs, resources and supports are allocated appropriately	The district is working proactively with the CTA to determine if there are ways to support this initiative with the currently available resources.
			⊕	Items raised in the most immediate preceding year.	

APPENDIX B - Estimated Operating Grants 2024/25 School Year

Estimated Operating Grants Overview - 2024/25 School Year

September 2024 Enrolment Count				
	School-Age Enrolment	Funding Level	Funding	Total Supplement
Standard (Regular) Schools	32,600.0000	$8,915	$290,629,000	
Continuing Education	5.0000	$8,915	$44,575	
Alternate Schools	320.0000	$8,915	$2,852,800	
Online Learning	220.0000	$7,200	$1,584,000	
Home Schooling	40	$250	$10,000	
Course Challenges	200	$279	$55,800	
Total Enrolment-Based Funding (September)	**33,145.0000**			**$295,176,175**
	Total Enrol. Change	**Funding Level**	**Funding**	**Total Supplement**
1% to 4% Enrolment Decline	589.1875	$4,458	$0	
4%+ Enrolment Decline		$6,686	$0	
Significant Cumulative Decline (7%+)	1,408.4375	$4,458	$0	
Supplement for Enrolment Decline				**$0**
	Enrolment	**Funding Level**	**Funding**	**Total Supplement**
Level 1 Special Needs	22	$50,730	$1,116,060	
Level 2 Special Needs	1,600	$24,070	$38,512,000	
Level 3 Special Needs	310	$12,160	$3,769,600	
English Language Learning	6,600	$1,795	$11,847,000	
Indigenous Education	1,220	$1,770	$2,159,400	
Adult Education	60.0000	$5,690	$341,400	
Equity of Opportunity Supplement			$1,097,748	
Supplement for Unique Student Needs				**$58,843,208**
			Funding	
Variance from Provincial Average	$428			
Estimated Number of Educators	1,844.722		$789,541	
	Enrolment	**Funding Level**	**Funding**	**Total Supplement**
FTE Distribution	33,205.0000	$180.33	$5,987,858	
Supplement for Salary Differential				**$6,777,399**
Supplement for Unique Geographic Factors				**$2,789,309**
Funding Protection				**$0**
Curriculum and Learning Support Fund				**$293,002**
September 2024 Enrolment Count, Total				**$363,879,093**

APPENDIX B - Estimated Operating Grants Continued

July 2024 Enrolment Count	Enrolment	Funding Level	Funding	Total Supplement
Summer Learning Grade 1-7	3,300	$255	$841,500	
Summer Learning Grade 8-9	600	$255	$153,000	
Summer Learning Grade 10-12	1,400	$505	$707,000	
Supplemental Summer Learning Funding			$408,529	
Cross-Enrolment, Grade 8 and 9	0	$505	$0	
Summer Learning, Total				**$2,110,029**

February 2025 Enrolment Count	Enrolment	Funding Level	Funding	Total Supplement
School-Age FTE - Continuing Education	7.5000	$8,915	$66,863	
Adult FTE - Continuing Education	65.0000	$5,690	$369,850	
K-Gr 9 School-Age FTE - Online Learning	0.0000	$3,600	$0	
Gr 10-12 School-Age FTE - Online Learning	350.0000	$7,200	$2,520,000	
Adult FTE - Online Learning	5.0000	$5,690	$28,450	
Level 1 Special Needs Enrolment Growth	0	$25,365	$0	
Level 2 Special Needs Enrolment Growth	10	$12,035	$120,350	
Level 3 Special Needs Enrolment Growth	0	$6,080	$0	
Newcomer Refugees	10.0000	$4,458	$44,580	
ELL Supplement - Newcomer Refugees	10	$898	$8,980	
February 2025 Enrolment Count, Total				**$3,159,073**

May 2025 Enrolment Count	Enrolment	Funding Level	Funding	Total Supplement
School-Age FTE - Continuing Education	10.0000	$8,915	$89,150	
Adult FTE - Continuing Education	45.0000	$5,690	$256,050	
K-Gr 9 School-Age FTE - Online Learning	0.0000	$2,400	$0	
Gr 10-12 School-Age FTE - Online Learning	50.0000	$7,200	$360,000	
Adult FTE - Online Learning	2.0000	$5,690	$11,380	
May 2025 Enrolment Count, Total				**$716,580**

Indigenous Education Councils	**$114,750**
2024/25 Full-Year Estimated Total	**$369,979,525**

