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

SPECIAL PUBLIC BOARD MEETING - BUDGET
EDUCATION LEARNING CENTRE, BOARD ROOM

TUESDAY, FEBRUARY 18, 2025

SCHOOL DISTRICT 43 Coquitlam
Learning for a Lifetime

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

PRESENT

Chair:	Michael Thomas
Vice-Chair	Craig Woods
Trustees:	Carol Brodie
	Chuck Denison
	Kerri Palmer Isaak
	Lisa Park
	Christine Pollock
	Zoë Royer
Regrets:	
Administration:	
Superintendent of Schools/CEO	Nadine Tambellini
Secretary-Treasurer/CFO	Randy Manhas
Assistant Superintendents	Anthony Ciolfitto
	Jeremy Clarke
	Paul McNaughton
	Stephen Whiffin
	Andrea Hunter
Executive Director, Facilities & Planning Services	Ivano Cecchini
Executive Director, Human Resources	Michelle Daycock
Assistant Secretary-Treasurer, Corporate and Financial Services	Nita Mikl
Assistant Director of Communications and Community Relations	Ken Hoff
Recording Secretary	Colleen Stavert

CALL TO ORDER

Michael Thomas, Chair, called the meeting to order at 6:33 p.m.

ACKNOWLEDGEMENT OF TERRITORY

The Acknowledgement of Territory was expressed by Trustee Royer.

ACCEPTANCE OF AGENDA

The Chair asked if there were any additions or deletions to the agenda.

ROYER/PARK moved acceptance of the agenda.

Question was called. **MOTION CARRIED UNANIMOUSLY**

The Chair welcomed Nadine Tambellini in her new role as Superintendent, and Jeremy Clarke in his new role as Assistant Superintendent.

INTRODUCTIONS
a) Partner Groups
b) DLT

Representatives in attendance from the District 43 Parent Advisory Council (DPAC), Coquitlam Teachers' Association (CTA), Canadian Union of Public Employees (CUPE) Local 561, Coquitlam Music Teachers' Association (CMTA), and the Coquitlam Principals & Vice-Principals Association (CPVPA) introduced themselves. The DLT members in attendance introduced themselves.

OVERVIEW OF BUDGET

The Chair provided opening comments, an overview of the budget consultation process and sequence of events of this year's budget.

Nadine Tambellini, Superintendent, informed meeting attendees that this opportunity to voice recommendations is paramount to the district's commitment to be responsive and transparent.

Randy Manhas, Secretary-Treasurer provided a presentation on the 2025/26 Budget Process. Mr. Manhas reviewed the budget planning and approval cycles, budget consultation guide and engagement process, Directions 2025, budget deliberations, operating budget expenses, financial risk factors, 2025/26 focused outcomes, and a summary of the partner group proposals.

A copy of the Budget 2025/2026 Budget presentation is attached to the official minutes.

BUDGET STAKEHOLDER INPUT PRESENTATIONS
a) District 43 Parent Advisory Council (DPAC)

Jamie Manchester, Vice-President, DPAC, requested the following on behalf of DPAC:

- Continuation of the usual budget allocation of $20,000 to support DPAC's operational priorities including administrative assistance, parent education, and PAC engagement.
- Resources for enhanced support staff including Education Assistants (EAs), speech therapists, and other support staff who are essential for ensuring that all students receive the individualized support needed to succeed.
- Continued funding for mental health resources.

A copy of the District 43 Parent Advisory Council budget presentation is attached to the official minutes.

b) Canadian Union of Public Employees (CUPE) Local 561

Darin Nielsen, Treasurer, CUPE Local 561, requested the following on behalf of the membership:

- Increased hours for clerical staff at various specified schools.

A copy of the CUPE Local 561 budget presentation is attached to the official minutes.

c) Coquitlam Teachers' Association (CTA)

Ken Christensen, President, and Meggan Crawford, Second Vice-President, CTA, requested the following on behalf of the membership:

- EA scheduling to be performed by school administrators instead of learning services and skill development teachers.
- Learning Services support for French Immersion (FRIMM) classes.
- More full-time EAs and Learning Inclusion Support Workers (LISWs).
- Increased support for technology and non-digital resources for teachers, as well as WiFi improvements and the addition of more outlets to classroom spaces in new construction.

A copy of the CTA budget presentation is attached to the official minutes.

d) SD43 School Psychologist Harkiran Thandi

Harkiran Thandi, SD43 School Psychologist, requested the following on behalf of school psychologists:

- Implementation of a financial stipend to recognize the role of specialized responsibility to address the ongoing challenges the district has experienced in maintaining staffing levels. It was stated the Burnaby school district offers school psychologists a stipend of 8%.

A copy of Harkiran Thandi's budget presentation is attached to the official minutes.

e) Coquitlam Music Teachers' Association (CMTA)

Susan Kiddie, CMTA President, and Kathy Fester, CMTA Program Convener, requested the following on behalf of the membership:

- Creation of a 1.0 FTE Music/Fine Arts Coordinator position to manage the music budget and organize district music events.
- Continued funding for buses and Teachers Teaching On Call (TTOCs) for CMTA district music events ($35,000).

A trustee commented that Music & The Arts is one of the four pillars of the SD43 Education Foundation and encouraged the CMTA to apply for a grant.

A copy of the CMTA budget presentation is attached to the official minutes.

f) Parent Input from Shauna Gauthier

Shauna Gauthier, Riverside Secondary School parent, previously provided a written submission requesting:

- Accelerated pace of renovations to bathrooms in older schools to promote visibility and enhance the safety of students.

A copy of Shauna Gauthier's written submission is attached to the official minutes.

g) SD43 Teacher Robyn Chambers

Robyn Chambers, Pleasantside Elementary School teacher, previously provided a written submission requesting:

- Increased investment in textbooks and resources.
- Increase to the recruitment and retention of TTOCs and EAs.
- Better cost efficiency related to educational technology, programs of choice (eg. Montessori), Learning Services staffing, and psychological assessments.

A copy of Robyn Chambers written submission is attached to the official minutes.

QUESTION PERIOD

At 7:18 p.m. the Chair opened the floor to questions.

a) Trustees

There were no questions from the trustees.

b) Gallery

Megan MacDonald, Hazel Trembath Elementary parent and DPAC representative, inquired about the allocation of funds for maintenance at middle schools which was responded to.

ADJOURNMENT

POLLOCK/PALMER ISAAK moved to adjourn the meeting at 7:21 p.m.

Question was called. **MOTION CARRIED UNANIMOUSLY**

"Original Signed by"
____
Chair

"Original Signed by"
____
Secretary-Treasurer

SCHOOL DISTRICT NO. 43 (COQUITLAM)

Office of the Secretary-Treasurer

MEMORANDUM

TO:	Board of Education
FROM:	Randy Manhas, Secretary-Treasurer/CFO
DATE:	February 18, 2025
SUBJECT:	**Stakeholder Budget Input Presentations – Financial Context**
COPIED TO:	N. Tambellini, Superintendent; N. Mikl, Assistant Secretary-Treasurer

Recommended Action: The attached materials are provided for information.

Background
The Budget Process for 2025/26 remains the same and provides the opportunity for partner groups and the public to provide budget input to the Board, prior to SD43 financial staff preparing the preliminary budget for Board consideration and public presentation in April.

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

A summary of the documents attached includes:

1. The Board approved 2025/26 budget process as presented on November 26, 2024.

2. The last year of *'What we Heard and How we Responded'* budget input summary.
   This report captures information from past budget processes and comments that the District Leadership Team retain and refer to during internal budget deliberations.

3. Copy of the Power Point Presentation that will be presented prior to receiving input into the Budget Process. This presentation provides an overview of the above noted attachments including a summary of the financial risk environment in which the Budget is developed.

SCHOOL DISTRICT NO. 43 (COQUITLAM)

Office of the Secretary-Treasurer

MEMORANDUM

TO:	Board of Education
FROM:	Randy Manhas, Secretary-Treasurer/CFO Nita Mikl, Assistant Secretary-Treasurer
DATE:	November 26, 2024
SUBJECT:	**Budget Process 2025/26**
COPIED TO:	District Leadership Team

Recommended Action: The following is provided for information.

Background: The 2025/26 budget approach is proposed to follow the same budget process as used in this past year which incorporated the opportunity for partner groups and interested parties to make public presentations to the Board in February, after the amended budget for the current year but prior to the development of the following year's annual budget.

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

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

The budget process will also continue with partner group meetings to review budgetary information and reaffirm budgetary discussions that have been ongoing throughout the year. The formal presentation of the preliminary budget by management takes place in April. This is followed by delegation comments in response to the preliminary budget in mid-April and the presentation of the final preliminary budget at the end of April.

The proposed schedule of Board budget meetings is as follows:

1. Partner Group Meetings – January/February 2025
   The Board will meet individually with each of the following Partner Groups for budget input and consultation: CTA, CPVPA, CUPE and DPAC.

2. Input into the 2025/26 Budget Development Process: February 18, 2025
   Staff will make a brief presentation including:
   - Budget Input Process,
   - History of Budget Request Submissions
   - Identified Financial Risks

   The Board will receive input and comments.

3. Presentation of Preliminary Budget: April 15, 2025
   The presentation of the preliminary budget at the Regular Public Board Meeting will allow interested parties to see the main themes and priorities in the budget, based on the strategic goals, and first ideas on how to achieve a balanced budget. The Board and Public will have the opportunity to ask questions. The Board has the opportunity to deliberate the proposed budget.

4. Board Deliberation and Comments on the Proposed Budget: April 22, 2025
   Interested parties will have the opportunity to comment on the proposed 2025/26 budget, that will take place at this Special Public Board Meeting. The Board has the opportunity to engage staff and deliberate the budget.

