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

BOARD OF EDUCATION
SPECIAL PUBLIC MEETING AGENDA

School District No. 43 (Coquitlam)
Education Learning Centre

February 17, 2026
6:30 p.m.

ACKNOWLEDGEMENT OF TERRITORY

Today We acknowledge we are on the ancestral unceded territory of the kʷikʷəƛ̓əm (Kwikwetlem First Nation). We thank the kʷikʷəƛ̓əʾm who continue to live on these lands and care for them, along with the waters, and all that is above and below. We acknowledge, with gratitude, this beautiful place where we live, work, play, and learn. All My Relations

A. WELCOME

B. ACKNOWLEDGEMENT OF TERRITORY

C. ACCEPTANCE OF AGENDA

D. INTRODUCTIONS

a) Partner Groups: CTA, CPVPA, CUPE, DPAC, IEC
b) District Leadership Team

E. OVERVIEW OF BUDGET *(Pages 2-35)*

F. BUDGET STAKEHOLDER INPUT PRESENTATIONS *(Pages 36-43)*

G. QUESTION PERIOD

a) Trustees
b) Gallery

H. ADJOURNMENT

ANNOUNCEMENT

Next Public Board Meeting: March 10, 2026 – 7:00 p.m.
Location: Education Learning Centre, Room B104

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

SCHOOL DISTRICT NO. 43 (COQUITLAM)

Office of the Secretary-Treasurer

MEMORANDUM

TO:	Board of Education
FROM:	Nita Mikl, Secretary-Treasurer/CFO
DATE:	February 17, 2026
SUBJECT:	**Stakeholder Budget Input Presentations – Financial Context**
COPIED TO:	N. Tambellini, Superintendent; P. Bigonzi, Assistant Secretary-Treasurer

Recommended Action: The attached materials are provided for information.

Background
The Budget Process for 2026/27 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 2026/26 budget process as presented on November 25, 2025.

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:	Nita Mikl, Secretary-Treasurer/CFO Patricia Bigonzi, Assistant Secretary-Treasurer
DATE:	November 25, 2025
SUBJECT:	**Budget Process 2026/27**
COPIED TO:	District Leadership Team

Recommended Action: The following is provided for information.

Background: The 2026/27 budget approach will follow the same process and timelines as in prior years. The process will begin with the Board meeting individually with each of the partner groups in January and February, followed by a Special Public Board meeting, to be held in mid-February where partner groups and interested parties will be provided an opportunity to publicly present their budget priorities for consideration for the 2026/27 school year.

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

As in previous years, budget priorities and decisions will be based on the goals and objectives outlined in the revised Strategic Plan, *Directions 2030* and the Ministry's financial governance and accountability best practices.

The budget process will also include meetings with partner groups to review budgetary information and reaffirm ongoing budgetary discussions that occur throughout the year. The formal presentation of the preliminary budget by management will take place in April, followed by delegation comments 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 2026
   The Board will meet individually with each of the following Partner Groups for budget input and consultation: CTA, CPVPA, CUPE, DPAC and IEC.

2. Input into the 2026/27 Budget Development Process: February 17, 2026
   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 14, 2026
   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 will have the opportunity to deliberate the proposed budget.

4. Board Deliberation and Comments on the Proposed Budget: April 21, 2026
   Interested parties will have the opportunity to comment on the proposed 2026/27 budget, at this Special Public Board Meeting. The Board will have the opportunity to engage staff and deliberate the budget.

5. Final Presentation and Board Approval of Budget: April 28, 2026
   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.

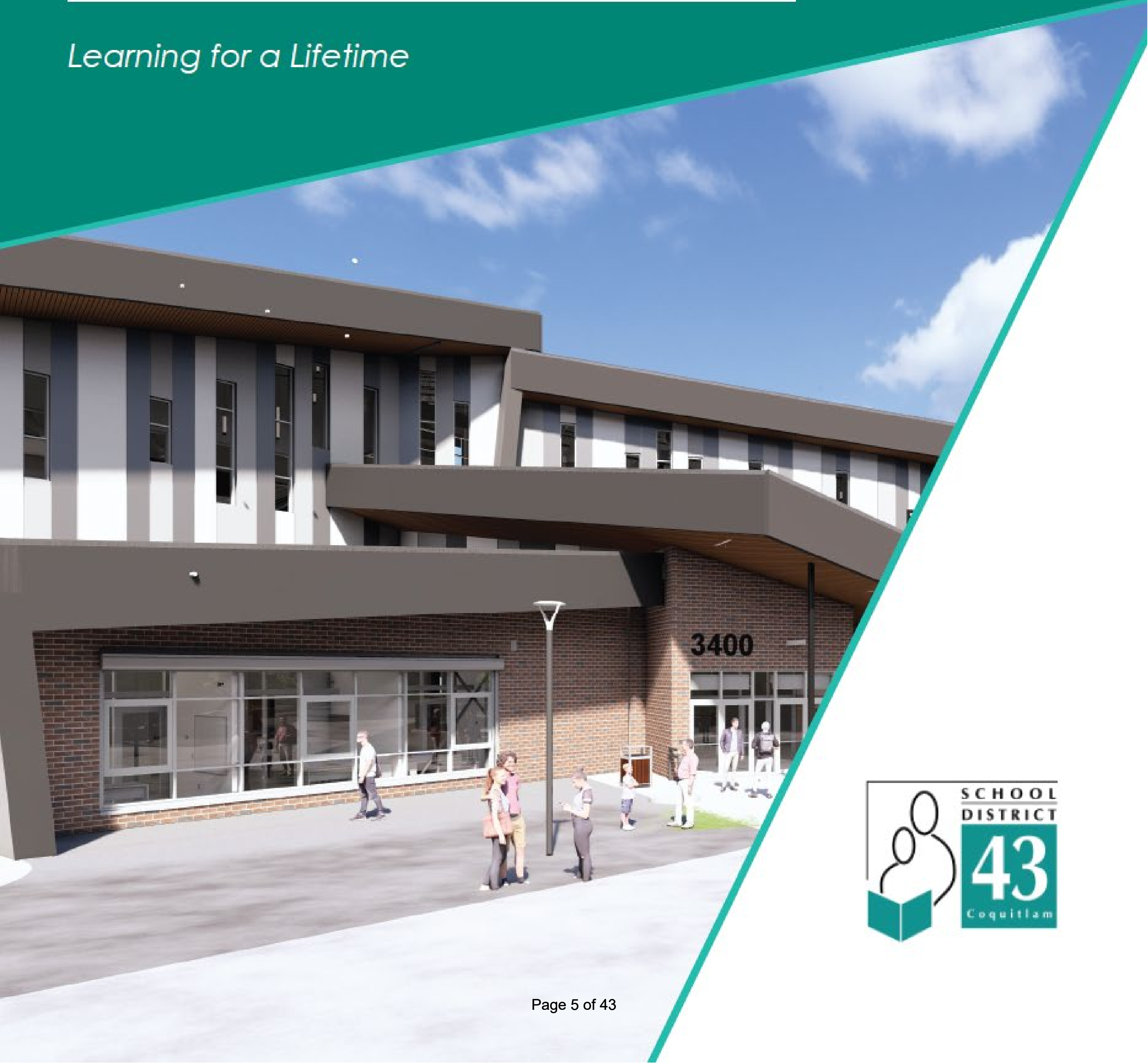
The following user-friendly documents will be posted to the school district website during the budget process:

- 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, 2026

BUDGET CONSULTATION GUIDE

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 2026/2027 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.

To ensure financial governance, the Board is committed to incorporating the *Taxpayer Accountability Principles, as* outlined on page 7 of this document, into the budget development process.

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 current 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 look forward to unveiling our revised strategic plan, *Directions 2030*, in February 2026.

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)

Michael Thomas, Chair

Craig Woods, Vice Chair

Carol Brodie, Trustee

Chuck Denison, Trustee

Rosey Manhas, Trustee

Kerri Palmer Isaak, Trustee

Lisa Park, Trustee

Christine Pollock, Trustee

Zoe Royer, Trustee *(on leave)*

BUDGET PROCESS 2026/2027

The Board of Education will continue to utilize a comprehensive strategy in creating the 2026/2027 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

Recognizing and effectively managing the impact of underfunding from the provincial government for inflationary and capital funding pressures. Despite higher per student allocations, provincial funding has not adequately kept up with rising costs for supplies, utilities and benefit rate increases. The Ministry of Education and Child Care also expects school boards to contribute towards major capital projects, adding further financial pressure.

Long Term Strategic Vision

Aligning the budget process and connecting the allocation of resources with our strategic plan.

School District No. 43 Guiding Beliefs and Principles

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

INTELLECTUAL DEVELOPMENT

Achieve Student Success

Our core work and common goal is educational excellence.

HUMAN AND SOCIAL DEVELOPMENT

Develop the Educated Citizen

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

CROSS CUTTING THEMES

TECHNOLOGY
Quality information; Equitable access; Human capacity

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

ORGANIZATIONAL CAPACITY

Foster a Sustainable Educational Organization

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

ALIGNING BUDGET PLANNING WITH STRATEGIC PLAN

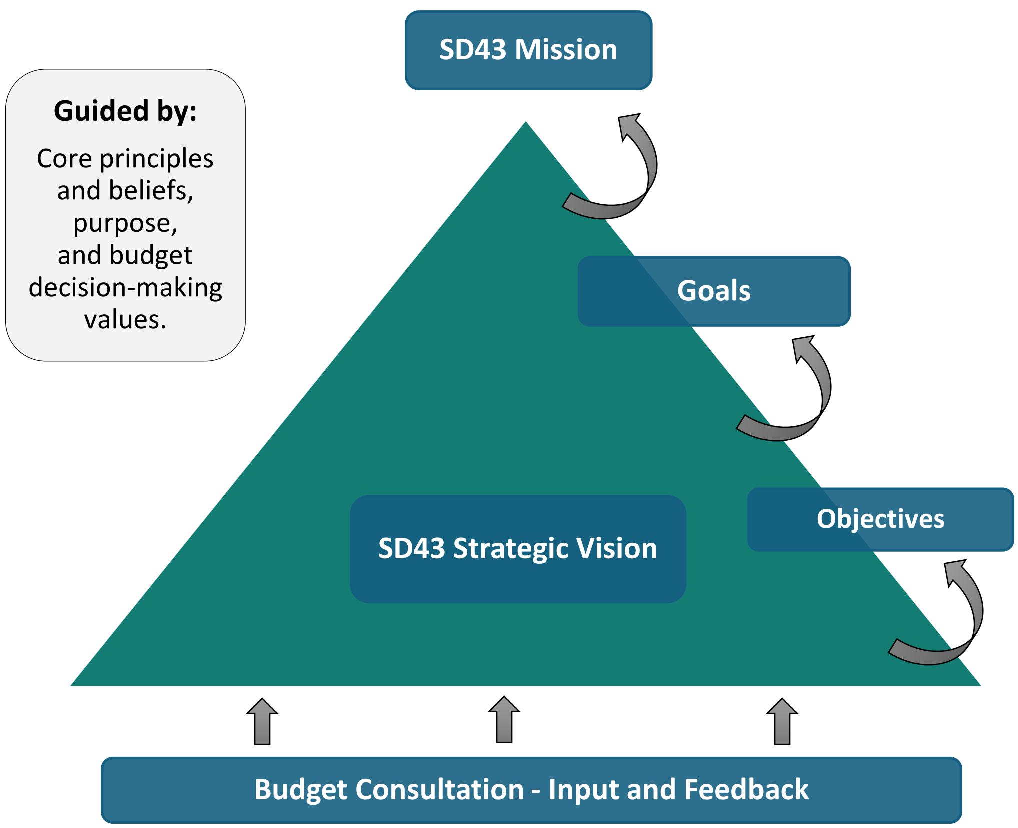
SD43 is committed to a model of transparent budget planning and resource allocation that is directly aligned with our strategic plan.