Estimated 2024/25 Operating Grant from Indigenous Services Canada	$0
Estimated 2024/25 Operating Grant from Ministry of Education and Child Care	$369,979,525

APPENDIX C - 2024/25 Operating Grant Allocation Formula Overview

Overview of the 2024/25 Operating Grant Allocation Formula



APPENDIX C - Overview Continued

75% allocated through the Basic Allocation	**Basic Allocation** Common per student amount for every FTE student enrolled by school type.	
	Standard School	$8,915 per school age FTE
	Alternate School	$8,915 per school age FTE
	Continuing Education	$8,915 per school age FTE
	Online Learning	$7,200 per school age FTE
18% allocated to recognize unique student enrolment	**Unique Student** Additional per student funding to address uniqueness of district enrolment and support additional programming. Includes Equity of Opportunity Supplement for children and youth in care and students with mental health challenges.	
	Level 1 Inclusive Education	$50,730 per student
	Level 2 Inclusive Education	$24,070 per student
	Level 3 Inclusive Education	$12,160 per student
	English/French Language Learning	$1,795 per student
	Indigenous Education	$1,770 per student
	Adult Education	$5,690 per FTE
7% allocated to recognize unique district factors	**Unique District** Additional funding to address uniqueness of district factors.	
	Small Community	For small schools located a distance away from the next nearest school
	Low Enrolment	For districts with low total enrolment
	Rural Factor	Located some distance from Vancouver and the nearest large regional population centre
	Climate Factor	Operate schools in colder/warmer climates; additional heating or cooling requirements
	Sparseness Factor	Operate schools that are spread over a wide geographic area
	Student Location Factor	Based on population density of school communities
	Supplemental Student Location Factor	Level 1 and 2 inclusive education enrolment
	Salary Differential	Funding to districts that have higher average educator salaries
0.1% allocated to buffer the effects of declining enrolment	**Funding Protection / Enrolment Decline**	
	Funding Protection	Funding to ensure that no district experiences a decline in operating grants greater than 1.5% when compared to the previous September
	Enrolment Decline	Funding to districts experiencing enrolment decline of at least 1% when compared to the previous year
	CSF Supplement District receives a 15% funding premium on allocated funding.	

All funding information estimated for the 2024/25 School Year

APPENDIX D - Special Purpose Funds Descriptions

Annual Facility Grant (AFG)

The Annual Facility Grant was established to account for Ministry of Education and Child Care grants and expenditures relating to annual facility maintenance projects. The AFG allocation is comprised of both a special purpose fund allocation and a bylaw capital allocation.

AFG funds may be spent for the purpose of:

- Upgrading or replacing existing facility components throughout the expected economic life of an existing capital asset
- Enhancing the service potential of an existing capital asset or a component of an existing capital asset by correcting deficiencies in design or construction and unsafe conditions
- Significantly lowering the associated operating costs of an existing capital asset
- Extending the life of an existing capital asset or a component of an existing capital asset beyond its original life expectancy

SD43 must provide the Ministry with the AFG project spending plan prior to April 30th of each year. The plan includes a list of the AFG projects and expenditures the district will undertake between April 1st and March 31st.

Apprenticeship Programs

Work in Trades program provides students with an opportunity to begin an apprenticeship in various trades while still in school. The program combines paid work-based training and a provincial curriculum that allows students to earn up to 16 graduation credits and 480 work-based training hours required for provincially and nationally recognized industry trades credentials. The school district works closely with Post Secondary Institutions and receives funding from the Industrial Training Authority to support these programs.

Changing Results for Young Children (CR4YC)

This fund is a partnership with approximately 47 school districts and the United Way of the Lower Mainland to implement on-going collaborative professional learning among early learning educators across school and communities to support social, emotional, and learning outcomes for children in the early learning years (birth through age eight).

Classroom Enhancement Fund (CEF)

This fund was originally established in 2017 as an outcome of the restored teacher collective agreement pertaining to the class size and composition language. The funding is provided through a Ministry of Education and Child Care grant to cover related staffing, overhead and remedy costs.

CommunityLINK (CLINK)

Learning Includes Nutrition and Knowledge (Community LINK) funding from the Ministry of Education and Child Care is designed to support the academic achievement and social functioning of vulnerable students. Programs and services can include breakfast, lunch and snack programs, academic supports, counseling, youth workers and after-school programs. Additional funding is provided through public donations.