5. Final Presentation and Board Approval of Budget: April 29, 2025
   At the Regular Public Board Meeting, the budget will be presented for approval. This will incorporate any changes requested by the Board based on their deliberation.

The following user-friendly documents will be posted to the school district website during the budget process:

- Budget Consultation Guide
- Guidelines for Budget Feedback
- BC Ministry of Education Funding & Allocation Information
- SD43 Financial Statements
- Guide to Financial Statements
- Financial Statement Discussion & Analysis
- Budget Advertisement
- Preliminary Budget and Multi-Year Fiscal Plan
- Preliminary Budget Presentation

For the Fiscal Year Beginning July 1, 2025

BUDGET CONSULTATION GUIDE 2025/26

Learning for a Lifetime

SCHOOL DISTRICT 43 Coquitlam

MESSAGE FROM THE BOARD OF EDUCATION

Welcome to the partner group and public consultation/engagement process for the 2025/2026 budget for School District No. 43 (Coquitlam). As the third largest school district in the province of British Columbia, we have a diverse and growing population which includes young families, new Canadians, professionals, and others who choose to relocate here for the quality of life and a thriving and successful public education system. Our student achievement levels are consistently above the provincial average and rank near the top among all 60 school districts.

The Board of Education is committed to having a consultative budget process that gives partner groups and the public an opportunity to provide input and key priorities to consider when developing the preliminary budget. The consultation is conducted in mid-February, in advance of Ministry funding announcements and before district staff present the preliminary budget to the Board in April. We value all comments and input into the budget while we work closely with our partner groups within the confines of our contracts and available resources. To ensure broad and thorough input, the Board also engages in a series of meetings with all partner groups and makes several presentations throughout the year to inform our school district community about the budget.

The Board is committed to transparency through adherence to the *Taxpayer Accountability Principles* (page 7) in the preparation of the preliminary annual budget.

Each year, we strive to deliver a budget that provides certainty, long-term stability, and sustainability. This ensures we can overcome any unforeseen challenges and circumstances throughout the fiscal year. Guided by the goals and objectives within our strategic plan, *Directions 2025*, we are fully committed to achieving student success, developing educated citizens, and continuing to foster a sustainable educational organization – all within a changing landscape of provincial funding.

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

Sincerely,

Board of Education
School District No. 43 (Coquitlam)

(Front Row, L-R), Christine Pollock, Michael Thomas (Board Chair), Patricia Gartland (Superintendent), Zoë Royer, Craig Woods.
(Back Row, L-R) Chuck Denison, Lisa Park, Randy Manhas (Secretary-Treasurer), Vacant Position, Kerri Palmer Isaak, Carol Brodie (Vice Chair).

BUDGET PROCESS 2025/2026

The Board of Education will continue to utilize a comprehensive strategy in creating the 2025-2026 budget to:

- identify potential cost pressures as well as areas of possible budget and related expenditure misalignment
- consult with partner groups and the public on how the Board can use or realign available resources to continue to foster a high achieving school district and sustainable organization for many years to come
- engage with partner groups and the public during the initial stages of budget development to encourage comments and suggestions so the Board can consider these prior to the finalization of the draft budget
- provide the public an opportunity to reflect and offer feedback on the proposed draft budget during the April budget deliberations

Our Goal

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

This budget strategy will consider the following:

Students First

Aligning decisions with a thriving public education system for students is a community value. As stewards of public education, School District No. 43 (SD43) must demonstrate a financial commitment to improve the learning environment for students.

Fair Access for All Students

Committing to deliver fair, effective, and positive learning environments for students today and in the future. All financial decisions must consider the current and future needs of students and employees.

Lifelong Learning in Our Communities

Delivering lifelong learning in our communities is part of the SD43's vision. We envision high quality, diverse, personalized and enriched education opportunities for all students of all ages. Ongoing financial review and community engagement will support this.

Changing Landscape of Provincial Funding

Funding from the provincial government has not kept up with rising costs despite increased per student funding. Inflation continues to create financial pressure, and the province has not adequately provided additional funding to offset increased costs in all areas. Hydroelectricity, gas, and health benefits have all increased, with school boards funding most of these inflationary and new program costs. In addition to the changing landscape of additional cost pressures and provincial funding not keeping up with inflation, there are increasing expectations from the Ministry of Education and Child Care that school boards contribute operational funding towards significant capital projects, previously funded by the province.

Long Term Strategic Vision

Aligning the budget process and connecting the allocation of resources with our strategic plan, *Directions 2025.*

DIRECTIONS 2025 STRATEGIC PLAN

VISION

Increasing Success in Life for All

MISSION

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

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.

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 shared leadership through innovative, sustainable professional learning.

DIRECTIONS 2025

Strategic Goals and Objectives

LEARN

ENGAGE

CONTRIBUTE

ALIGNING BUDGET PLANNING WITH DIRECTIONS 2025

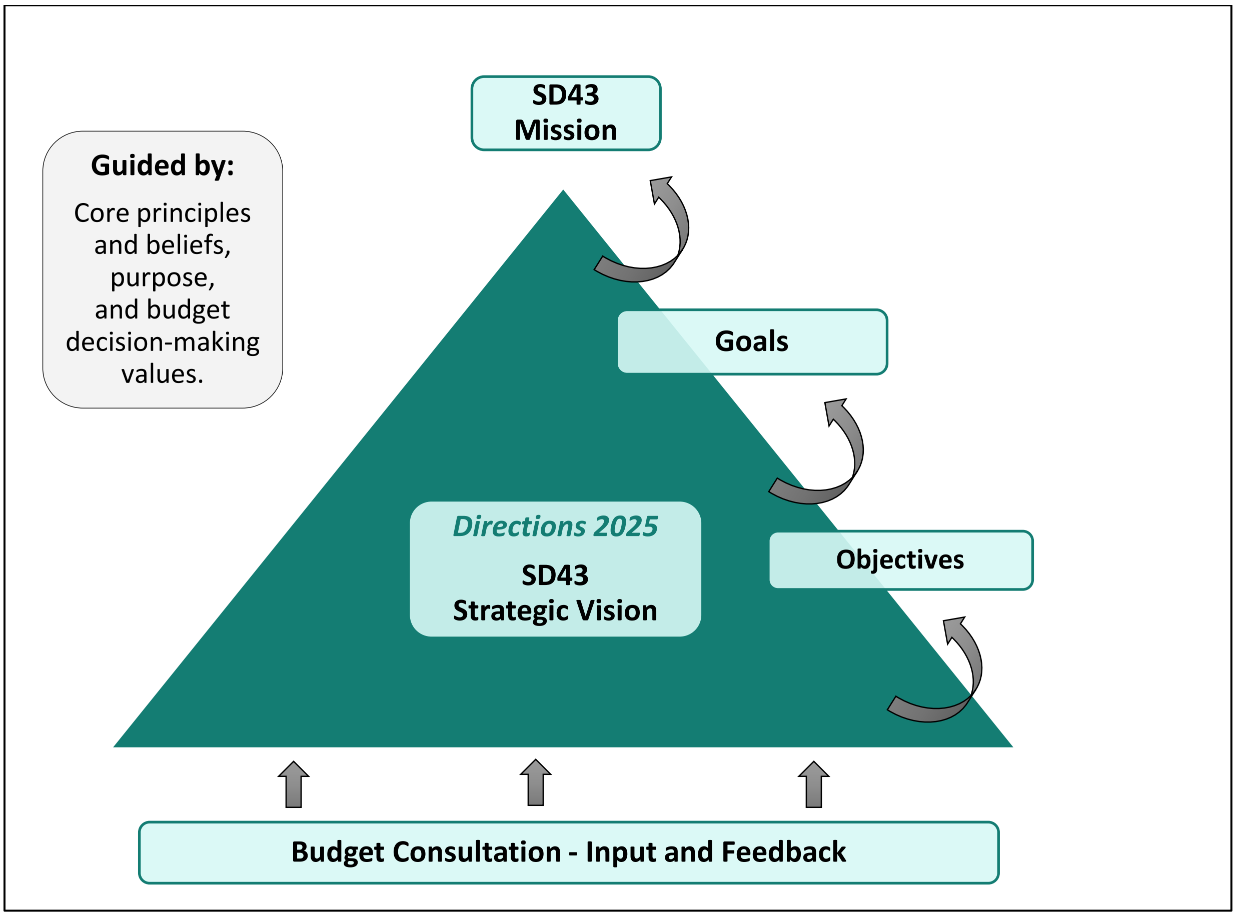
SD43 is committed to a model of transparent budget planning and resource allocation that is directly aligned with our strategic plan, *Directions 2025*.

It is a consultative model that coordinates budget planning and resource allocation activities with inclusive partner group consultation and feedback based on the vision, goals and objectives identified in *Directions 2025*.

