

2017-18 Budget FAQs

Why is the budget process so complicated?

School district budgeting is extremely complex primarily due to lack of funding certainty and inadequate funding. As well, SD43 is BC's third largest school district with approximately 31,000 students in 70 schools, over 3,900 employees, and extensive wide-ranging programming all supported by a budget of \$340 million which must be distributed across many important areas and needs.

What is the Board of Education's role in this Budget Consultation process?

The Board of Education's role in the budget process is to engage with stakeholders, listen to staff, and make decisions on how to most effectively support and maintain a long-term stable and sustainable financial position for the provision of education in our school district. We are hosting four public events to inform stakeholders about the budget and to seek their input.

How will a stakeholder inform this process?

The Board of Education's role in the budget process is to engage with stakeholders, listen to staff, and make decisions on how to most effectively support and maintain a long-term stable and sustainable financial position for the provision of education in our school district. We are hosting four public events to inform stakeholders about the budget and to seek their input. The Board has engaged in a series of meetings with stakeholder groups and engaged in a series of presentations to inform the public.

How is the Board of Education advocating for more funding?

The Board of Education and the District Leadership Team continue advocacy through meetings with the Minister of Education, Deputy Ministers and local MLAs to express concerns about the lack of provincial funding. Advocacy also occurs through provincial organizations such as the BC School Trustees Association (BCSTA), the BC School Superintendent's Association (BCSSA), and the BC Association of School Business Officials (BCASBO). SD43 partner groups including the Coquitlam Teacher's Association (CTA), Canadian Union of Public Employees (CUPE Local 561), Coquitlam Principals' and Vice Principals' Association (CPVPA), District Parent Advisory Council (DPAC), Coquitlam Management Group (CMG) and others also advocate to government on behalf of the school district.

How should parents expect to see this budget affect their children?

The Board of Education recently updated its vision by adopting *Directions 2020* which incorporates three goals and several objectives that continue to place students at the forefront of decision making when it comes to budgets. The Board has made decisions to maximize the funds available for enhancing teaching and learning in the classroom. In fact, the Board spends more of its budget on teaching and learning and less on administration than the provincial average. The Board of Education is again engaging with the public and will make decisions that consider stakeholder input. Within a framework of financial sustainability, small incremental budget growth is planned for the 2017/18 fiscal year.

What is the long-term plan for budgeting in the school district?

We want to create a stable and certain education system for students, parents and employees. We can achieve long-term stability and sustainability by establishing educational funding reserves to create improved certainty over multiple years. This is accomplished by allocating any in-year excess revenues over several years. This allows for smoothing future year budget fluctuations resulting from funding inadequacy and assists in managing unforeseen expenditure risks.

How much are we underfunded?

Provincial funding for education has not kept up with inflation. If the total grants had kept up with inflation since 2009-2010, SD43 would have received \$7,795 per student in 2016/17 or \$506 more than it currently receives. The difference of \$506 per student equates to \$11 million funding shortfall. Even with the modest increase, Coquitlam ranks 56th out of 60 school districts (or the 5th lowest in funding).

Why are we underfunded?

An aspect of the provincial funding differential is attributable to extra funding grants to school districts with declining enrolment. This redistributes funds from school districts with stable or increasing enrolment. A second aspect of funding differential relates to unique geographical situations and funding protocols including student location factors, climate, rural and small community funding that direct more grants into these school districts and away from SD43.

How does the coming year's budget impact/assist with creating more schools on Burke Mountain?

As previously reported, the Board secured four sites for five new schools in the Burke Mountain area of the School District at approximately 10% of the market value through a cooperative approach with the Province, City of Coquitlam, and Wesbild. Further, the Board has solidified its shared contribution for funding new school construction through the sale of two land parcels over the past two years. The Board is also actively engaged with several school enhancement projects and replacement schools. As necessary, local capital funds from the sale of property can be utilized to support these school building initiatives.

How will the budget be adjusted to support the new curriculum requirements?

The budget contains provisions to provide teacher mentoring, training and development to meet the new curriculum.