Contractual Reserves

The School District participates in a joint use agreement with Douglas College and the City of Coquitlam at Pinetree Secondary School. The school district holds the reserves for this partnership for facility renewal purposes. A second joint use agreement exists with the City of Coquitlam related to the Centennial field.

Early Care and Learning (ECL)

This project-based funding is to help districts gather information about existing early learning and childcare offered on school grounds and use this information to support a planned, integrated approach to increase access to affordable, quality childcare by strengthening relationships with the community and existing providers.

Feeding Futures School Fund Program (FFSFP)

In April 2023, the Ministry of Education and Child Care announced a multi-year Feeding Futures School Food Program, targeted to help school districts increase food security for students by expanding or creating food programs. The funding is a commitment to ensure students are properly fed for learning in order to enhance positive academic and healthy outcomes.

Federal Safe Return to Class Fund/Safe Return to School Site

The Ministry of Education and Child Care administered one-time funding intended to support incremental costs resulting from COVID-19.

First Nation Student Transportation

This grant is provided as part of the BC Tripartite Education Agreement (BCTEA) supporting First Nation Student Success, to assist with the cost of transportation for on-reserve students attending public schools.

Language Instruction for Newcomers to Canada (ELSA/LINC)

This program is designed to assist parents of newcomers and refugee children to improve their English skills; learn about Canadian society; laws and health care; the job market; and other valuable information to support successful life in Canada. LINC enables our district to help parents connect with the local community, find volunteer work and network with other new Canadians. The program provides three free childminding centres for two to five-year old's to be cared for while their parents are participating in LINC classes.

Learning Improvement Fund (LIF)

The Learning Improvement Fund was established by the province for the purpose of providing additional resources, specifically targeted to support complex classes that present challenging learning conditions. Districts are required to submit a spending plan to the Ministry of Education and Child Care by October of each year for approval. To develop the spending plans, district staff work collaboratively with CUPE. In the past these funds have been utilized to create additional education assistant (EA) positions and provide additional hours of support to all EA's.

Mental Health in Schools

This fund is to support the development of new/enhanced evidence-based inclusive mental health and well-being activities, either universal or targeted in support of students, families and/or educators. It also enables our district to design action plans to capture how funding is spent and what outcomes are achieved.

Official Language Education Program (OLEP)

The Ministry of Education and Child Care administers federal funding intended to support incremental costs resulting from offering French as a second official-language instruction in BC. All French funding is to be spent by June 30th of each year. An annual report outlining how the funds were spent and what benefits were derived is required at the end of the fiscal year.

Provincial Safe Return to Class Fund/Safe Return to School Site

The Ministry of Education and Child Care administered one-time funding intended to support incremental costs resulting from COVID-19.

Provincial Resource Program - Day Treatment (PRP)

This fund represents educational programming services offered to youth receiving intensive structured psychiatric care through the Fraser Health Authority.

Ready Set Learn (RSL)

The Ready Set Learn funding is provided by the Ministry of Education and Child Care that allows the district to facilitate community events targeted towards 3-year-old children. The events are about providing good information on how to support a young child's early learning and development, and how to help develop positive connections between families, the school system and local community agencies.

Retiree Extended Health Fund

The Retiree Extended Health Fund is a Benefit Premium Stabilization account for retirees of the Non-Teaching Pension Plan or NTPP, who are in receipt of the benefits under the Post Retirement Group Benefit Plan.

School Generated Funds (SGF)

This fund represents the accumulated funds held by individual schools. Each school has its own bank account and records the funds received and disbursed throughout the year. These funds are raised at the school level through fundraising, cafeteria revenue, school store revenue, and various other activities. The school generated funds are intended to be used to fund activities that directly benefit the students in the school.

Settlement Workers (SWIS)

The SWIS program is a school–based service for new immigrant families to meet their immediate and ongoing settlement needs. Families who have children in the district are connected to schools and community and government organizations. SWIS services include settlement support, culturally sensitive services, workshops, and links to various resources.

Sick Leave Benefit Plan (SLBP)

This fund represents contributions received from support staff workers and matched by the board, to provide short term disability benefits to CUPE members who are disabled from employment resulting from illness or injury. The Trust pays for health and dental benefits and NTPP pension payments for these individuals. This plan has ceased effective February 2022. The purpose of the remaining balance is to support pre-existing obligations that have already been approved prior to the agreement's date of execution.

Strengthening Early Years to Kindergarten Transitions (SEY2KT)

This project partners with districts/community sites and is focused on developing guidelines, models, and district/site partnerships to ensure children and their families experience coherent transitions from community based early learning experience to kindergarten in schools/districts.