The model includes:

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

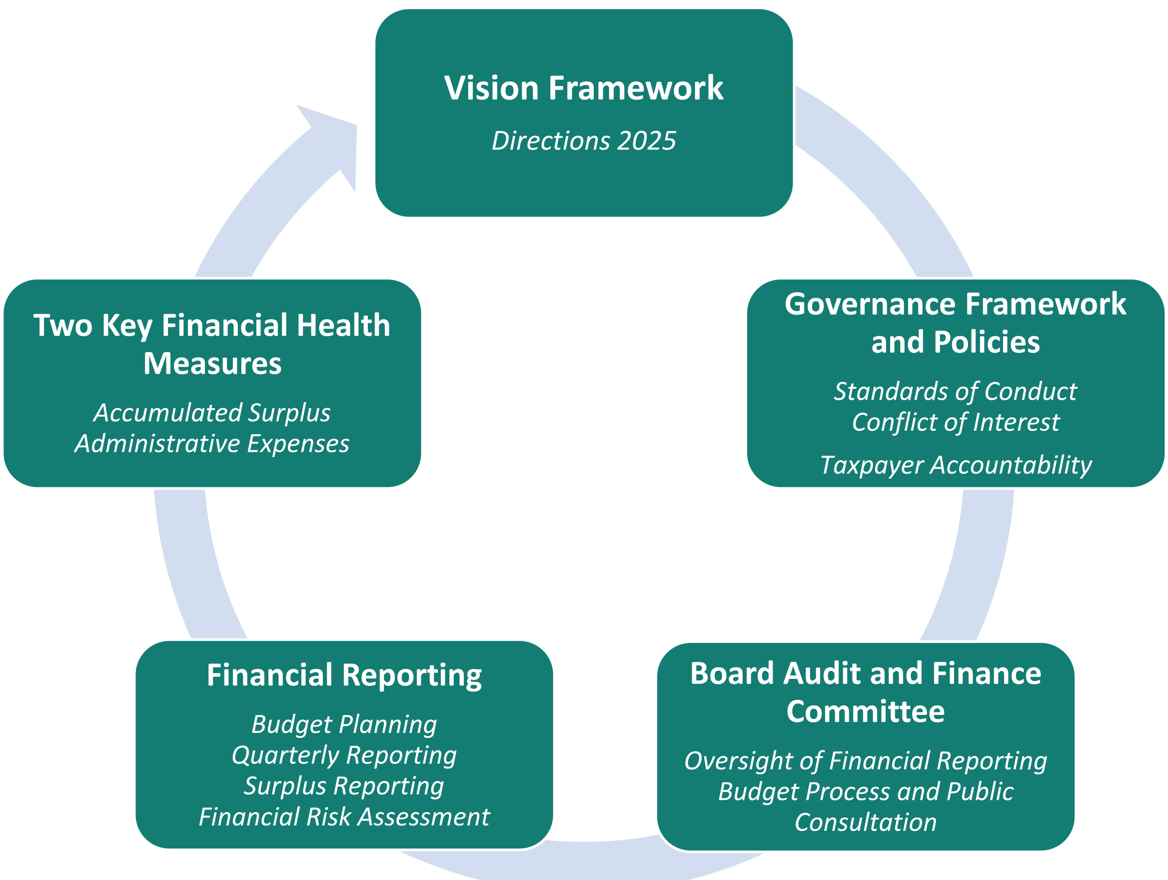
The model will ensure that budget input and resource allocations are connected to and aligned with *Directions 2025*. This model is an integral part of the SD43's operating culture.



FINANCIAL GOVERNANCE AND ACCOUNTABILITY

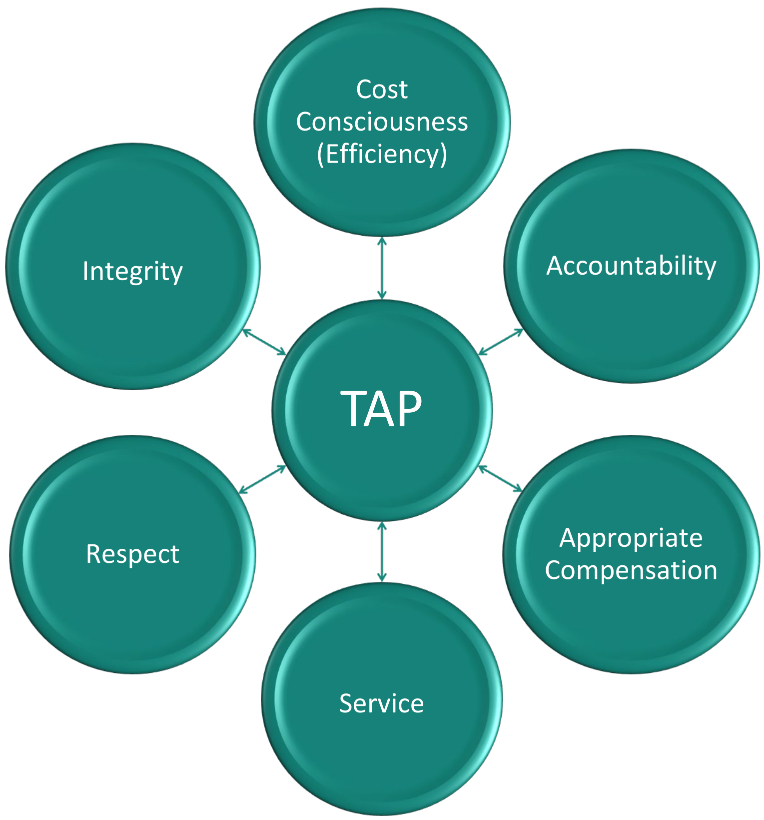
The Board has fully adopted the Ministry of Education and Child Care's recommended requirements pertaining to financial governance and accountability. This includes the following measures that the Office of the Auditor General of BC would define as best practices:

- a strategic plan and vision (*Directions 2025*) with clear goals and expectations
- a robust governance framework including standards of conduct and conflict of interest reporting requirements
- accountability practices including regular financial reporting
- an established Finance and Audit Committee
- direct engagement with external auditors
- a balanced budget with policy provisions (Policy 23 – Accumulated Operating Surplus) to address unforeseen and emergent issues



TAXPAYER ACCOUNTABILITY PRINCIPLES

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



1. Cost Consciousness (Efficiency) – Strengthen cost management capabilities by providing educational services as efficiently and effectively as possible.

2. Accountability – Transparently manage responsibilities and enhance organizational efficiency and effectiveness in planning, reporting, and decision making.

3. Appropriate Compensation – Comply with a standardized approach to performance management and employee compensation.

4. Service – Maintain clear focus on positive outcomes for student success.

5. Respect – Engage in equitable, compassionate, respectful, and effective communications.

6. Integrity – Make decisions and take actions that are transparent, ethical, and free from conflict of interest.

BUDGET GOALS

SD43's objective is to provide long-term stability and sustainability through multi-year financial planning.

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

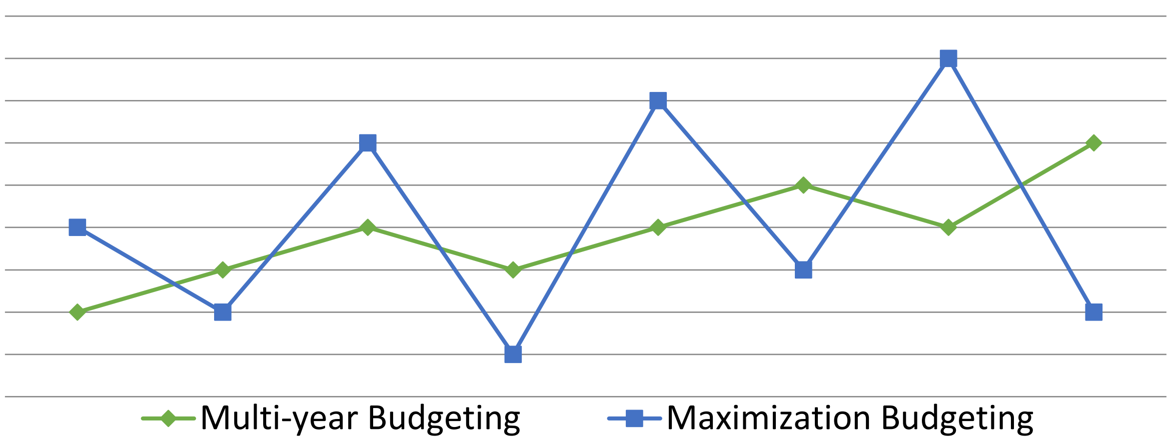
- allows for long-term sustainable planned budget additions
- smooths large fluctuations in budget changes
- helps manage unforeseen funding risks

More consistent funding is required for schools to support and enhance teaching and learning.

In general, school district budgeting is extremely complex due to the lack of multi-year funding certainty, inadequate Ministry funding for inflation, changing expectations from the province on the further utilization of school district operational funding towards significant capital projects and new provincial initiatives (e.g., child care), and the frequent adoption of new and unfunded initiatives.

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

Multi-year financial planning as a budgeting framework will build SD43's long-term stable financial position, help manage future risks from unforeseen situations and, most importantly, allow for the planning of ongoing responsible and sustainable positive changes to the education system.



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

BUDGET AND FINANCIAL PLANNING CYCLE

PRELIMINARY

NOVEMBER

Board approves the budget consultation process and timeline.

JANUARY/FEBRUARY

Board Budget Consultation Process – District Partner Groups (CTA, CUPE, CPVPA and DPAC) are invited to present their budget priorities for the next school year.

MID-FEBRUARY

SD43 submits an estimate of next school year FTE student enrolment to the Ministry of Education and Child Care.

FEBRUARY

Special Public Meeting for partner groups and interested parties to provide input into the Preliminary Budget.

FEBRUARY/MARCH

Budget Department leads the development of staffing, school, and departmental estimates for the next school year, incorporating Board priorities.

MID-MARCH

Ministry releases preliminary operating grant revenue estimates for the next school year.

APRIL

Draft preliminary budget and documented assumptions are presented to the Board and public for comment.

MAY

New budget upload into Finance system and budget decisions implementation planning initiated.

JUNE

The *School Act* requires that the Board must pass a balanced budget before June 30th each year.

AMENDED

SEPTEMBER / OCTOBER

Financial plans are updated to capture September actual enrolment outcomes.

DECEMBER

Ministry confirms operating grant revenue based on September actual enrolment counts.

FEBRUARY 28

Board must adopt an amended annual budget for the current school year.