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 the district's strategic plan.

The model includes:

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

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



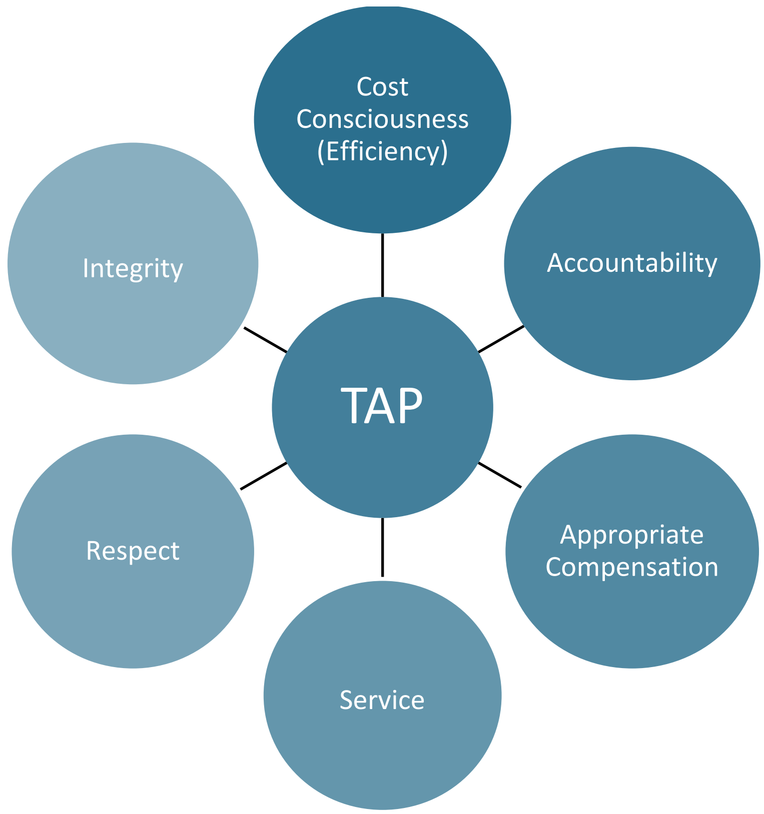
FINANCIAL GOVERNANCE AND ACCOUNTABILITY

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 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 to address unforeseen and emergent issues (Policy 23 – Accumulated Operating Surplus)

TAXPAYER ACCOUNTABILITY PRINCIPLES

The Board has adopted and incorporated the six **Taxpayer Accountability Principles** (TAP) which are embedded within the 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.

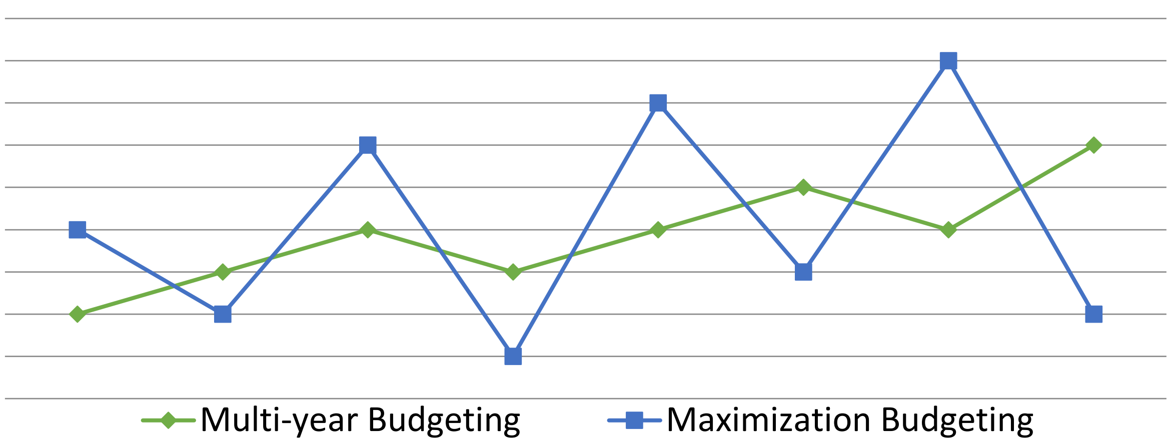
Carefully planned and responsible multi-year changes in measured amounts allow for long-term budget stability and sustainability, that:

- 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, insufficient funding to cover inflationary pressures, and shifting provincial expectations that often require school districts to allocate operational funds towards major capital projects and emerging provincial priorities such as child care. This complexity is further compounded by introduction of new initiatives or regulations without corresponding funding, making long-term financial planning and stability increasingly challenging.

Multi-year financial planning is a strategic approach to budget management that involves implementing well-considered and responsible changes in manageable increments over several years. This method helps to mitigate significant year-to-year variations in resources and staffing that can arise from unexpected costs or circumstances. By smoothing out these fluctuations, multi-year financial planning supports long-term stability and sustainability within the education system, enabling more consistent and reliable funding for schools.



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 – partner groups – CTA, CUPE, CPVPA, DPAC and IEC are invited to present their budget priorities for the next school year.

FEBRUARY 15

District required to submit an estimate of next school year FTE student enrolment, which is the basis of our budget, to the Ministry (MECC).

MID FEBRUARY

Special public meeting to provide input for the following year's preliminary budget.

FEBRUARY / MARCH

Finance Department leads the development of staffing, school, and departmental budget 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 feedback and approval.

MAY

Approved budget actioned for implementation for the upcoming school year.

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.