StrongStart (SS)

The Ministry of Education and Child Care funded StrongStart program allows parents to participate with their young children (aged birth to five) in play-based early learning activities, including story time, music, and art. This early learning drop-in program helps prepare children for success in kindergarten and is provided at no cost to the families.

Student Family and Affordability Funds (SFAF)

The Student & Family Affordability Funding was introduced in August 2022 as a one-time fund to improve students access to nutritional food/meals before, during and after the school day and help to offset cost to parent, guardian, and students for the cost of field trips, fees, extracurricular fees, and school supplies. In March 2024, the Ministry of Education and Child Care announced a one-year extension and additional funding for the program through to 2023/24 fiscal year.

Other - Scholarships and Bursaries

Scholarships and bursaries are established and awarded through the generosity of individuals and corporations in our community. The scholarships and bursaries administered by the school district range from memorials to honour the passing of a loved one, to corporations and individuals wanting to give back to the community. The school district administers over 55 different scholarships and bursaries. A significant amount of the scholarships and bursaries have been moved to the SD43 Education Foundation, however there are still funds that remain under this program.

Other - Staff Development

This grouping of funds consists of a variety of smaller grants to enhance teaching staff development. This includes the ART Starts grant, (resources for teachers and art leadership) and Decoda Literacy programs (resources, training to support community-based literacy and learning).

GLOSSARY

AFG	Annual Facilities Grant
BCPSEA	British Columbia Public School Employers' Association
BCSTA	British Columbia School Trustees' Association
BCTF	British Columbia Teachers' Federation
CEF	Classroom Enhancement Fund
CLC	Customized Learning Centre – Alternative Education Program
COL	Coquitlam Open Learning – Online classes for high school credit courses
CPVPA	Coquitlam Principals and Vice-Principals Association
CTA	Coquitlam Teachers' Association
CUPE	Canadian Union of Public Employees - Local 561
DPAC	District Parent Advisory Committee
Draw Time	Time made available at the discretion of schools and department managers to engage casual works during peak work periods.
EA	Education Assistant
ELL	English Language Learners
ELC	Education Learning Centre – a multipurpose building planned on the Winslow Campus to further the educational learning of SD43 as well as centralize Board office staff.
FTE	Full Time Equivalent
LCR	Local Capital Reserve
LIF	Learning Improvement Fund
LISW	Learning Inclusion Support Worker
LOU#17	Letter of Understanding
MOA#17	Memorandum of Understanding
MECC	Ministry of Education and Child Care
MPP	Municipal Pension Plan
NGN	Next Generation Network – this system provides the communication backbone between School Districts and the Provincial Government.
NTPP	Non-Teaching Pension Plan. This plan was closed to new enrollees as of December 31, 2017, but continues to provide pension benefits to approximately 750 retirees.
P/VP	Principal/Vice-Principal

Preliminary/Annual Budget	Boards must prepare, adopt by bylaw and submit to the Ministry of Education an annual (preliminary) budget on or before June 30th as per section 113 of the School Act (Adoption of Budget).
PRGB	Post Retirement Group Benefits
Salary Differential	The calculated difference between average teacher salary costs for a school district against the Provincial Average. School Districts with more experienced teachers are likely to have higher salaries. Supplemental Funding is provided to equalize teacher costs between school districts.
SD43	The Coquitlam School District
SLP	Speech and Language Pathologist
Solvency Deficiency	One of two methods to value employee future pension benefits (the other being going concern). This method determines whether there would be sufficient assets to cover member's accrued benefits if the plan terminated on the valuation date. The calculated shortfall or deficiency is required to be paid into the plan over a fixed period as determined by regulation.
SPF	Special Purpose Funds
TPP	Teacher's Pension Plan
TTOC	Teacher Teaching on Call
YW	Youth Worker



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SCHOOL DISTRICT 43 Coquitlam

Learning for a Lifetime

BUDGET 2024-25

April 9, 2024

Presented by:

Nita Mikl, Assistant Secretary-Treasurer

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Presentation Outline

1. Key budget dates
2. Directions 2025 and Financial Governance
3. Budget process and consultation
4. 2024-25 proposed budget
   - Assumptions, funding and other considerations
   - Budget –operating fund, special purpose funds and capital funds
5. Risk factors
6. Budget Outcomes

