

# BOARD OF EDUCATION REGULAR PUBLIC MEETING AGENDA

School District No. 43 (Coquitlam)  
Education Learning Centre

April 11, 2023  
7:00 p.m.

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

## **ACKNOWLEDGEMENT OF TERRITORY**

Trustee Park

Today We acknowledge we are on the ancestral unceded territory of the kʷikʷəłəm (Kwikwetlem First Nation). We thank the kʷikʷəłəm 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. ACCEPTANCE OF AGENDA**

## **B. INTRODUCTIONS**

## **C. DELEGATIONS / PRESENTATIONS**

## **D. EDUCATION**

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

- a) Approval of March 7, 2023, Regular Board Meeting Minutes *(Pages 3-7)*
- b) Update on the Administrative Procedure Review *(Page 8)*
- c) Trustee Calendar Planning Report for Information *(Page 9)*
- d) Trustee Reports for Information *(Pages 10-13)*

## **F. RESPONSE TO PREVIOUS DELEGATIONS**

## **G. DISTRICT STAFF REPORTS (7:10 pm)**

- a) Superintendent Patricia Gartland  
  - i) News & Events *(10 minutes)*  
*(Pages 14-17)*
  - ii) Superintendent's Update Patricia Gartland  
*(10 minutes)*  
*(Page 18)*

## **H. UNFINISHED BUSINESS**

- I. QUESTION PERIOD (7:30 pm)** (10 minutes)  
*(for questions that relate to agenda items only)*  
a) Trustees  
b) Gallery
- J. NEW BUSINESS (7:40 pm)**
- a) 2023-2024 Capital Response Letter Bylaw (Pages 19-25) Ivano Cecchini (10 minutes)
- b) 2023/24 Preliminary Budget  
i) Overview of Budget Process Chair Thomas (5 minutes)  
ii) Remarks from Superintendent Patricia Gartland (5 minutes)  
iii) Presentation of 2023/24 Preliminary Budget (Pages 26-91) Randy Manhas/Nita Mikl (30 minutes)
- K. NOTICES OF MOTION**
- L. ITEMS OF TRUSTEE BUSINESS**
- a) Trustee Representation at Commencement Ceremonies (Page 92) Chair Thomas (10 minutes)
- M. QUESTION PERIOD (8:40 pm)** (10 minutes)  
*(for questions that relate to agenda items only)*  
a) Trustees  
b) Gallery
- N. ADJOURNMENT (8:50 pm)**

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**ANNOUNCEMENT**

**Next Special Public Board Meeting: April 18, 2023 – 6:30 p.m.**

Location: Education Learning Centre

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

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

**REGULAR PUBLIC BOARD MEETING  
DISTRICT OFFICE, BOARD ROOM**

**TUESDAY, MARCH 7, 2023**

**Chair:  
Vice-Chair  
Trustees:**

Michael Thomas  
Craig Woods  
Jennifer Blatherwick  
Carol Cahoon  
Chuck Denison  
Kerri Palmer Isaak  
Lisa Park  
Christine Pollock  
Zoe Royer

**Regrets:**

**Administration:**

Superintendent of Schools/CEO  
Secretary-Treasurer  
Assistant Superintendents

Patricia Gartland  
Randy Manhas  
Carey Chute  
Gerald Shong  
Nadine Tambellini  
Robert Zambrano  
Ivano Cecchini  
Nita Mikl

Executive Director, Facilities and Planning  
Assistant Secretary-Treasurer,  
Corporate and Financial Services  
Director of Instruction

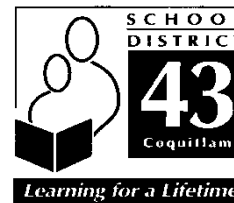
Paul McNaughton  
Stephen Whiffin

Assistant Director of Communications and  
Community Relations  
Recording Secretary

Ken Hoff  
Nicole Schenato

**Michael Thomas, Chair, called the meeting to order at 7:04 p.m.**

The Acknowledgement of Territory was expressed by Trustee Palmer Isaak.



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

**PRESENT**

**CALL TO ORDER**

**ACKNOWLEDGEMENT  
OF TERRITORY**

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 CUPE and DPAC representatives in attendance were recognized. The DLT members in attendance introduced themselves.

There were no delegations/presentations.

There were no education matters to report.

The Chair asked if there were any amendments to the consent agenda, which included the following items:

- a) Approval of February 7, 2023, Regular Board Meeting Minutes
- b) Approval of February 21, 2023, Special Regular Board Meeting Minutes
- c) Update on the Administrative Procedures Review
- d) Trustee Calendar Planning Report for Information
- e) Trustee Reports for Information

**POLLOCK/PALMER ISAAK moved approval of the consent agenda.**

**Question was called. MOTION CARRIED UNANIMOUSLY**

***A copy of the Trustee Reports is attached to the official minutes.***

There were no responses to previous delegations.