THE DIFFERENCE BETWEEN BUDGETS AND FUNDS

The school district budget is comprised of three separate funds. Each fund has specific sources of funding and purpose.

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.

SCHOOL DISTRICT FUNDING

SD43 receives a basic student operating grant per full time equivalent (FTE) student and receives additional funding for unique student needs 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.

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:

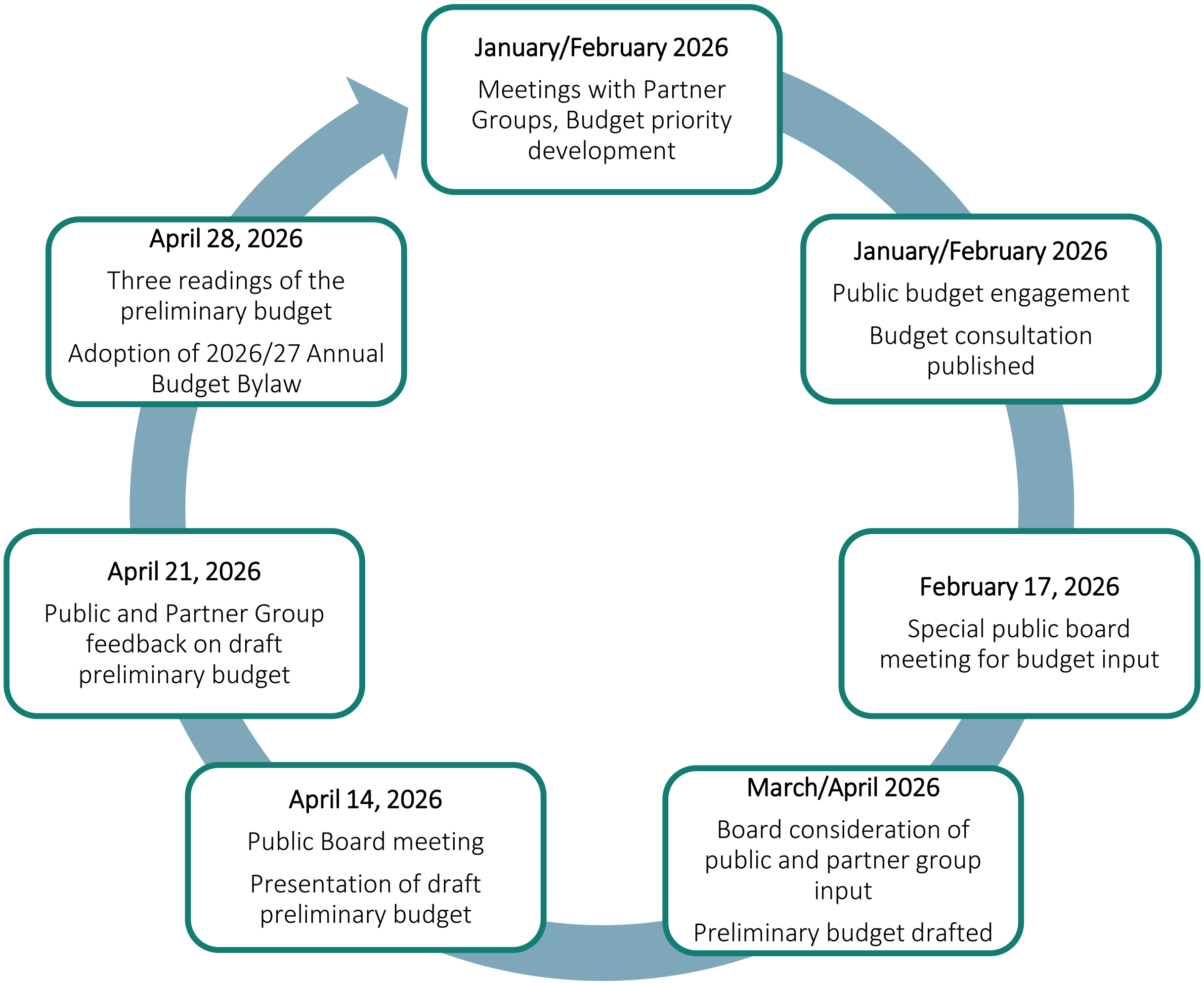
- learn about government funding and allocation
- learn about the SD43 budget process
- learn about *Directions 2025*, SD43's vision
- engage in the consultation by asking questions about the budget
- expect responses to your concerns and input
- contribute ideas that align with the goals and objectives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

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

PUBLIC AND 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**.

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 2026/2027 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 14, 2026): This phase includes background research, meetings with departments and partner groups for input, questions and answers, and public board meetings.
2. Reporting (April 15-27, 2026): 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 28, 2026): 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 17, 2026, 6:30 pm

  This will be an opportunity for partner groups and interested parties to present input into the formulation of the 2026/2027 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 11, 2026, 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 2026/2027 Preliminary Budget**
  Tuesday, April 14, 2026, 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 21, 2026, 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 16, 2026. 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 28, 2026, 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 public and 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