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Key Budget Dates

- February 13 - Partner group and community - budget input meeting
- February 26 - *Provincial budget announcement*
- March 15 - Ministry announcement of 2024/25 preliminary operating grant
- April 9 → - Public Board Meeting – 2024/25 proposed budget
- April 16 - Special public budget meeting – partner group and community feedback comments
- April 23 - Public board meeting and board approval of the 2024/25 budget

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Budget Approval Timeline

- Per School Act (Sec 113) → School Districts are required to file a balanced budget by June 30th of each year

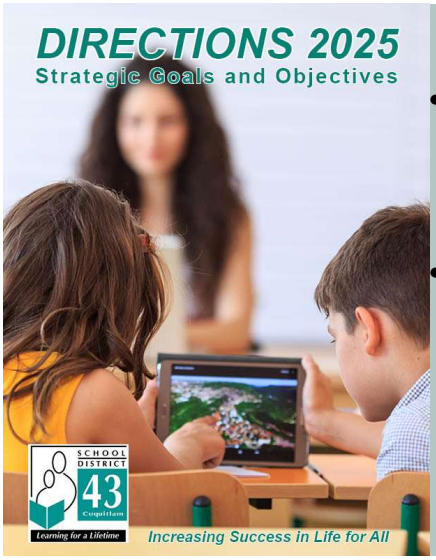
? Why does SD43 complete the budget process in April?

- Funding for next year not announced until March 15th
- SD43 has contractual obligations that stipulate a 60-day notification period to meet certain commitments.
- Schools need staffing allocations with adequate time to organize classes for the following year.

As an outcome, the presentation of the budget, the subsequent discussion, feedback comments, and final Board approval is all done in April

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Strategic Plan - Directions 2025



- Budget and Financial Framework is guided by *Directions 2025*
- Resource allocation directly aligned with goals and objectives in *Directions 2025*

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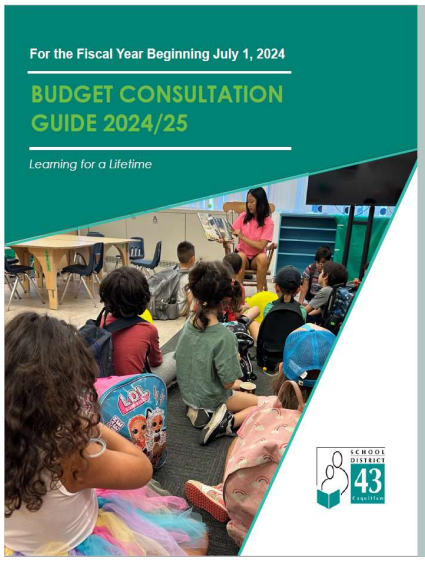
Financial Statement Discussion & Analysis



- Increased Transparency:
  - More detailed and open discussion on financial results
    - Explaining variances to budget
    - Providing updated projections
  - Standardized quarterly reports
  - Comprehensive year end financial report

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Budget Process Consultation Guide



- Budget Consultation Guide
  - Aligning budget planning and resource allocation to Directions 2025
  - Governance and accountability principles under which budgets are developed
  - Budget process and timelines
  - General background information
  - Public engagement
    - roles of interested parties
    - roles of trustees

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2024/25 Budget Consultation

- Prior to developing the 2024/25 Budget, the Board invited partner groups (CTA, CUPE, CPVPA, DPAC) to present their priorities and budget requests.
- Special Public Meeting was held on February 13th , 2024, to receive partner group and community input to help shape the 2024/25 budget.
- The Board and the District Leadership Team (DLT) discussed these requests, including identifying the underlying issue resulting in the request, discussed current or potential solutions, and incorporated these requests into the draft budget where funding permitted, and alignment existed with district priorities.

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2024/25 Budget Consultation

- A complete summary of the comments received during these meetings and responses to these recommendations are captured in the budget document

BOARD OF EDUCATION
Budget Partner Group and Community Meeting Summary 2024/25

Item #	Partner Group	Request		Budgetary Request - What we Heard	How we Responded
Teachers - Non Enrolling/Learning Services					
1	CTA	CTA - Learning supports	⊕	Additional Learning Supports or reduced additional workload at the school level (Counsellors, YW, EA's, school based learning teams) to help with challenging environments and support vulnerable students.	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. Additional learning services school based teacher staffing and Educational Assistants are added throughout the year as needs are determined.
2	CTA	CTA- Resources	⊕	Additional resources to address issues regarding student behaviour and violence.	The district will continue to look at ways to further supplement available resources.
3	CTA	CTA - School Psychologist		More personnel in the identification part of designation .	
4	CTA	CTA - French Learning Supports		Additional Learning Support for French Immersion program.	