LEARN

THE DIFFERENCE BETWEEN BUDGETS AND FUNDS

As one of the major employers in the Lower Mainland, SD43 has a large and complex budget. The budget comprises three separate funds.

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. Over 90% of the operating budget is funded by the Ministry of Education and Child Care through allocations of grant funding. The remainder is funded through revenues generated by our International Education Program, facility rentals, investment income and other miscellaneous proceeds.

SPECIAL PURPOSE FUND: The special purpose fund is made up of various targeted funds that are intended for a specific purpose or program and may be provided as ongoing funding or one-time only. Approximately 75% of the funding comes from the Ministry of Education and Child Care, and the remaining comes from school generated funds, the Federal government and various other organizations.

CAPITAL FUND: The capital fund includes a combination of Ministry capital grants, locally generated funds (e.g., proceeds from disposition of unused SD43 sites, and transfers from the Operating Fund to the Capital Fund for local capital needs, such as portables), and school site acquisition charges collected from developers through local municipalities. These funds are used for facility operations including construction, enhancement, and maintenance of buildings, fields, infrastructure, and land purchases for future school development.

The budget process primarily focuses on areas where the Board can make changes, within the operational budget.

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

Special purpose funds are for designated purposes that can supplement operational activities. Like capital funds, they may not be used for operational budget items.

ENGAGE

SCHOOL DISTRICT FUNDING

SD43 receives a basic student operating grant per full time equivalent (FTE) student and receives additional funding for unique students and other school district factors.

Provincial funding has not kept up with inflation over the years. Furthermore, because the Ministry provides funding protection for school districts experiencing declining enrolment, SD43 and the other districts not experiencing declining enrolment are funded less to make up the difference.

Unfortunately, when comparing based on total funding allocated to each school district, SD43 has historically ranked in the bottom 10 for per student funding levels among the 60 school districts in the province.

CONTRIBUTE

A HISTORY OF STUDENT SUCCESS

Throughout the budget process, SD43 seeks to build on our past successes to maintain a high achieving and sustainable organization. We continue to pursue new and innovative ways to deliver our services to maximize the use of our budgets and ensure quality learning for all students.

SD43 has a history of student success; our student achievement results have regularly exceeded provincial averages on every measure.

The Board of Education's goals are, and will continue to be, focused on helping students acquire a series of attributes to help them become learners, thinkers, innovators, collaborators, and contributors. Our budget process will provide the answers needed for the difficult challenge of meeting our financial pressures while ensuring the continued success of our students.

ENGAGE

BOARD OF EDUCATION VALUES

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

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

BUDGET ENGAGEMENT COMMITMENT

What is Budget Engagement?

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

Your Role as an Interested Party

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

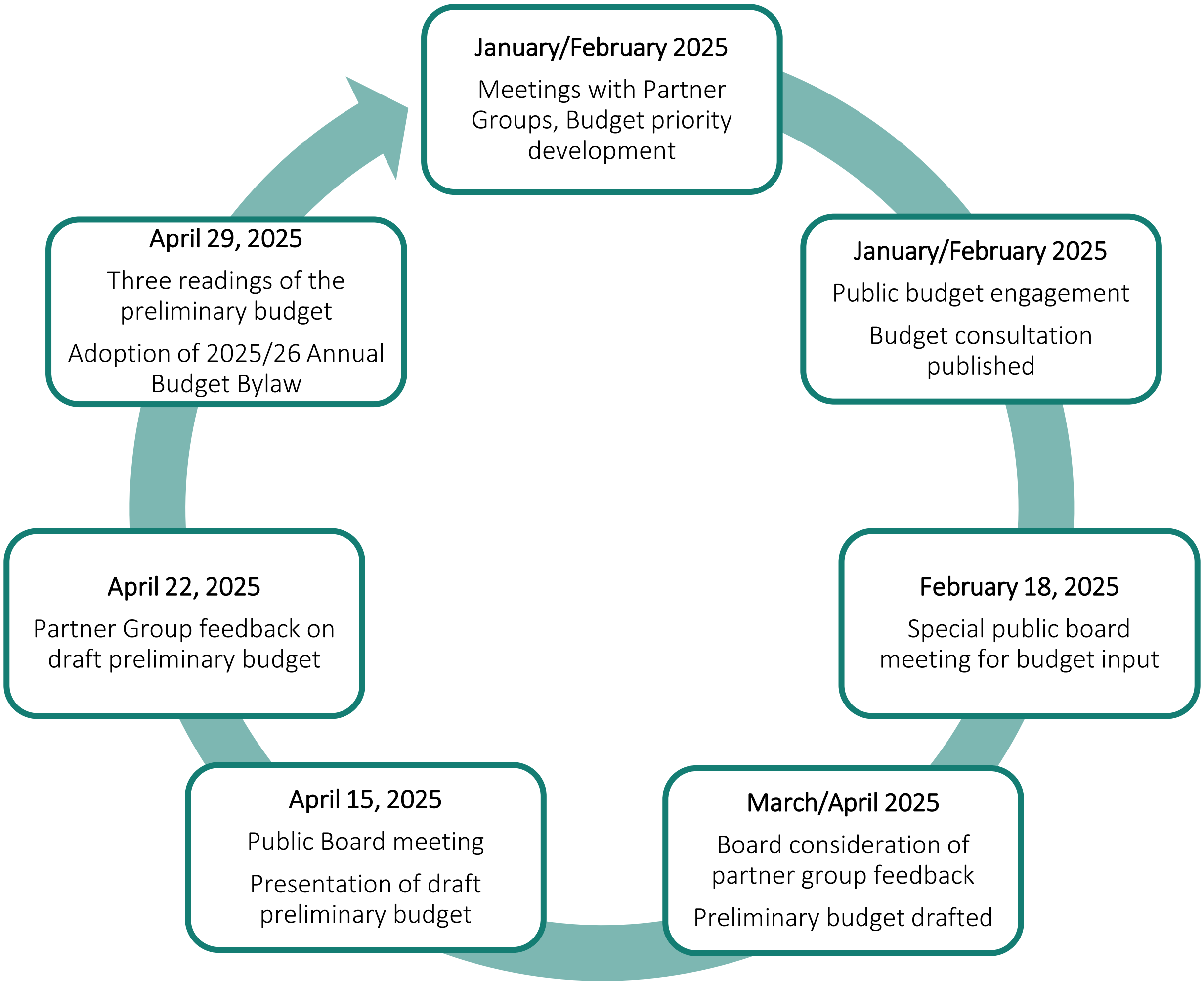
- learn about government funding and allocation
- learn about the SD43 budget process
- learn about *Directions 2025*, SD43's vision
- engage in the consultation by asking questions about the budget
- expect responses to your concerns and input
- contribute ideas that align with the goals and objectives from *Directions 2025* on how to address the opportunities and challenges

The Role of Trustees

Trustees are accountable to the interests of public education and our role is to:

- listen to you
- respond to your questions and concerns
- consider your ideas and input
- propose action and report back to you

PARTNER GROUP ENGAGEMENT PROCESS



Board Decision

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

Who We Consult

Everyone is invited to comment on SD43's activities and initiatives. Here is a sample of interested parties we hope to hear from:

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

CONTRIBUTE

LEARN. ENGAGE. CONTRIBUTE.

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

Your Local Newspaper

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

School District Website

All information on this process is available at www.sd43.bc.ca/budget.

Board Meetings

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

Twitter, Instagram, and Facebook

Budget information and event reminders are communicated through SD43's Facebook, Instagram, and "X" channels:

www.twitter.com/sd43bc
www.instagram.com/schooldistrict43/
www.facebook.com/sd43bc

DECISION MAKING PROCESS

The Board values all feedback and considers it carefully in making budget decisions. The input will shape the options considered during the 2025/2026 budget process. As the elected body representing the school community, the Board will make the final decisions.

Three-Phase Budget Planning Process

1. Research (ongoing through April 15, 2025): This phase includes background research, meetings with departments and partner groups for input, questions and answers, and public board meetings.
2. Reporting (April 16-25, 2025): This phase includes the presentation of the preliminary budget, feedback, report on findings and results, as well as early recommendations on the vision, planning ideas and overall direction.
3. Next Steps (April 29, 2025): This phase presents the final budget to the Board for approval.

Evaluation

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

PROVIDING YOUR FEEDBACK

Wish to Provide Feedback to the Board?
The Board welcomes partner group feedback.

Email: budgetfeedback@sd43.bc.ca

Mail: Attn: Board of Education
School District No. 43 (Coquitlam)
1080 Winslow Avenue, Coquitlam, BC V3J 0M6

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

PUBLIC EVENTS SCHEDULE

Budget input and consultation events take place in April as outlined below.

- Special Public Board Meeting – Input into the Budget Process
  Tuesday, February 18, 2025, 6:30 pm

  This will be an opportunity for partner groups and interested parties to present input into the formulation of the 2025/2026 budget to the Board. If you or your group would like to present feedback, please review the *Guidelines for Budget Input* and submit the required information by 9:00 am on Wednesday, February 12, 2025, to budgetfeedback@sd43.bc.ca. If you have any questions or concerns, please contact the Office of the Secretary-Treasurer/Chief Financial Officer at 604-939-9201.

- Public Board Meeting - Presentation of 2025/2026 Preliminary Budget
  Tuesday, April 15, 2025, 7:00 pm

  The preliminary budget will be presented at this regular public board meeting. This is also an opportunity for trustees to ask questions of the Finance Department staff regarding the budget.