BOARD OF EDUCATION
Budget Partner Group and Community Meeting Summary 2025/26

Item #	Partner Group	Request		Budgetary Request - What We Heard	How We Responded
Teachers - Non Enrolling/Learning Services					
1	CTA	CTA - French Learning Supports		Additional Learning Support for French Immersion programs at all levels with focus at the elementary and middle school levels.	In collaboration with French Immersion teachers and the NEW French Immersion mentorship teacher and coordinator - the focus has been on supports for: a language website created and implemented for shared resources, online websites, curriculum overview and parent support; alignment of personnel resources from Learning Services for language programs; online learning workshops hosted by district for in-class supports as well as ACPI membership for resources and in service; support for French Immersion Dept Heads to assist with communication of standard district inclusion tools kits.
2	CMTA	Music/Fine Arts Coordinator	⊕	Creation of a 1.0 FTE Music/Fine Arts Coordinator position to manage the music budget and organize district music events.	Due to significant unfunded cost pressures (benefits, WSBC, CPP, EI, etc.) and declining enrolment, the district is unable to create this position at this time.
Teachers - General					
3	CTA	CTA - Teacher Staffing	⊕	No teacher layoff and maintain staffing levels for teachers	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.
Administration					
4	CPVPA	CPVPA - Admin Staffing and Relief Time	⊕	Eliminate administrator teaching time to the greatest extent possible to ensure adequate time for mentorship. Reduce elementary/middle vice principal positions by 0.2 FTE to allow mentorship time.	Significant resources were expended in budget 2023/2024 to eliminate teaching time for all elementary principals. Further adjustments cannot be funded at this time.
5	CPVPA	Additional Learning Services P or VP		Seeking an additional Learning Services principal or vice principal focused on staff development.	Due to significant unfunded cost pressures (benefits, WSBC, CPP, EI, etc.) and declining enrolment, the district is unable to create this position at this time.
6	CPVPA	Upfront Staffing		The continuation of upfront staffing. This approach allows schools to operate more efficiently and aids in the structuring of timetables and other organizational aspects.	The DLT agrees that when possible, staffing should be dispersed as early as possible. This increases the efficiency with which schools can build their organization.

7	CUPE	On-Line Kindergarten Registration		Implement 30-day on-line kindergarten registration with designated clerical support at the ELC to process.	We have not moved to 30 day Kindergarten registration because it will conflict with Cross Catchment and Programs of Choice. Each of these registrations are back to back and within two weeks of each other. We need them to line up as each of these processes feed into the next one. Ie. student applies for Kindergarten in their home school. They are then able to apply for programs of choice. If they do not get in, they are able to apply for cross catchment. Furthermore, we must submit our projections to the Ministry in February. 30 day Kindergarten registration would not give us sufficient time to complete this. We look at preliminary enrollment and projections to determine space available at each site. If we move Kindergarten registration too early, it does not give us sufficient time to make accurate projections. Additionally, we have not heard from schools that this is an area of concern.
Support Staff					
8	CUPE	Clerical - Increase Hours of Secretary II positions at seven specific schools		Requesting the increase from 17.5 hours weekly to 35 hours per week (5 days) at Leigh *(priority) and Aspenwood* , Requesting increase from 17.5 hours weekly to 20 hours per week (5 days) at Rochester *(priority)* , Smiling Creek (priority), Walton, James Park, and Eagle Ridge. Clerical/secretaries are reporting that some SIS operators are volunteering their time to address significant backlogs with the input of information into MyEdBC.	Due to significant unfunded cost pressures (benefits, WSBC, CPP, EI, etc.) and declining enrolment, the district is unable to add hours at this time. Staff continue to support initiatives within existing budget. If further funding becomes available, this item will be reassessed for potential implementation.
9	CUPE	Additional Secretary IIs		Requesting the addition of part-time (20-hour) secretary IIs at Maple Creek, Coast Salish, and Moody Elementary.	Due to significant unfunded cost pressures (benefits, WSBC, CPP, EI, etc.) and declining enrolment, the district is unable to add hours at this time. Staff continue to support initiatives within existing budget. If further funding becomes available, this item will be reassessed for potential implementation.
10	CUPE	Addition of Full-Time (35-hour) Secretary II		Requesting the increase from 20 hours weekly to 35 hours for secretary II, or add an additional 20-hour per week secretary II position at Minnekhada, or temporary 20-hour secretary II; to be re-evaluated after Burke Mountain is completed.	The DLT agrees with the need for additional support at Minnekhada and will increase the secretary II position at that site from 20 to 35 hours.
11	CUPE	Youth Workers		The addition of a youth worker position in each elementary school, with priority given to Westwood, Cape Horn, Coquitlam River, LBP, Kilmer, and Mary Hill Elementary.	Due to significant unfunded cost pressures (benefits, WSBC, CPP, EI, etc.) and declining enrolment, the district is unable to increase staffing at this time. Staff continue to support initiatives within existing budget. If further funding becomes available, this item will be reassessed for potential implementation.
12	CUPE	Education Assistants		Increase to the overall number of EA positions as well as an increase to the number of full-time (35-hour) EA positions. EAs are reluctant to bid on permanent positions due to the resulting loss of the percentage of pay in lieu of benefits.	Budget 25/26 will see an increase to the number of EA positions in the district based on inclusive learner student projections. The district will look towards opportunities to increase the number of 35-hour EA positions based upon budget availability.
13	CPVPA and CTA	LISWs, EAs and Noon-Hour Supervisors		Increase of continued additional support from LISWs, EAs, and noon-hour supervisors at the elementary level to ensure safety for students and staff. Continued support will enable principals to perform their jobs effectively.	Due to significant unfunded cost pressures (benefits, WSBC, CPP, EI, etc.) and declining enrolment, the district is unable to increase staffing at this time. Staff continue to support initiatives within existing budget. If further funding becomes available, this item will be reassessed for potential implementation.