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Budget 2024/25

- The details and assumptions are documented in our published 'Budget 2024/25 & Multi-Year Fiscal Plan' document
- This is an aspect of our commitment to increased transparency and accountability
- Our budget development is guided by *Directions 2025*



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2024/25 Budget Assumptions

- Enrolment growth expected to continue due to higher immigration levels for next year and stabilize thereafter
- International Education program will have very moderate growth as the program is re-established in a post-pandemic environment
- Interest rates expected to stabilize near current rates and will continue to generate additional interest income
- Ministry will only fund negotiated salary and wage increments
- Benefit costs (statutory and contractual) are expected to increase due to rate increases, higher usage, and inflationary increases from service providers
- Feeding Futures School Food Program - focused on food security

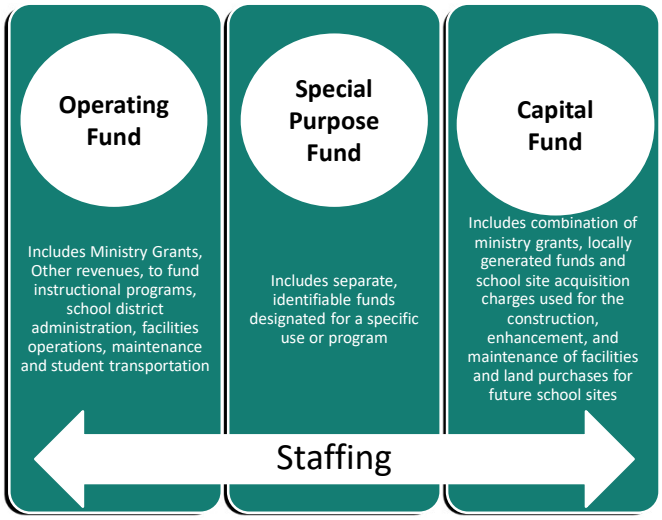
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2024/25 Budget Deliberations

- Most expenditure increases are due to contractual, legislative, inflationary or regulatory requirements
  - The Ministry does not provide funding for these increases
- Benefit rates for CPP, EI, WorkSafe, Health and Dental Benefits are increasing
  - The Ministry does not provide adequate funding for these increases
- Projecting an enrollment increase in our standard K-12
  - Only funded for those that are in our schools before September 30th.
- May need to add classrooms or portables from higher enrollment levels
  - These are not funded by the Ministry

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Budget incorporates three Funds:



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Change in Enrolment

Change in Enrolment	Increase/(Decrease)
Standard Schools	565
Internal Enrolment Holdback	(100)
CE/Home School/Course Challenges	0
Alternate Schools	32
Distributed Learning (online)	(8)
Level 1 Special Needs	(1)
Level 2 Special Needs	37
Level 3 Special Needs	(21)
English Language Learning (ELL)	404
Indigenous Education	(54)
Adult Education	(6)

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Change in Operating Grant Funding

Changes in Operating Grant Funding	$	TOTAL
Increase in grant funding due to enrollment increase	5,322,289	
Increase in per student grant funding - COLA adjustment - 2023/24*	5,993,872	
Increase in per student grant funding - Contractual increments - 2024/25	5,686,872	
Increase in Other Supplementary Grants	346,460	
NEW - Indigenous Education Council Grant	114,750	
Increase in Operating Grant Funding (from Amended Budget)		**$17,464,243**

Reversal of One-Time Grant Funding provided in 2023/24	$	TOTAL
Reversal of one-time grant funding for 2023/24 COLA Adj	(5,993,872)	
*this amount has now been included in the base per student grant		
Less amount allocated for CEF related wage increments	893,999	
Reversal of Special grant for COLA funding adjustment		**($5,099,873)**
Net Increase in Operating Grants		**$12,364,370**

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2024/25 - Other Revenues

Increase in Other Revenues	$	TOTAL
Increase in International Education Program Revenues	2,985,500	
✦ *Regular program International Education Revenues $20.125M*		
✦ *Regular program enrollment - 1150 FTE*		
Increase in Investment Revenues	567,608	
Total Increase in Other Revenues		**$3,553,108**

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2024/25 – Reversal of one-time budget uses

