



BUDGET PROCESS 2018-19

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 the budget consultation process?

The Board of Education's role in the budget process is to engage with and listen to stakeholders, 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 host public meetings to inform stakeholders and to seek their input on the proposed budget prepared by District staff.

How will stakeholders inform the budget process?

The Board of Education's role in the budget process is to engage with and listen to stakeholders 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 host public meetings to inform stakeholders and to seek their input on the proposed budget prepared by District staff. The Board has also engaged in a series of meetings with partner groups and engaged in a series of presentations throughout the year to inform stakeholders about the budget.

How is the Board of Education advocating for more funding?

The Board of Education and the District Leadership Team advocate for funding through meetings with the Minister of Education, Deputy Ministers and local MLAs. Advocacy also occurs through provincial organizations such as the BC School Trustees Association (BCSTA), the BC School Superintendents 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) 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's vision and strategic plan, *Directions 2020*, incorporates three goals and several objectives that continue to place students at the center 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, with student success at the forefront. In fact, the Board spends more of its budget on teaching and learning than the provincial average. The Board is again engaging with the public and will make decisions that consider stakeholder input and feedback. Within a framework of financial sustainability and budget certainty, small incremental budget growth is planned for the 2018/19 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 \$7,785 per student in 2017/18 or \$411 more than it currently receives. The difference of \$411 per student equates to approximately \$12.6 million funding shortfall. Even with the modest increase, SD43 ranks 57th out of 60 school districts (or the 4th 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. The Board has also solidified its shared contribution for funding new school construction through the previous sale of two land parcels.

Schools on Burke Mountain are a priority as outlined in the Board approved Capital Plan. Sheffield Elementary, Burke Mountain Secondary, Northeast Coquitlam Middle School and Marigold (Partington Creek) Elementary are the top priorities for new schools. In recognition of this the Board approved, in June 2017, the advancement of funds to engage an architect to begin the design process for Sheffield Elementary school on Burke Mountain prior to receiving funding approval from the Ministry.

Further details on Burke Mountain Schools can be accessed on our website at this [link](#).

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.

Why are support staff hirings so low if we have a stable and sustainable budget with a surplus?

SD43 employs more support staff (education assistants, clerical, youth workers, caretakers, maintenance staff and others) than at any other time in our history. The important role of our support staff in contributing to student success cannot be underestimated.