- Special Public Board Meeting – Budget Feedback
  Tuesday, April 22, 2025, 6:30 pm

  This will be an opportunity for partner groups and interested parties to present feedback to the Board on specific aspects of the budget. If you or your group would like to present feedback, email your intention to budgetfeedback@sd43.bc.ca by 9:00am on Thursday April 17, 2025. There is no need to provide a written submission to the Board of Education.

- Public Board Meeting - Final Budget Presentation and Board Approval
  Tuesday, April 29, 2025, 7:00 pm

  The annual budget will be presented to the Board for approval at this regular public board meeting. This final budget will incorporate changes requested by the Board based on partner group feedback.

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

CONTACTING MANAGEMENT

This consultation guide is designed to provide the SD43 community with a general background of the framework that leads to a preliminary budget. Its purpose is to provide increased transparency, and accountability to the public.

You are encouraged to review the Board's strategic vision and plan *Directions 2025*.

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

School District No. 43 (Coquitlam)

1080 Winslow Avenue
Coquitlam, BC V3J 0M6

www.sd43.bc.ca

SCHOOL DISTRICT 43 Coquitlam

2025/2026

Budget Input Meeting

Presented to the Board of Education
February 18, 2025

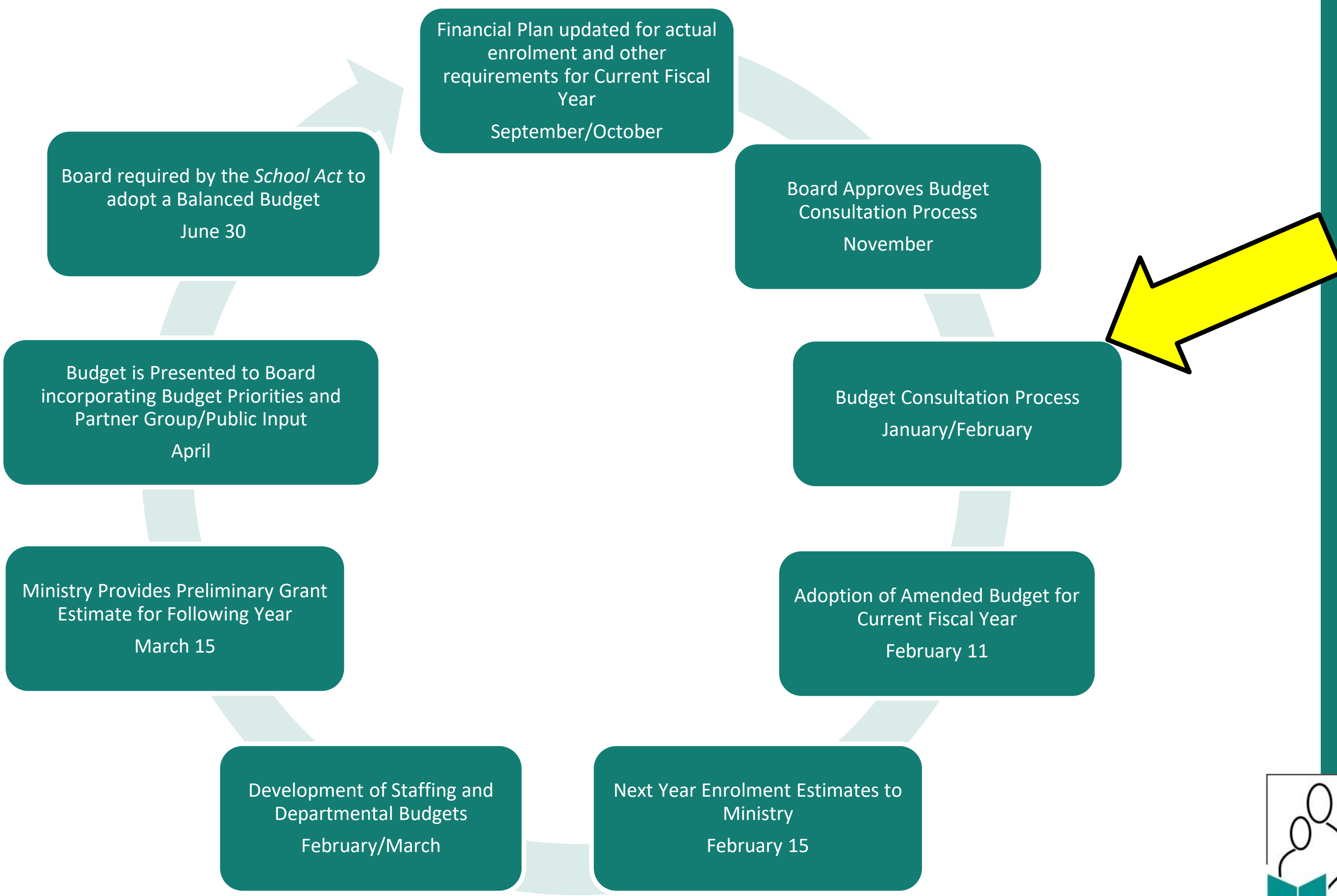
Presentation Agenda

1. Budget Planning Cycle
2. Budget Engagement Process
3. Directions 2025 and Financial Governance
4. Budget Consultation/Deliberations
5. Risk Considerations

SCHOOL DISTRICT 43 Coquitlam

Learning for a Lifetime

Budget & Financial Planning Cycle



SCHOOL DISTRICT 43 Coquitlam

Learning for a Lifetime

Explaining the Budget Approval Cycle

As per the School Act (Sec 113), School Districts are required to file a balanced budget by June 30 each year.

Why does SD43 complete the budget process in April?

- The budget cannot be finalized and presented before the allowable funding for the following year is known. As per the School Act (Sec 106.2), the Minister of Education must establish and announce the funding for the next year by March 15.
- SD43 Finance Staff require the time to draft the preliminary budget to align with the provided funding.
- SD43 has contractual obligations with regards to post/fill and layoff.
- Staffing allocations are required in order for schools to organize for the following year.

- As an outcome, the public presentation of the budget, the subsequent discussion, public comments, and final Board approval is conducted within the month of April.

SCHOOL DISTRICT 43 Coquitlam
Learning for a Lifetime

Budget Consultation Guide

The Consultation Guide provides information related to budget planning, governance principles under which budgets are developed, and some general background information.

Budget Engagement Process

1. Meetings with partner groups, and internal discussions regarding budget priorities
January/February 2025

2. Engagement via the publishing of the Budget Consultation Guide begins
January/February 2025

3. Public Input on 2025-2026 budget priorities at a Special Public Board Meeting
February 18, 2025

4. Consideration of feedback to form assumptions for drafting of the budget
March/April 2025

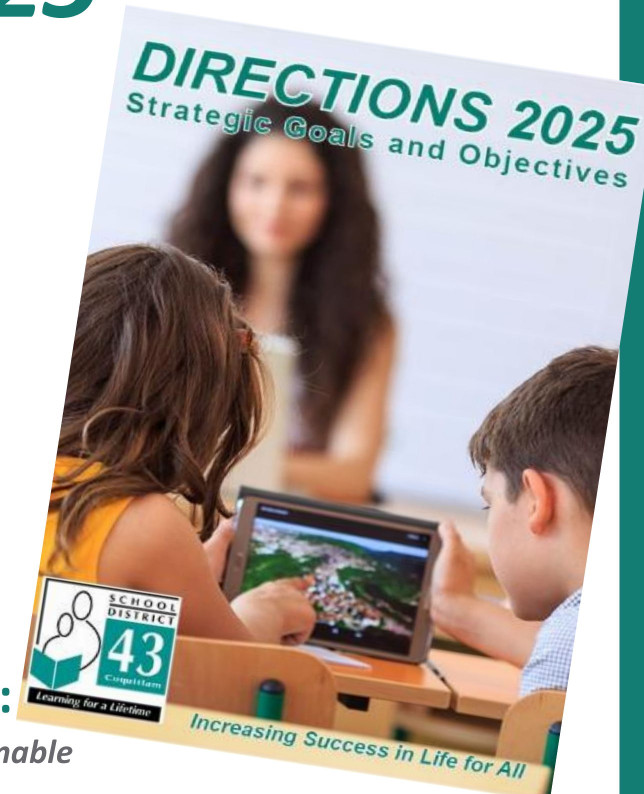
5. Presentation of draft preliminary budget at Public Board meeting
April 15, 2025

6. Budget public/partner feedback on the draft preliminary budget
April 22, 2025

7. Three Readings and adoption of 2025-2026 Annual Budget Bylaw
April 29, 2025

SCHOOL DISTRICT 43 Coquitlam
Learning for a Lifetime

Directions 2025



Financial framework is guided by *Directions 2025* goals and objectives:

Achieve Student Success:

- *Our core work and common goal is educational excellence*

Human and Social Development:

- *Enhance development of self-worth, personal identity, and social responsibility while valuing the diversity of all learners*

Foster a Sustainable Educational Organization:

- *Ensure that our human, financial and physical resources are sustainable*

Cross Cutting Themes

Technology: - *Quality Information; Equitable Access; Human Capacity*

Social Engagement: - *Global and Digital Citizenship; Environmental Stewardship; Community Relationships*

Budget Consultation

- What we heard and how we have responded -

We listen to your comments and when aligned with our vision and resources have incorporated them into our financial plan.

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 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 behaviour 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 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.

2025/26 Budget Deliberations

- The School District receives no funds to address inflationary costs other than contractual salary increments.
- The majority of expenditure increases are due to contractual, legislative, inflationary or regulatory requirements.
- Continued attention to identifying and investing in operating efficiencies and risk areas – as noted previously – provides an important focus for ongoing sustainability.
- Most of the budget is prescriptive which means less discretion for local boards and school districts.

SCHOOL DISTRICT 43 Coquitlam

Learning for a Lifetime

Operating Budget Expenses

Salaries and Benefits

Salaries and benefits make up approximately 91% of our budget.