14	CTA	Lunch Program Support		Additional funds to help support school-based solutions to prevent students from going through the day without food.	The district will continue to leverage all funding opportunities from the provincial and federal governments to augment food programs for schools.
15	CTA	EA Scheduling		Remove EA scheduling from CTA members to allow more direct support for youth.	Learning Services Teachers are responsible for the educational programs of students in inclusive education. A program includes the supports required by EAs. It is impossible to create, plan, and coordinate a child's educational program without direct involvement in the EAs schedule.
16	SD43 Employee (Teacher)	Learning Services Staffing		The reallocation of Learning Services staff 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.	The DLT tremendously values the contributions of the district's Learning Services staff and, inspite of the financial challenges created by significant unfunded cost pressures (benefits, WSBC, CPP, EI, etc.) and declining enrolment, does not support the reallocation of Learning Services staff to classroom positions for Budget 25/26.
17	CTA	Custodial		Increase hours of caretakers to full-time shifts to cover the whole day students are in attendance at elementary schools.	Due to significant unfunded cost pressures (benefits, WSBC, CPP, EI, etc.) and declining enrolment, the district is unable to increase staffing at this time. Staff continue to support initiatives within existing budget. If further funding becomes available, this item will be reassessed for potential implementation.
Services and Supply Budgets					
18	CUPE	Maintenance of School Playgrounds		Increase annual budget from $30,000 to $100,000 to improve the safety of the playgrounds across the district. Funds would be used for regular inspections, maintenance, repairs and replacements of hazardous equipment.	Due to significant unfunded cost pressures (benefits, WSBC, CPP, EI, etc.) and declining enrolment, the district is unable to increase the budget at this time. Staff continue to support initiatives within existing budget and will reallocate if warranted. If further funding becomes available, this item will be reassessed for potential implementation.
19	DPAC	EAs and Therapists		Continued allocation of funds for staff and inclusive services related to resources for education assistants (EAs) and therapists to ensure students continue to receive support	Despite challenges with Budget 25/26, there have been no reductions to these programs.
20	DPAC	Maintain Funding		Maintain current budget of $20,000 per year. This funding is needed to continue with a dedicated DPAC administrative assistant which is essential for DPAC business.	Current funding levels will remain intact in Budget 25/26.
21	CPVPA	School Supplies	⊕	Increase school supply budget funding to help address inflationary increases. Suggested 3% as an annual adjustment for inflation.	Due to significant pressures on Budget 25/26, school supply budgets have not been maintained at current levels for secondary and middle schools, but will remain flat at the elementary level. If further funding becomes available, this item will be reassessed.
22	CMTA	Continued Funding	⊕	Continued funding for buses and Teachers Teaching On Call (TTOCs) for CMTA district music events ($35,000).	Current funding levels will remain intact in Budget 25/26.
23	CTA & SD43 Employee (Teacher)	Textbooks & Resources		Increased investment in textbooks and resources.	Due to significant unfunded cost pressures (benefits, WSBC, CPP, EI, etc.) and declining enrolment, the district is unable to increase the budget at this time. Staff continue to support initiatives within existing budget and will reallocate if warranted.

24	SD43 Employee (Teacher)	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.	District staff continue to work to find opportunities to decrease wait times and increase the quantum of psych ed assessments that can be provided to students.
26	CTA & SD43 Employee (Teacher)	Increase Professional Development for Educational Technology		Professional development in Educational Technology is often insufficient or inaccessible for teachers.	Significant time and resources are allocated for professional development. Specifically, The district funds four STEAM Support Teacher positions. These teachers provide on-demand support based upon both individual and group requests. Current funding levels will remain intact in Budget 25/26.
27	CUPE	Increase Draw Time		Increase draw time by 14 hours for September and October at Heritage Mountain Elementary.	Due to significant unfunded cost pressures (benefits, WSBC, CPP, EI, etc.) and declining enrolment, the district is unable to increase the budget at this time. Staff continue to support initiatives within existing budget and will reallocate if warranted.
28	CTA	Increase funding for Field trips and transportation		Increase funding targeted for field trips and transportation costs due to the rising costs.	Due to significant unfunded cost pressures (benefits, WSBC, CPP, EI, etc.) and declining enrolment, the district is unable to increase the budget at this time. Staff continue to support initiatives within existing budget and will reallocate if warranted.
29	CUPE	Technology Funding		Additional district funding provided for new programs and initiatives such as Sora. Funding would not come from the individual site rather from the targeted district funding.	Due to significant unfunded cost pressures (benefits, WSBC, CPP, EI, etc.) and declining enrolment, the district is unable to increase the budget at this time. Staff continue to support initiatives within existing budget and will reallocate if warranted.
Other					
30	DPAC	Mental Health Support		Continued funding for mental health programs.	Current funding levels will remain intact in Budget 25/26.
31	CPVPA	BCPSEA Annual Raises	⊕	Continued support from the board with regards to the annual raises allowed by BCPSEA.	Budget has been allocated for approved exempt compensation increases.
32	SD43 Employee (Psychologist)	Stipend		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.	Due to significant unfunded cost pressures (benefits, WSBC, CPP, EI, etc.) and declining enrolment, the district is unable to increase the budget at this time. Furthermore, as this matter impacts the Collective Agreement, it would need to be negotiated.
33	Parent Input	Bathroom renovations		Accelerated pace of renovations to bathrooms in older schools to promote visibility and enhance the safety of students.	Due to significant unfunded cost pressures (benefits, WSBC, CPP, EI, etc.) and declining enrolment, the district is unable to increase the budget at this time. Staff continue to support initiatives within existing budget and will reallocate if warranted. If further funding becomes available, this item will be reassessed for potential implementation.
34	CUPE	High-Speed Wi-Fi		Increase Wi-Fi speeds across the district	District IT staff has worked diligently to ensure the best available Wi-Fi speeds for SD43.
35	CUPE	Additional Outlets		Increase of electrical outlets to classroom spaces in new construction.	The district is required to adhere to building codes with regards to new construction.
36	CTA	Stipend		Allocate paid time to support and enhance technology usage at sites. This additional time will enable teachers to collaborate, co-teach, and develop skills. In turn teaching their students more effectively.	Due to significant unfunded cost pressures (benefits, WSBC, CPP, EI, etc.) and declining enrolment, the district is unable to increase the budget at this time.

⊕ Items raised in the most immediate preceding year.