Reversals of one-time Budgets available for other use in 2024/25:	$	TOTAL
Budget utilized for Portables and Classroom finishing at Centennial	1,000,000	
Budget utilized to establish one-time staffing contingency	972,830	
Budget utilized for one-time initiatives/cost pressures	121,266	
Other Funds available for use in 2024/25		**$2,094,096**

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2024/25 Salary and Benefit Increases Funded through Operating Grant

Salary and Benefit Increments - Funded	$	TOTAL
Teachers' Salary increases	3,512,982	
Educational Assistants Wage increases	595,941	
Support Staff Wage Increases	777,298	
Other professionals Salary Increases	426,640	
Benefits related to salary and wage increments	801,595	
Salary and Benefit increase related to negotiated increases		**($6,114,456)**

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2024/25 Contractual/Statutory/Inflationary Increases (not funded by Operating grants)

Other Contractual/Statutory/Inflationary Increases	$	TOTAL
Teachers' - step increments, less adjustment for retirements	1,485,000	
Administrators - step and wage increments & related benefits	911,113	
Substitutes - wage increments	641,395	
Employee Benefits (CPP, EI, WorkSafeBC, Health & Dental rate increases)	3,672,320	
Wage increments for Staffing related to International Education program	667,236	
Utilities contractual increases (natural gas and electricity)	362,718	
OTHER Contractual/Statutory Increases/Inflationary		**($7,739,782)**

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2024/25 – Operational Budget Reductions

Decreases to Operational Budgets	$	TOTAL
Reduction of various board level budgets	440,709	
Reduction of Assistant Superintendent Budgets	136,717	
Reduction of Contingency Budget	169,966	
Decrease Indigenous Education Budgets (lower enrollment)	19,140	
Reduction in Budgets		**$766,532**

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2024/25 – Increases to Operational Budgets

Increases to Operational Budgets	$	TOTAL
Increase in International Education Program related expenses	1,002,838	
Increase school based budget allocations for enrollment increases	40,000	
Increase Technology Security Software and transition to Cloud	69,000	
Increase Student Leadership Council budget for food and TTOC	5,000	
Support Strong Start Program through Operating Fund	80,000	
Indigenous Education Councils - to correspond to new grant	114,750	
Increases to Budgets		**($1,311,588)**

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Summary of Staffing Additions Operating Budget

Staffing Additions- OPERATING FUND	FTE	$	TOTAL
Teachers - enrollment increases	13.0	1,755,000	
Teachers - Take a Hike Program	1.0	135,000	
Teachers - International Education enrollment increases	2.4	298,672	
Educational Assistants - enrollment increases level 2 and 3	18.5	1,110,001	
Educational Assistants - convert 4 middle school EA to 35 hours		40,000	
Youth Workers - add a YW position for the Take a Hike program by	1.0	84,331	
reallocating one YW position from the Alternate Programs	(1.0)	(84,331)	
Clerical - Convert Secretary II at LBP and Pinetree to Permanent	1.0	66,192	
Principal - Facilities Initiatives (transfer from capital fund)	1.0	207,415	
Increase in expenditures for Staffing additions	**36.9**		**($3,612,280)**

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2024/25
Change in Surplus usage

Difference from prior year Surplus usage	$	TOTAL
Reversal of surplus utilized during 2023/24	(3,750,000)	
Surplus usage for 2024/25 per surplus policy	3,750,000	
Change in surplus usage for 2024/25		**$0**

Planned annual surplus usage of $3,750,000 per our Reserves policy

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Summary of Changes

Summary of Changes (from Amended to Preliminary)	$	TOTAL
Ministry Grant Funding Increase (enrolment and wage settlements)	17,464,243	
Reversal of one time COLA funding (included in base grant funding above)	(5,099,873)	
Increases in Other Revenues	3,553,108	
Reversals of one-time budgets from prior year available for 2024-25	2,094,096	
TOTAL Increase in Grants and Other Revenues		18,011,574
Contractually negotiated Salary & Benefits Increases	(6,114,456)	
Other Contractual/Statutory/Inflationary Increases	(7,739,782)	
Decrease to Various Operating Budgets	766,532	
Increase in Various Operating Budgets	(1,311,588)	
Staffing Additions - Operating Budget	(3,612,280)	
TOTAL Increase in Expenses		(18,011,574)
Change in surplus usage from prior year	0	0
Balanced Budget		**0**