Services and Supplies

Much of the remaining approximately 9% is prescribed for required commitments such as utilities, school supplies, facilities maintenance, contractual requirements, etc.

- The school district does not receive grant funding to address inflationary or statutory cost increases associated with services and supplies.

SCHOOL DISTRICT 43 Coquitlam
Learning for a Lifetime

Financial Risk Factors

Our most significant concerns for the upcoming year are related to the following identified key financial risks:

- Funding Adequacy
  - Statutory increases (i.e. CPP, WorkSafe BC)
  - Inflationary costs
  - Class Size and Composition Compliance
  - Wage Settlements (Teacher and Support)
  - Exempt Compensation
- International Education Enrolment and Revenues
- Impacts from Federal Immigration Policy Changes
  - Declining Enrollment
- Technology and Business System Requirements
  - System security

2025/26 Focused Outcomes

- Balance multiple interests of partner groups/public
- Maintain a financially healthy and sustainable school district
- Financial stability through accumulated surplus/reserves
- Supporting our most vulnerable learners
- Maximizing resources for student success

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 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.
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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 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.
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.
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 possiblity 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 posssiblity of targeted funding reallcoation 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 VP's 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.
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 Postions 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 possiblity of targeted funding reallocation to support this initiative, or implementation of these positions with increased indigenous student enrolment.
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 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 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 possiblity 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 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.
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 great significant 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.

BOARD OF EDUCATION

BUDGET INPUT PRESENTATIONS
FEBRUARY 18, 2025

PRESENTATION		PRESENTER(S)	PAGE(S)
1	District Parent Advisory Council	Jamie Manchester, Vice President	2-3
2	CUPE 561	Mike Myers, Vice President	4
3	Coquitlam Teachers' Association	Ken Christensen, President Meggan Crawford 2nd Vice-President	5-9
4	SD43 Employee	Harkiran Thandi, Licensed School Psychologist	10-12
5	Coquitlam Music Teachers' Assoc.	Susan Kiddie, CMTA President Kathy Fester, CMTA Program Convener	13-19
6	Parent	Written Submission Only	20
7	SD43 Employee	Written Submission Only	21-22

District Parent Advisory Council

January 15/2025

The Board of Education
School District No. 43
1080 Winslow Avenue
Coquitlam, BC V3J 0M6

RE: DPAC43 Budget Submission for 2025-2026

PRESENTERS:
Rosey Manhas, President: president@dpac43.ca
Jamie Manchester, Vice President: vicepresident@dpac43.ca
Jimmy Fung, Treasurer: treasurer@dpac43.ca

On behalf of the District Parent Advisory Council (DPAC), I would like to extend our gratitude for the Board's consistent support of our work, particularly in empowering parents and enhancing engagement across our district. Your commitment to fostering meaningful connections between families and schools is invaluable, and we are grateful for the resources that enable us to carry out this mission.

As we prepare for the upcoming fiscal year, we respectfully request a continuation of the usual budget allocation of $20,000 to support DPAC's operational priorities, including administrative assistance, parent education, and PAC engagement.

1. Administrative Assistant:
A dedicated administrative assistant is essential for the effective management of DPAC activities, helping us streamline communications, maintain accurate records, and coordinate events. This role allows our volunteer team to focus on supporting families and advancing district-wide goals.

2. Parent Education:
Supporting parent education initiatives allows us to provide workshops, information sessions, and resources that empower families to positively impact their children's academic and social development.

3. PAC Engagement:
Direct engagement with PACs is central to strengthening the connection between district-wide initiatives and individual school communities. Funding helps us facilitate regular meetings and collaborative projects, fostering unity and shared purpose among parents across the district.

In addition to these key DPAC initiatives, we also strongly advocate for the continued allocation of funds to expand support staff and inclusive services throughout the district:

4. Enhanced Support Staff:
Resources for educational assistants (EAs), speech therapists, and other support staff are essential for ensuring that all students receive the individualized support they need to succeed. We encourage ongoing investment in these areas to uphold inclusive practices and accommodate the diverse needs of our student population.

5. Mental Health Resources:
As mental health remains a critical concern for many families, continued funding for mental health programs is vitally important. Supporting students' mental health enhances their ability to thrive academically and socially, and we ask that this priority remain central to budget planning.

We believe these priorities align closely with the Board's mission to foster a supportive, inclusive, and responsive educational environment. With your continued support, we are confident in our ability to address ongoing concerns, including washroom safety, while sustaining and expanding these initiatives for the benefit of all students.

Finally, we commend the district for leading the way in educating staff and students on the safe and effective use of AI, ensuring they are well-prepared for the future.

Thank you for your consideration of our request. We look forward to another productive year of collaboration in support of our shared commitment to educational excellence.

Warm regards,

Rosey Manhas, President
District Parent Advisory Council

BOARD BUDGET STAKEHOLDER INPUT PRESENTATIONS

CUPE – Input

From: CUPE Local 561 <[redacted]>
Sent: Tuesday, February 11, 2025 10:12 AM
To: Budget mailbox for Public feedback <budgetfeedback@sd43.bc.ca>
CC: mike myers; CUPE 561
Subject: [External] February 18 Budget Presentation

CAUTION: This email originated from outside of SD43. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Good morning,

CUPE will be having Vice President Mike Myers (ccd in email)present at the Feb 18th Budget Meeting.

Budget Items will include:

Youth Workers- Youth Worker at every school site

Education Assistants - acquisition and retaining EA's. Increasing hours - seamless daycare- addressing violence in the workplace

Grounds- increasing funds for playgrounds

Strong Start - Bring back three programs that were cut last budget.

Trades- acquisition and retaining

Please let me know if anything else is required.

Sincerely,

Randy Kootte

President CUPE 561

CTA Presentation Feb 18, 2025 Board of Education 2025-2026 Budget Meeting

Presenters: Ken Christensen, President and Meggan Crawford, 2nd Vice-President

Topics:

- EA Scheduling
- FRIMM Learning Services
- CUPE – EAs & LISW
- Tech and non-digital resources

Link to Directions 2025

Purpose #1, Intellectual Development – achieve student success.

- Equip students for a world that requires practical scientific, technical and innovation skills through STEAM and Career Education.

Purpose #2, Human and Social Development – develop the Educated Citizen

- 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.
- Ensure success for all learners through the development of inclusive learning environments.

Purpose #3, Organizational Capacity – foster a sustainable educational organization.

- Support continuous improvement and operational efficiencies throughout the organization.

Good evening. My name is Ken Christensen, pronouns he/him, Local President and presenting with me tonight is Meggan Crawford, pronouns she/her, Second Vice President. Thank you for hearing our presentation on behalf of the 2600 members of the Coquitlam Teachers' Association.

We are grateful also to have had the opportunity to discuss our concerns in the budget meeting we recently had with the Board Trustees. Given the constraints of time at this meeting, we will be highlighting a few of those concerns today.

As we all know, there is currently a teacher shortage in BC and one of the impacts of that shortage is that there are often days when the absences surpass the number of teachers available to provide coverage. Within schools it then often falls to teachers in non-enrolling Learning Support roles to provide coverage when a classroom teacher is absent, which takes them away from providing direct support to students with diverse needs. In addition to these losses of service time, these teachers are often tasked with creating the daily schedule for their EA colleagues, a task which sounds straightforward, but includes additional work every morning and complexity that often means adjusting mid day. When a learning services teacher finally has the chance to sit across from a neurodivergent youth and work with them on their learning it's absolutely devastating to then be called away to do paperwork. Teachers want to be working with and supporting youth, not watching them struggle because their support time went to paperwork instead of their learning. Given this, the CTA is asking that the task of EA scheduling be removed from CTA members so they are able to spend more time working directly with youth who deserve that support.

Additionally, in ever more complex French immersion classrooms, particularly in middle school, students deserve to be able to access learning support at the same level as their non-French immersion peers. Learning in another language does not mean these students don't have diverse needs and deserve the added support that a learning services teacher can provide. The CTA asks that we provide specific learning support teachers for French immersion to support the success of these learners and the French immersion program.

In short, teachers are doing everything they can to provide support to the diverse learners in our schools. When a teacher isn't able to provide the support they know is so desperately needed it affects the entire school community. We are asking to increase the time students receive valuable small group or one on one support by removing EA schedules from CTA members and increasing the learning services support available to French Immersion sites.

Lastly, I'll just say that every teacher in Coquitlam appreciates the hard work of our CUPE colleagues and we would always support having more EAs, LISWs, and caretakers supporting our schools with more hours.

Technology is deeply embedded in modern learning environments. It provides access to information on a level unknown in human history, flexible and interesting options for learning and many other benefits. However, these can come at cost both materially and from human resources like teachers. Our Teacher Librarians have often had to take the lead in this area and that can take them away from supporting students, team-teaching or other valuable services they provide. We would ask that the budget apply resources to reduce the workload of implementing tech from Teacher Librarians by adding time to Site Contacts. We would also ask that budget resources be allocated in the form of time for teachers to learn, implement new technology as well as to maintain proficiency in existing technology. We would ask that schools be allocated a targeted amount of money to spend on non-digital resources. Technology isn't perfect or always available and having some tangible resources in classrooms like manipulatives, textbooks, maps, whiteboard, cardstock and regular paper, etc. would give teachers a resource to work with when tech is down.

Lastly, we would add that, in a time of ongoing teacher shortages, the Board continue its stated imperative from last year and not lay off teachers at the end of this year.

Thank you for taking the time to listen to our concerns, both at the prior meeting and tonight. We have provided material in your packages for review of all of our requests.