Patricia Gartland, Superintendent, provided a report on news and events. The Superintendent elaborated on the many wonderful events that have occurred in February 2023.

**ACCEPTANCE OF AGENDA**

- a) **Acceptance of Agenda**

**INTRODUCTIONS**

- a) **Partner Group**
- b) **DLT**

**DELEGATIONS/ PRESENTATIONS**

**EDUCATION**

**APPROVAL OF CONSENT AGENDA**

**RESPONSE TO PREVIOUS DELEGATIONS**

**DISTRICT STAFF REPORTS**

- a) **Superintendent Report**
- i) **News & Events**

***A copy of the Superintendent’s News & Events report is attached to the official minutes.***

Patricia Gartland, Superintendent provided information on the new legislation against the posting of intimate images without a person’s consent, in cases of sextortion. Ms. Carol Todd a strong advocate in our district was invited to parliament to be a part of the announcement. Ms. Gartland also provided information on International Education including the rise of interest from the Chinese market as well as Riverside Secondary school being awarded a grant for their Italian Classes.

**ii) Superintendent’s Update**

Gerald Shong, Assistant Superintendent, provided the Board of Education with the 2023-24 enrolment projection information stating that the district’s projection for K-12 Standard School FTE and Alternate School FTE is 31,500 FTE. This is an increase of approximately 171 FTE from our September 2022/23, 1701 claim. As such, after reviewing various factors that we believe will affect our September 2023 enrolment, it is projected that we will have an increase of approximately 171 FTE from September 2022. This based on a projected K-12 Standard School FTE of 31,225 and Alternate School FTE of 275.

**iii) 2023/24 Student Enrolment Projections**

Trustee comments regarding long-term projections, migration rate, density rate as well as the analysis company Baragar were responded to.

***A copy of the Student Enrolment Projections memo is attached to the official minutes.***

There was no unfinished business.

**UNFINISHED BUSINESS**

At 7:27 pm p.m. the Chair opened the floor to questions.

**QUESTION PERIOD**

There were no trustee questions.

**a) Trustees**

There were no Gallery questions.

**b) Gallery**

Trustee Pollock announced that Shawn Silverstone has agreed to take on the role of executive director of the Education Foundation. The foundation board is very much looking forward to working with Mr. Silverstone and is confident that his skills will compliment and enhance the efforts of the foundation board in supporting the students in SD43. The mission of the SD43 Education

**NEW BUSINESS  
a) SD43 Education Foundation Appointment**

Foundation is to ‘ignite our community to inspire tomorrow’s leaders through equitable access to programs, and exceptional opportunities, allowing them to reach their full potential’.

Rob Zambrano and Carey Chute, Assistant Superintendents, provided the Board of Education information regarding the Re-Instatement of International travel opportunities within the schools. The opportunity for student travel related to language, culture and history is something SD43 holds in high regard, and re-instating the potential to travel abroad will provide students with valuable life experiences. As per the AP, Assistant Superintendents will review the applications to ensure that appropriate cancellation insurance, and appropriate health & safety plans are in place for emergent circumstances. The emphasis will be on the board cancellation policy. Travel opportunities will be around non-school times such as Christmas and Spring Breaks.

Trustee questions and comments regarding the cancellation policy and student affordability funding, equity as well as the number of scheduled trips were answered.

**WOODS/POLLOCK moved the acceptance of the reinstatement of school-based student international travel opportunities.**

**Question was called.**

**MOTION CARRIED UNANIMOUSLY**

***A copy of the Re-Instatement of School International Travel presentation is attached to the official minutes.***

There were no motions.

There were no items of Trustee business.

At 7:44p.m. the Chair opened the floor to questions.

There were no trustee questions.

There were no gallery questions.

**CAHOON/POLLOCK moved to adjourn the meeting at 7:45 p.m.**

**a) Re-Instatement of School International Travel**

**NOTICES OF MOTION**

**ITEMS OF TRUSTEE BUSINESS**

**QUESTION PERIOD**

**a) Trustees**

**b) Gallery**

**ADJOURNMENT**

Question was called.