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Operating Budget – Summary

Operating Budget Summary	Actual 2022/23	Amended 2023/24	Preliminary 2024/25
Revenues			
Provincial Grants	326,744,082	360,251,401	371,682,989
Other	29,735,422	25,452,466	29,055,574
TOTAL REVENUES	**356,479,504**	**385,703,867**	**400,738,563**
Expenses			
Salaries	244,598,719	275,836,776	285,137,928
Benefits	67,323,820	74,756,612	80,017,277
Services and Supplies	31,199,103	35,360,479	36,833,358
TOTAL EXPENSES	**343,121,642**	**385,953,867**	**401,988,563**
Operating Surplus/Deficit	**13,357,862**	**(250,000)**	**(1,250,000)**
Capital Purchases and Transfers	(13,806,997)	(3,500,000)	(2,500,000)
Use of Surplus	15,149,987	3,750,000	3,750,000
Surplus/(Deficit)	**14,700,852**	**0**	**0**

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Operating Budget – Summary

- Used reserves in a fiscally responsible manner to ensure future financial sustainability, $3.75 million per policy
- International Education Program – enhances school district programs, services & provides financial stability
- Prioritized funding to support student success:
  - Retained staffing positions and department heads added during 2023/24
  - Adding 36.9 FTE positions for 2024/25
  - Retained 15 FTE permanent TTOC positions
- Used $170,000 of contingency budget to address funding shortfall
- Taken a cautious and conservative approach in the Preliminary Budget planning to minimize operational disruptions during the school year

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Special Purpose Funds

Special Purpose Funds include:

- School Generated Funds
- Annual Facility Grant
- Learning Improvement Fund
- CommunityLINK Funds
- Classroom Enhancement Fund
- Provincial Resource Program
- Federal French Language Grant
- Settlement Services and Language Instruction for Newcomers
- Early Learning Programs (Strong Start & Ready Set Learn, Changing results for Young children
- Mental Health in Schools
- First Nations Student Transportation
- Feeding Futures School Food Program
- Student & Family Affordability Funding
- Other Funds

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Staffing Summary – Special Purpose Fund

Special Purpose Fund	Actual 2022/23	Amended 2023/24	Preliminary 2024/25	Change from prior year
Teachers	338.14	355.21	363.21	8.00
Support	7.40	12.59	13.02	0.44
Educational Assistants	88.28	90.28	89.78	(0.50)
Administrators	1.65	1.65	1.65	0.00
Other Professionals	0.00	0.00	0.00	0.00
TOTAL	**435.47**	**459.73**	**467.66**	**7.94**

- Increase of 8.0 FTE teachers for class/size composition - Classroom Enhancement Fund
- Increase of 0.43FTE for school meals clerical – Feeding Futures School Food Program
- Increase of 1.0 FTE YW position at elementary schools with higher needs – CommunityLINK
- Decrease of (1.5) FTE Strong Start Facilitator positions
  - due to closure of 3 sites required for enrollment growth related classroom needs

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Classroom Enhancement Fund

Classroom Enhancement Fund	Amended 2023/24		Preliminary 2024/25		Prelimary vs Amended	
	FTE	$	FTE	$	FTE	$
Teachers	339.48	43,079,295	347.48	44,960,308	8.00	1,881,013
TTOC's		1,799,910		1,842,326	-	42,416
EA's	33.00	1,880,012	33.00	1,940,345	-	60,333
Administrators	1.00	421,678	1.00	421,678	-	-
Other Expenses		100,000		100,000	-	-
TOTAL	**373.48**	**47,280,895**	**381.48**	**49,264,657**	**8.00**	**1,983,762**
Remedy Costs		**3,742,218**		**TBD**	**-**	**TBD**

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Capital Fund 2024/25

- Our capital budget incorporates the following key elements:
  - Transfer 1 FTE position (Principal of Facilities Initiatives) to Operating Fund
  - Lease revenues from closed schools, interest income and SSAC charges.
  - Construction activity for new schools, seismic replacements, building envelope projects
  - Annual Facility Grant projects
  - Transfers from Operating to Capital for capital item purchases
  - Continued MOA#17 best efforts:
    - Purchase and installation of portables and classroom conversions

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Risk Factors

- Underfunding
  - statutory and benefit cost increases
  - inflationary costs
- Enrollment growth and classroom space requirements
- Capital funding requirements
- Staffing/recruitment challenges
- Classroom Enhancement Fund

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2024/25 Budget Outcomes

- Balanced multiple interests from partner groups and public
- Added staffing
- Financial stability through Accumulated Operating Surplus Policy
- Supporting our most vulnerable learners
- Maximizing resources for student success

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