Supporting Documentation - CTA Presentation Feb 18, 2025
Board of Education 2025-2026 Budget Meeting

Topics:

EA Scheduling

Currently it falls to many learning support teachers to do this task each day – often at school before their work hours officially begin to make sure that coverage is in place. They then spend additional time throughout the day adjusting that schedule when things come up and folks don't get their break, etc. This takes away a lot of time when those teachers could be working directly with students. Depending on the size of the site, this can be very complex and sometimes creates interpersonal complexities that have a negative impact on the workplace for everyone. These are the same teachers who are often being pulled from their work to provide coverage when there are unfilled absences. While we can't currently control the time they lose working with children caused by the need for coverage, we do think we can work to regain some of their other time, specifically by moving the task of EA scheduling off of teachers' plates so they have more time to directly support learners.

As a teacher, there is nothing quite so devastating as just sitting down to work with a few students in a classroom then hearing your name called from the doorway and having to walk away from the kids who were so excited you were there to support them. Finding that you're missing that support time due to paperwork makes it even worse.

When learning support or skill development teachers have more time to be directly with students, they can make more progress towards the goals stated in Directions 2025. Their time supporting the students directly impacts their learning and the work these teachers do in that time is incredibly valuable. Other students seeing their peers learning alongside them also helps to build community and inclusion.

Learning services and skill development teachers' time is often already limited, but by moving EA scheduling off their to do list each day they are better able to get to the core of their work – working directly with students. Administrators are also better able to work with EA scheduling as they are the supervisors of our CUPE colleagues and they are better informed on the intricacies of the CUPE collective agreement as far as breaks, hours, etc. By freeing up teachers to teach we are making them more efficient instead of leaving them behind with paperwork and giving kids less support.

FRIMM Learning Services

Historically, FRIMM classes have been ones that generally have fewer ministry designated students (inclusion students). This has changed over the years and we are increasingly hearing from French teachers that their classes are needing learning services support to support student behaviour and learning.

CUPE – EAs & LISW

We support our colleagues in CUPE 561 in asking the District to hire more EAs and LISWs, full-time. We value the work of these professionals in our schools. Having appropriate support in place allows teachers to do a great job meeting the needs of every student in their classroom.

Tech and non-digital resources

<u>Technology</u>

Since Directions 2025 includes technology as one of the cross-cutting goals for the District it is clear that it is and has been a priority. Teachers want to make use of the varied technologies that are available in their schools, classrooms, and the district overall, but there is not currently enough time for them to fully do so.

In many sites, Teacher-Librarians are left as the main source of technology troubleshooting and do the work of supporting staff and students in addition to their many other tasks and roles. Without specific paid time set aside for this work, however, there is a limit to what they can and trying to support technology often means that other important tasks get less time. Given this, the CTA is requesting that site contacts for technology be given paid time to do the work of supporting and enriching technology usage in schools. With more time to support technology teachers would be better able to collaborate, co-teach, and build skills with students. The value of the technology already present in schools would be enhanced.

Additionally, providing ongoing professional development or in-service for teachers on foundational skills of technology and its software would help to build capacity among all teachers and encourage the lifelong learning that so many of our teachers aspire to.

It goes without saying (but we'll say it anyway) that the CTA will always support improvements to Wi-Fi, more outlets being added to classroom spaces in new construction, and district funding for new programs or initiatives like the current Sora digital library tool. Again, teachers want to make use of these tools, but we want to do it appropriately and in a way that best supports our colleagues and the students we work with.

<u>Non-digital resources</u>

This year, Seaview had its internet and wifi go down for a week, with Telus arguing with the employer over whose responsibility the outage was.

Teachers committed to educating students found that the non-digital resources in the school are mostly gone. Books, textbooks, other tangible resources. Even the photocopier was internet-reliant (although this was resolved in a few days).

We have also heard there are still schools using elements of Papercut like the message to staff saying, "This copying cost X". With the lack of non-digital resources, teachers sometimes have to improvise. No one wants to misuse the photocopier and attendant costs. Some non-digital resources would reduce this.

A bit of dedicated funding for schools to purchase alternative resources for when tech has concerns. We would appreciate this being a targeted resources in schools for this purpose.

Dear SD43 Board of Education,

We are a group of Licensed School Psychologists who serve the students, families, and schools of SD43. In providing input for the 2025-2026 budget process, we would like to draw your attention to an urgent issue that the district is facing which relates to the effective recruitment and retention of school psychologists in SD43.

As detailed in our presentation, taking the proposed action of implementing a financial stipend to recognize the role of specialized responsibility that school psychologists hold will help to address the ongoing challenges the district has experienced in maintaining staffing levels over recent years, enabling SD43 to be competitive with surrounding school districts that currently have this in place. For context, the Burnaby school district offers a stipend of 8%. Offering this amount in SD43 for a school psychology department of 10.5 FTE equates to a cost pressure of $91,981.68.

Furthermore, this practice will help directly bring into alignment the following goals and objectives of the Board's vision document ***Directions 2025***:

- Strategic Goal 2 - HUMAN AND SOCIAL DEVELOPMENT / Develop the Educated Citizen
    - Support vulnerable learners through early identification and strategies to reduce barriers to success

- Strategic Goal 3 - ORGANIZATIONAL CAPACITY / Foster a Sustainable Educational Organization (Ensure that our human, financial and physical resources are sustainable).
    - Support continuous improvement and operational efficiencies throughout the organization

Thank you so much in advance for your time. We are deeply grateful for your consideration of this very important matter.

Sincerely,

Harkiran Thandi, M.Ed.
Licensed School Psychologist (#3161)

Dana Gavrilescu, M.A.Sc.
Licensed School Psychologist (#3057)

Semiramis du Sautoy, M.Ed.
Licensed School Psychologist (#3044)

Janet Kidd, M.Ed.
Licensed School Psychologist (#3077)

Date: Feb 18, 2025

Introduction

Thank you for giving us the opportunity to speak today. My name is Harkiran, and I am here with my colleagues Janet, Dana, and Sami. We are four of the school psychologists in SD43, and we are here to address a critical issue that is affecting our ability to equitably support the needs of our diverse learners. Specifically, we would like to bring to your attention the growing gap in our district's ability to recruit and retain school psychologists.

Specialized Role

Before we discuss the issue at hand, it is important to clarify the highly specialized role that school psychologists play for students, schools, and families.

We undergo a combined *minimum* of 7 years of rigorous undergraduate and graduate training to gain expertise in school and applied child psychology. This prerequisite training is necessary to obtain the credentials to assess and diagnose learning differences, and to inform timely interventions for our most vulnerable leaners. These services are instrumental to developing person-centred supports both for school-aged children and for our most at-risk adolescents who require transition planning for adulthood.

School psychologists play an integral role on multidisciplinary teams. We apply expertise in evidence-based practices to enhance student academic achievement, social-emotional functioning, behavioural health, and overall well-being. All this to say that we are uniquely positioned to support students' ability to learn and teachers' ability to teach.

Lack of Competitive Remuneration

Our role requires us to maintain professional licensure and continuing competency as regulated by the College of Health and Care Professionals of BC. Despite the added cost holding this role of special responsibility incurs to each of us individually, we are compensated according to the teacher's pay scale.

To promote more fair and competitive compensation, most districts in BC have been offering school psychologists extra remuneration in the form of what is colloquially known as a stipend. This was meant to both recognize the positions of special responsibility that school psychologists hold, and to attract good candidates when vacancies occurred. These pensionable stipends largely range between $5000 to $10,000 per year. To date, SD43 is one of the only districts in the lower mainland that does not offer any remuneration to honour the specialized training of school psychologists and the associated cost of being a regulated care professional relative to our teacher colleagues.

We have begun to feel the pain of unfilled vacancies as a result of losing two of our most seasoned school psychologists to a neighbouring district. These individuals served SD43 for a combined total of over 40+ years. Both individuals made the difficult decision to leave due to unsuccessful advocacy efforts within our district after being offered a robust stipend by Burnaby School District.

Attempting to replace the level of expertise of two highly skilled and experienced school psychologists has been an uphill battle to say the least. Applicants to our district since their vacancies occurred have largely been limited to individuals who are not yet fully credentialed and who have required supervision from within out department to obtain the necessary licensure to practice. This has taken away from our ability to provide services that are already spread thin. At present, we are anticipated to be functioning at only 70% capacity by spring break due to unfilled positions and leaves of absence, resulting in us having to play catch up year after year to the detriment of students and schools.

Call to Action

Resolving the matter of recruitment and retention of school psychologists is intricately tied to promoting equitable services for all learners, particularly those who come from historically disadvantaged backgrounds and who may be unable to pay out of pocket for private assessments or navigate healthcare systems to access to the psychoeducational services that they *should* have access to in schools.

I want to emphasize this last point as our role *in* schools cannot be understanded. School psychology services in public education are essential to promoting culturally responsive and trauma-informed practices that are critical to meeting the needs of our increasingly diverse student populations. This is because being embedded in school environments allows us to provide continuity of care to students based on their evolving needs. This is distinct from psychoeducational services offered in the community where opportunities for relationship building with families prior to special education referrals and progress monitoring of students' needs in collaboration with school teams are simply not possible.

When we don't have a fully staffed complement of school psychologists, existing inequities in the availability of our services are exacerbated. This is at odds with the province-wide push for restorative justice, inclusive education, and early intervention for barriers to a child's access to their learning.

We urge you to consider implementing a stipend for school psychologists in SD43 to prevent further loss of members of our department to neighbouring districts and to attract qualified professionals to ours. Addressing this issue is an investment in the future of all learners in the Tri-Cities. We thank you for seriously considering this matter in your upcoming budgetary process.