MOTION CARRIED UNANIMOUSLY



*“Original Signed by”*

*“Original Signed by”*

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\_\_\_\_\_

Chair

Secretary-Treasurer



## School District No. 43 (Coquitlam)

# MEMORANDUM

TO: Patricia Gartland, Superintendent  
FROM: Ken Hoff, Asst. Director, Communications and Community Relations  
DATE: April 11, 2023  
RE: **Update on the Administrative Procedures Review**

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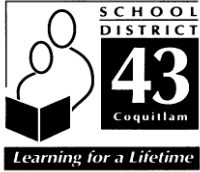
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### For the Board's Information

Below is an update of the ongoing Administrative Procedures (AP) review. The APs below, and supporting forms if applicable, have been reviewed and subject to their review status, they remain unchanged, deleted, revised, rewritten or are new.

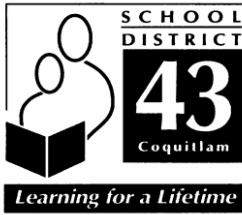
F254-4	Teacher Field Trip Checklist	Updates and revisions	Revised
AP 265	Learning Resources	Updates and revisions	Revised
AP 512	Investments	Updates and revisions	Revised
AP 515	Signing Officer and Authority	Updates and revisions	Revised





**BOARD OF EDUCATION**  
**Calendar Planning**  
**April 11, 2023**

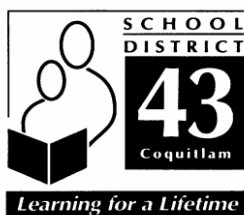
DATE	MEETING	LOCATION	TIME
<b>APRIL 2023</b>			
11	Board Meeting	ELC, Board Room	7:00pm
18	Board Meeting (Special)	ELC, Board Room	6:30pm
25	Board Meeting	ELC, Board Room	7:00pm
27-30	BCSTA – Annual General Meeting	Westin Bayshore, Vancouver	
<b>MAY 2023</b>			
9	Finance and Audit Committee Meeting	ELC, Board Room	4:00pm
23	Board Meeting	ELC, Board Room	7:00pm
<b>JUNE 2023</b>			
TBC	District Retirement Event	TBC	
13	Finance and Audit Committee Meeting	ELC, Board Room	4:00pm
20	Board Meeting	ELC, Board Room	7:00pm
<b>JULY 2023</b>			
3-5	CSBA Conference	Banff, AB	



**BOARD OF EDUCATION  
TRUSTEE REPORT  
Board Meeting April 11, 2023**

Vice Chair Craig Woods participated in the following activities, events and meetings:

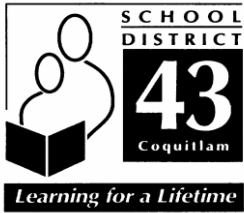
- Feb 1, 2023 – Stakeholder Consultation -budget In Camera debrief mtg
- Feb 3, 2023 – “The Little Dumpling” Book Launch event
- Feb 7, 2023 - In Service Board meeting
- Feb 7, 2023 – In Camera Board meeting
- Feb 7, 2023 – Public Board meeting
- Feb 21, 2023 – Special Public Board meeting
- Feb 22, 2023 – DPAC General meeting
- Feb 23, 2023 – In Service Board meeting
- Feb 27, 2023 – SD43/Village of Anmore & Belcarra Council Liaison meeting
- Feb 28, 2023 – Agenda Setting meeting
- Mar 7, 2023 – In Camera Board meeting
- Mar 7, 2023 – In Service Board meeting
- Mar 7, 2023 – Public Board meeting
- Mar 29, 2023 – DPAC General meeting
- Apr 4, 2023 – Agenda Setting meeting
- Apr 4, 2023 – Finance and Audit Committee meeting
- Apr 6, 2023 – BCSTA meeting with Professional Learning Committee



**BOARD OF EDUCATION  
TRUSTEE REPORT  
Board Meeting April 11, 2023**

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

- March 7, 2023 - In Camera Meeting and In Service Board Meeting, ELC, Coquitlam
- March 7, 2023 - Public Board Meeting, ELC, Coquitlam
- April 4, 2023 – Finance and Audit Committee Meeting, ELC, Coquitlam

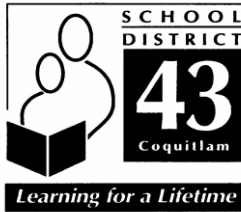


**BOARD OF EDUCATION**  
**BCSTA ITEMS OF BUSINESS**  
**DPAC**

Vice Chair Craig Woods presents the following report for information:

**DPAC General Meeting**  
**Wednesday, March 29, 2023– 7:00pm**  
Online via Zoom

- ✧ President Manhas chaired the meeting
- ✧ Assistant Superintendent Rob Zambrano addressed the following as part of the Superintendent’s Report:
  - Provided an overview of the budget consultation process and opportunities for parents and the public to participate; this included the approach to transparency and the robust and authentic engagement opportunities the Board has put in place.
  - Provided an overview of the return of international travel for school based activities, which included:
    - An overview of actions taken to address the need to cancel trips during the pandemic
    - the resulting moratorium needed to be placed on travel
    - the reintroduction of travel in North America Sept 2022
    - the current ability to plan for international travel again for the 2023/24 school year
  - Provided an overview of Physical health education (PHE), which included elementary, middles, and secondary school levels of appropriate learning of the physical body, sexual health, child abuse prevention, substance abuse prevention, and relationships and consent
  - It was noted that an upcoming discussion for parents on Digital Safety was being planned
  - Parent questions included: how students would demonstrate knowledge if parent exercises alternative means of delivering ed on sexual health.
- ✧ Fraser Health presented on behalf of the healthy Living Working Group with a focus on Sense of Belonging: a fundamental human need that involves frequent positive or neutral interactions and a framework of long-lasting concern about each other’s welfare
  - An overview of MDI and YDI data collected in the Tri Cities in 2021/22 on Sense of Belonging was provided, and it was noted that the data was collected and reflects the peak of the pandemic
  - Other work of the Healthy Living Working Group includes Unplug & Connect and Vaping Dialogues
- ✧ DPAC Executive updates included:
  - DPAC executive positions available and elections are coming up
  - DPAC AGM and elections night will be on Wednesday, May 24<sup>th</sup>. The meeting will be in person.



**BOARD OF EDUCATION  
ITEMS OF TRUSTEE BUSINESS  
ELL Trustee Consortium**

Trustee Pollock Report for the ELL Trustee Consortium:

- The ELL CONSORTIUM meeting was held on March 8, 2023
- It was suggested that each Board that has representation at the consortium write to your local MP for advocacy as well as to address slippage of funding.
- Funding monies are not necessarily going where it is intended.
- IRCC (Immigration, Refugees and Citizenship Canada) has the ability to move any grant under one million dollars.
- 1st quarter slippage was in the area of \$120,000.
- The Consortium will pursue inviting someone from the IRCC to an upcoming meeting.
- The BC Ministry of Education should be our biggest advocates to the Federal Government.
- A template of the letter writing campaign will be sent to each Board. (not yet received)



1. SD43 Community Schools held various spring camps to keep students engaged and learning over the spring break.

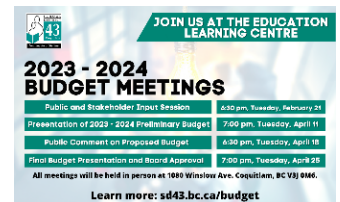
Below are a few highlights from the schools:

- On March 22, Seaview Community School students learned archery and gained important skills such as focus, patience, precision, communication, and teamwork.
- On March 24, 22 James Park Community School students hosted an art gallery and showcased some art pieces they have been working on during spring art camp.

At art camp, students learned traditional and contemporary indigenous art and games from teacher Christine Mackenzie, how to use pastels and watercolour, how to use their imagination with clay, and how to express themselves through drawing.

- On March 16, Central Community Schools students learned soccer and had a wonderful time playing it. Students learned skills like pull back, step over, scissors, dribbling, and passing.

2. During the month of April, there will be multiple opportunities for public engagement during the 2023-2024 Budget Meetings. The public is welcome to attend the next budget meeting for public comment on the proposed budget on April 18. More information is available online at [www.sd43.bc.ca/budget](http://www.sd43.bc.ca/budget).



JOIN US AT THE EDUCATION LEARNING CENTRE

**2023 - 2024 BUDGET MEETINGS**

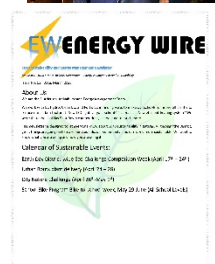
Public and Stakeholder Input Session	6:30 pm, Tuesday, February 21
Presentation of 2023 - 2024 Preliminary Budget	7:00 pm, Tuesday, April 11
Public Comment on Proposed Budget	6:30 pm, Tuesday, April 18
Final Budget Presentation and Board Approval	7:00 pm, Tuesday, April 25

All meetings will be held in person at 1080 Winslow Ave. Coquitlam, BC V3J 0M6.  
Learn more: [sd43.bc.ca/budget](http://sd43.bc.ca/budget)

3. Congratulations to grade 12 Heritage Woods Secondary School student, Tyson Venegas, who now is participating in "Hollywood Week" at American Idol. Tune in every Sunday night on ABC to watch his performances.



4. SD43's Facilities Department - Energy Management and Sustainability Department shares their latest edition of Energy Wire. Read more on our website [here](#).