2026/2027

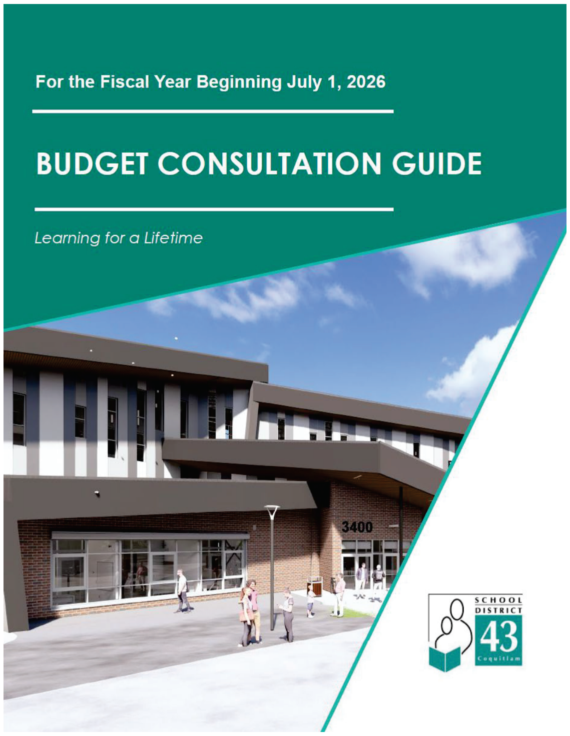
Budget Input Meeting

Presented to the Board of Education
February 17, 2026

Presentation Agenda

01	Budget Engagement Process
02	Budget Development Process
03	Budget Approval Process
04	Budget Considerations for 2026/2027
05	Financial Risk Factors
06	Focused Outcomes

Budget Consultation Guide



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

Learning for a Lifetime

Engagement Process

Budget Consultation Guide Released December 2025

Meet with Partner Groups and begin internal discussions on budget priorities

January/February 2026

Public Input on 2026/2027 Budget Priorities at a Special Public Meeting

February 17, 2026

Learning for a Lifetime

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.

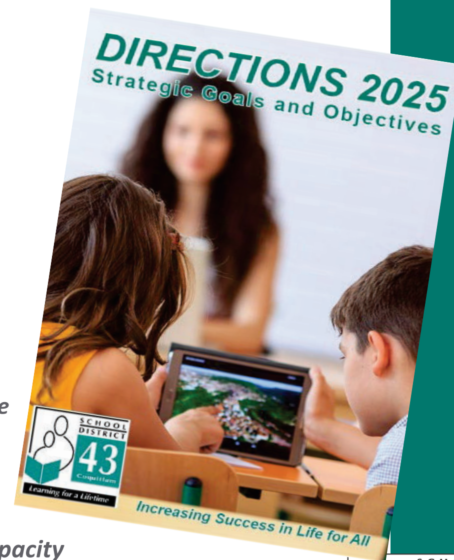
BOARD OF EDUCATION
Budget Partner Group and Community Meeting Summary 2025/26

Item #	Partner Group	Request		Budgetary Request - What We Heard	How We Responded
Teachers - Non Enrolling/Learning Services					
1	CTA	CTA - French Learning Supports		Additional Learning Support for French Immersion programs at all levels with focus at the elementary and middle school levels.	In collaboration with French Immersion teachers and the NEW French Immersion mentorship teacher and coordinator - the focus has been on supports for: a language website created and implemented for shared resources, online websites, curriculum overview and parent support; alignment of personnel resources from Learning Services for language programs; online learning workshops hosted by district for in-class supports as well as ACPI membership for resources and in service; support for French Immersion Dept Heads to assist with communication of standard district inclusion tools kits.
2	CMTA	Music/Fine Arts Coordinator	⊕	Creation of a 1.0 FTE Music/Fine Arts Coordinator position to manage the music budget and organize district music events.	Due to significant unfunded cost pressures (benefits, WSBC, CPP, EI, etc.) and declining enrolment, the district is unable to create this position at this time.
Teachers - General					
3	CTA	CTA - Teacher Staffing	⊕	No teacher layoff and maintain staffing levels for teachers	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.
Administration					
4	CPVPA	CPVPA - Admin Staffing and Relief Time	⊕	Eliminate administrator teaching time to the greatest extent possible to ensure adequate time for mentorship. Reduce elementary/middle vice principal positions by 0.2 FTE to allow mentorship time.	Significant resources were expended in budget 2023/2024 to eliminate teaching time for all elementary principals. Further adjustments cannot be funded at this time.

Budget Development Process

Directions 2025
(soon to be replaced by Directions 2030)

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 Approval Process

Budget Approval Cycle

School Districts are required to file a balanced budget by June 30th

Why is the Budget process completed in April?

- Aligns with Ministry Funding Announcement in March
- SD43 has contractual obligations for post/fill and layoff
- Staffing allocations are required to organize classes for next year

2026/2027 Budget Considerations

- School District does not receive additional funding to cover inflationary costs beyond contractual salary increases
- Most increases stem from contractual obligations, inflationary pressures, legislative or regulatory requirements
- Continued focus on implementing operational efficiencies and risk management is essential for ensuring long term sustainability
- Majority of the budget is non-discretionary, leaving little flexibility to address new initiatives

Operating Budget Expenses

91%	Salaries and Benefits

- Makes up majority of the Operating Expenses

9%	Services and Supplies

- Remaining covers school supplies, utilities, transportation, facility maintenance, Pro-D, technology, professional services etc.