Here is a synopsis of the CMTA (Coquitlam Music Teachers' Association) presentation to the board:
Presented by:
Susan Kiddie-Nestor Elementary School: CMTA President
Kathy Fester-Heritage Woods Secondary School: CMTA Program Convenor

Firstly we would like to thank the board for their continued funding of our district Music events which has opened the door to amazing opportunities and learning for all our performers and teachers. We are requesting a 1.0 Fine Arts Coordinator position to run this Music budget and organize the district Music events; if this is not possible presently, we would start with a .2 or a block of time to run the Music budget. This position includes responsibility for bussing Music students to these district events and for providing TTOCs for Music teachers attending the events, as well as responsibility for coordinating these events with host Music teachers.

The Fine Arts Coordinator is an important position because of what Music Education does for our students. In these times where Technology addiction is becoming an increasing problem, Music ensembles create community amongst our diverse student population, promote our students' social-emotional well-being and contribute immensely to our students' sense of belonging. The implementation of the Music budget by the Fine Arts Coordinator means that all schools, all Music teachers and all students have an equal opportunity to share their learning with other schools. Our district events funded by the board are an excellent example of inclusive practices and underpin the important Music Education goal of creating life-long learners.

Some of our district Music events have been around for over 40 years. We are proud of these traditions which provide an opportunity for our students and teachers from Elementary to Middle to Secondary levels to hear one another in a variety of venues, music ensembles and genres. Besides being a lot of fun, these events are professional development specifically for Music teachers, in addition to our regular ProD days. Having gathered as a strong cohort of Music Educators, we can then go back to our individual schools and share our learning immediately with our students.

For the past 3 years, Kathy Fester has voluntarily coordinated and managed the funding of our district events. Her hours clocked doing this job are well over 1 block of time. Fortunately, with the leadership of Nadine Tambellini, Reno Ciofli and the amazing staff at the school board office, we have created a system to manage the events and be fiscally responsible. Kathy, and the board continue to tweak the system and the hosts of these events also help with this fine-tuning. We look forward to working with Paul McNaughton.

We believe strongly in these opportunities and maintaining our vibrant Music community. Reinstating a fulltime Music/Fine Arts Coordinator would save thousands of dollars due to centralization of the budget, and Music resources, and the streamlined organization of district Music events and Professional Development. Each year, more teachers and students participate in our district Music events and our Music community is excited about the wonderful events that still lie ahead in this school year. Our hope is that with the success of our district Music events, the budget will remain in place as we move into the next school year. We also hope that our district's reputation will be elevated due to the importance placed on Music Education, resulting in the continuation of qualified Music teachers applying to our district for Music jobs.

Our Request:

- Maintain the funding for the buses and TTOCs to CMTA district Music events: $35,000
- Fulltime Music/Fine Arts Coordinator or 1 block of time for the management of the funds and events: $4,000?

Coquitlam Music Teachers Association
Calendar of Events and Meetings for 2024-2025

September
Monday, Sept. 23 – Annual General Meeting
RSVP attendance please.
Time: 4:00 – Elementary & Middle Connections – lot's of new teachers & positions
4:30 – 5:30 Everyone Elem – Sec. – Elections, Calendar and News
Location: Heritage Woods Secondary - Library
Contact**:** Susan Kiddie, Kathy Fester or Angie Lundin
e-mail: skiddie@sd43.bc.ca kfester@sd43.bc.ca alundin@sd43.bc.ca

October
Friday, Oct. 25 – Saturday, Oct. 26 – BCMEA Annual Conference
Online registration

November
Elementary Sharing Session – see below

December
Monday, December 9 District Middle/Elementary Choir Day
Time: t.b.a.
Contact: t.b.a. **Cancelled for this year!**
Location: location Kwayhquitlum Middle

Monday, December 9 District Secondary Choir Sharing Evening
Time: 7:00 pm
Location: location Pinetree Secondary **Cancelled for this year!**
Contact: Nick De Vita
Email: ndevita@sd43.bc.ca

January
Elementary Sharing Session – see below

February
Tuesday, February 18 CMTA Board Presentation
Time: 6:30 pm
Location: School Board Office
Contact**:** Susan Kiddie
e-mail: skiddie@sd43.bc.ca

Friday, February 28 CTA Professional Development Day
Time: afternoon
Location: Riverside Secondary – sign up on the "Empowered Educators" site from CTA
CMTA Sponsored music workshops – details to come

Friday, February 28 District Honour Groups - Elementary Choir
Time: all day – workshop with guest clinician, Will DeSousa starts at 9:00 am
Location: Alderson Elementary school
Contact: Marci King
Email: mking@sd43.bc.ca

Friday, February 28 Canadian Drum Line Workshop
Time: all day
Location: Port Moody Secondary
Contact: Corey Smith
Email: csmith@sd43.bc.ca

March

March 17 – 28 Spring Break

April

Thursday, April 10 - Secondary Spring Sing
Time: 7:00 pm
Location: Riverside Secondary
Contact: Laine Spicer
Email: lspicer@sd43.bc.ca

Thursday, April 10 – Advanced Band Day or Weds., April 9 May 21 depends on busses
Time: 10:00am and 1:00pm
Location: Citadel Middle School
Contact: Ralph Goring
e-mail: rgoring@sd43.bc.ca

Tuesday, April 15 School Board Budget Presentation @ 7:00 pm - SBO

April 18 - April 21 Easter Break

Friday, April 25 - CTA Professional Development Day

Tuesday, April 29 - Elementary Ukulele & Guitar Jamboree
Time: 10:15am
Location: Roy Stibbs Elementary
Contact: Angie Lundin
e-mail: alundin@sd43.bc.ca

May

Monday, May 5 - Music Monday – National Event
Contact: www.coalitionformusiced.ca/cmecindex.php

BOARD BUDGET STAKEHOLDER INPUT PRESENTATIONS

Parent Input

From: Shauna Gauthier <[redacted]>
Sent: Tuesday, December 10, 2024 5:00 PM
To: Budget mailbox for Public feedback
Subject: [External] Allocation of funds for safe washrooms

I write to you as a parent of a Riverside High School student that is afraid of using the washrooms at school.

There are a small percentage of kids using the washrooms to vape and intimidate students who witness bad behaviour. They are able to do so without visibility from staff due to the design of the washrooms.

More modern SD43 schools have open washrooms with visibility on student behaviour. Older schools do not but they do have washrooms in desperate need of renovations and I believe that is an opportunity to revamp them.

No child should be scared to use the washroom at school and I encourage you to speed up the bathroom refreshes at older school to enhance the safety of these areas.

Thank you
Shauna Gauthier

BOARD BUDGET STAKEHOLDER
INPUT PRESENTATIONS

SD43 Employee – Input

From: Robyn Chambers <[redacted]>
Sent: Tuesday, December 10, 2024 11:52 AM
To: Budget mailbox for Public feedback <budgetfeedback@sd43.bc.ca>
Subject: [External] my budget input: Constructive Feedback for Strengthening Our District

Budget Proposal-2024

Dear Board and DLT,

Thank you for seeking feedback from stakeholders in the district. As a teacher with 30 years of extensive experience in education and SD43, I feel compelled to share my perspective. My intent is not to offend but to offer candid, constructive input that reflects the challenges many of us face in the trenches. I hope this will inspire meaningful discussions and actions that move education forward.
Areas for Increased Investment: The three things I think are most affecting education today are lack of resources, increased diversity of learning needs in classrooms, and decreased support for these needs. Therefore, I would suggest these spending priorities.

1. **Textbooks and Resources**
   Since the curriculum changes nearly a decade ago, there has been minimal investment in replacing resources. While the flexibility for teachers to craft lessons is valuable, it demands significant time and personal expense. Many of us purchase materials from platforms like Teachers Pay Teachers, which can be inconsistent in quality and costly. Providing comprehensive, high-quality resources would alleviate this burden and enhance consistency in student learning experiences.
2. **Recruitment and Retention of TTOCs and EAs**
   The shortage of TTOCs is impacting students and overburdening staff. The use of uncertified substitutes in other districts is concerning and compromises instructional quality. Similarly, ensuring adequate EA support is vital for inclusive education to truly succeed. Without these changes, we risk further teacher burnout and diminished classroom support, especially with so many failure-to-fills.

Areas for Cost Efficiency:

1. **Educational Technology**
   Increased spending on educational technology has not consistently translated to improved student outcomes. Professional development in this area is often insufficient or inaccessible for

teachers already stretched thin. Additionally, some expenditures—like personalized carpets—seem misaligned with core priorities. A more strategic approach to ed tech investment could yield better results.

2. **Programs of Choice**
   Programs like Montessori and Mandarin immersion, while valuable to some families, often create inequities within schools. These programs attract wealthier families and can lead to disparities in class sizes and resources, ultimately impacting the regular streams. It's worth examining whether these programs align with our district's commitment to equity and inclusivity.
3. **Learning Services Staffing**
   While the staff at Learning Services are dedicated and hardworking, reallocating some of these roles to classroom positions could have a more direct impact. Teachers are already leading the adoption of best practices, such as the Science of Reading, through peer collaboration. Supporting grassroots initiatives and teacher mentorship might be more effective than top-down directives.
4. **Psychological Assessments**
   Contracting out psych ed assessments could improve efficiency and reduce costs. This adjustment might allow more students to receive timely evaluations, better addressing their needs.

Final Thoughts

These suggestions are offered with respect and a desire to see our district thrive. Addressing these issues could make teaching more sustainable, improve equity, and prioritize resources where they are most needed. I hope this feedback sparks thoughtful conversations and actionable steps to strengthen our schools.

Thank you for your time and dedication to our students and staff.

Sincerely,
Robyn Chambers

*AI helped my wording of this email.