Financial Risk Factors

Funding Adequacy

- Statutory Increases (CPP, EI, Worksafe)
- Benefits (Extended Health, Dental)
- Inflationary Costs
- Negotiated Collective Agreement increases/Exempt Compensation
- Class size and composition compliance

Declining Enrolment

- Impacted by changes in Federal Immigration policies
- Smaller Kindergarten intake versus large Graduating class
- Lower enrollment projections of over 300 FTE

International Education Enrolment

- Impacted by study and work permits and geopolitical events

Technology and Business System Requirements

- System security and replacement of ERP system

2026/2027 Focused Outcomes

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

SCHOOL DISTRICT 43 Coquitlam

Learning for a Lifetime

BOARD OF EDUCATION

BUDGET INPUT PRESENTATIONS
FEBRUARY 17, 2026

PRESENTATION		PRESENTER(S)	PAGE(S)
1	District Parent Advisory Council	Jamie Manchester, President	37-38
2	Food Link Society	Igor Bjelac	39-43
3	Coquitlam Music Teachers' Association	Kathy Fester, CMTA Program Convener	

DPAC 43

District Parent Advisory Council

February 3, 2026

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

RE: DPAC43 Budget Submission for 2026-2027

PRESENTERS:
Jamie Manchester, President: president@dpac43.ca
Chris Hilliker, 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 to the Board for its ongoing partnership and consistent support of our work. We appreciate your commitment to a collaborative environment where parent voices are valued and meaningful connections between schools and families can flourish.

DPAC is aware of the current economic climate and the significant budgetary pressures facing all school districts. For several years you have graciously provided DPAC with a budget allocation of $20,000. We would like to maintain this level of funding for the 2026/27 fiscal year.

This funding has been essential for our volunteer executive team to ensure the following:

- **Administrative Assistant:** A dedicated assistant remains our highest operational priority. This role is the backbone of DPAC, ensuring that communications, records, and event coordination are handled professionally. This allows our volunteer executive members to focus their time on committee work, engagement and support for PACs, parents and caregivers.
- **Parent Education & PAC Engagement:** Beyond our ongoing district support for PACs, we will continue to provide targeted presentations, expert speakers and resources. This will ensure all families and PACs remain connected to district-wide goals and feel empowered in their children's education and growth.

We hope our efforts every year demonstrate our commitment to doing our part in managing your funding by providing resources and educating both wisely and collaboratively to benefit all families in our district.

While we are mindful of the budget, we must voice the growing concerns of our parent community regarding classroom support and student well-being.

Prioritizing recruitment and retention of Educational Assistants (EAs):

As classroom complexities continue to increase, the role of skilled EAs has never been more important. We urge the Board to continue its path of prioritizing the recruitment and retention of EAs. Recognizing that well-supported staffing is essential to meet the growing and diverse needs within today's classrooms. We encourage exploring options to increase job satisfaction and sense of inclusion for EAs. Respected and valued EAs ensure students with diverse learning, behavioral, and medical needs are not merely present in the classroom, but are supported, engaged, and able to thrive in a safe and inclusive learning environment.

Student Well-being and Attendance Pressures:
Ensuring students have access to appropriate social-emotional supports must remain a priority. We also wish to highlight increasing attendance pressures faced by families across the district. Provincially, attendance decline is influenced by interconnected factors such as physical and mental health challenges and the current economic and political climate, many of which we recognize are beyond the district’s direct control.

These factors often compound one another: illness affects mental well-being, increased absences require caregivers to miss work, and reduced household stability further impacts student engagement and learning.

We recommend a holistic, preventative approach focused on reducing illness and supporting attendance through layered mitigation strategies, including infrastructure improvements, professional development, access to personal protective equipment, as well as staff and student education initiatives. Investment in health-supportive infrastructure and education is a strategic use of resources that can improve attendance, enhance student success, and yield long-term cost efficiencies for the district.

Advocating Shoulder to Shoulder:
Finally, we see a significant opportunity for the district to stand with and support parents in engaging our local municipalities to advocate for increased traffic safety infrastructure around school zones. By educating and empowering parents to access and utilize municipal resources effectively, we can ensure all children are safe when arriving and leaving school property.

We deeply admire and commend the work of the District and Board for leading the way in promoting an inclusive, supportive, and responsive educational environment for the students and families in SD43.

Thank you for your time and thoughtful consideration of our request. We sincerely appreciate your consistent support and look forward to continuing our ongoing collaboration to focus on our shared commitment for educational excellence.

Warm Regards,

Jamie Manchester, President
District Parent Advisory Council

Reliable Food Access for SD43 Students

A Practical and Cost-Efficient Partnership

•SD43 students are already benefiting from recovered food

•This support depends on stable logistics

•Stability requires structure, not informal coordination

FOOD IS LIFE, DON'T WASTE LIFE

FoodLink

2

What Makes This Work:

Reliable food recovery requires:

•Refrigerated trucks (reefer units)
•Dedicated drivers
•Year-round coordination (365 days)
•Insurance and food safety compliance
•Scheduled pickups and deliveries

This is logistics infrastructure, not occasional volunteer work.

FOOD IS LIFE, DON'T WASTE LIFE

FoodLink

3

SD43 Students Are Already Benefiting:

“This Is Not a Pilot”

- From 2 schools in 2024 to
- 15 schools in Feb 2026 and
- Plan to expand to all capable SD43 schools

6

What the $10,000/Month Covers:

The service agreement helps cover:

- Reefer truck fuel (gas)
- Truck maintenance and repairs
- Commercial insurance
- Dedicated truck drivers
- Year-round coordination and scheduling

11

Financial Perspective:

$10,000 per month= $120,000 per year

Enables approximately:

•**50,000 lbs** of food per month
•**~$170,000** in food value per month
•**~$2 million** in food value per year

High return.

11

Why This Is Financially Responsible:

Structured Service Agreement:

•Fixed monthly cost
•No capital expense
•No fleet management
•No additional staffing

This is cost control and risk reduction.

11

Student Stability and Readiness:

Consistent food access supports:

- Attendance
- Focus in class
- Family stability
- Reduced strain on school staff

This is about keeping support reliable and predictable.

The Decision:

Approval of:

$120,000 annually ($10,000 per month)

To secure refrigerated transportation, drivers, insurance, and logistics systems
That ensure stable food access for SD43 students.

A fixed-cost solution supporting student well-being through responsible budgeting.

Q & A

FOOD IS LIFE , DON'T WASTE LIFE

FoodLink

11