**ENERGY WIRE**

April 11, 2023

Dear SD43 Community,

It's time for our latest Energy Wire newsletter. This issue features information on the Earth Day District Eco-Challenge Competition, the 2023-2024 Budget Meetings, and the Energy Wire newsletter. We hope you find it interesting and helpful.

Learn more: [www.sd43.bc.ca/energywire](#)

The Department is also hosting the Earth Day District Eco-Challenge Competition April 17 to 24 encouraging students to participate in sustainability activities throughout the week.



- On March 30<sup>th</sup>, 19 Gleneagle Secondary Con-X students celebrated their tenth annual outdoor sleepover and spent the night outside the school to learn more about youth homelessness and to fundraise for Covenant House BC, an organization that provides mental health support and living skills programs to homeless and vulnerable youth in the community.

Support these dedicated students by learning more and donating today! <http://ow.ly/gxE550Nwspz>

- On March 31st to April 2nd, 19 Pinetree Secondary School students participated in the Canadian High Schools Model United Nations (CAHSMUN) Conference, a three-day conference welcoming over 850 high school students from around the world and held annually in Vancouver.



The conference provides students an opportunity to engage in political, social, and economic issues while developing their public speaking, diplomatic abilities, and critical thinking skills.


Congratulations to the following Pinetree Secondary School students who also won prestigious awards during this conference:

- Harjas, a grade 11 student and a newcomer who has attended the Model UN in India who received the Outstanding Delegate Award
- Horace, a grade 10 student and first-time attendee who received the Best Delegation Award



- SD43 will be hosting its first Parent Education Learning Series about Social Media Awareness, Digital Citizenship and Cyberbullying in collaboration with Safer Schools Together online on Wednesday, April 19, 2023, from 7:00 to 8:30 pm. The session is free for SD43 parents/ caregivers and provides support and guidance on digital parenting strategies. Register [here](#).

**SOCIAL MEDIA AWARENESS, DIGITAL CITIZENSHIP, AND CYBERBULLYING**  
FOR ALL THE PARENTS OF STUDENTS IN SD43




DATE: Wednesday, April 19, 2023  
TIME: 7:00 - 8:30 pm

SD43 is excited to announce the first Parent Education Learning Series about Social Media Awareness, Digital Citizenship and Cyberbullying. This session is free for all parents and caregivers of students in SD43. The session will be held online on Wednesday, April 19, 2023, from 7:00 to 8:30 pm. The session is free for all parents and caregivers of students in SD43. The session will be held online on Wednesday, April 19, 2023, from 7:00 to 8:30 pm.

**DO NOT MISS THIS FREE EVENT!!!**

- Free of charge for all parents and caregivers of students in SD43.
- Free of charge for all parents and caregivers of students in SD43.
- Free of charge for all parents and caregivers of students in SD43.
- Free of charge for all parents and caregivers of students in SD43.

TO REGISTER FOR THIS SESSION, PLEASE CLICK [HERE](#).

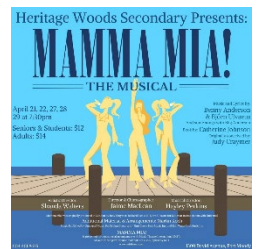




8. Congratulations to the 12 SD43 students that participated in the Junior Firefighter Academy March 10 to March 17.

Over spring break, students engaged in a hands-on experience where they gained a greater understanding of what it takes to become a professional firefighter. Thank you to Coquitlam Fire/Rescue for this wonderful collaboration and opportunity for our students!

9. Heritage Woods Secondary School Theatre presents Mamma Mia! The Musical on April 21, 22, 27, 28, 29 at 7:30pm. Purchase your tickets [here!](#)



10. Terry Fox Secondary School students Hannah Rao and Brayden Morgan, as well as principal David Starr, were among a few paid extras featured in a Disney Movie Prom Pact. Read more about their feature at TriCityNews [here](#).



Photo Credits: TriCity News

11. Congratulations to Gleneagle Secondary School student Laon Kim, who was awarded Athlete of the Year by Sport BC on Thursday, March 9, 2023, at the Vancouver Convention Centre East.

Laon has broken many Canadian records including the 1979 record by Olympic gold medalist Alex Baumann and continues to set new Canadian records for his age group.

He recently broke the national record in his age group in the men's 200m freestyle category at the 2023 Eastern Canadian Championships in Windsor, Ontario.

The Gleneagle Athletic Department and the whole community is so proud of you!



12. Kwayhqitlum Middle School student Patrick engaged in a career exploration visit with Chief Meteorologist Mark Madryga and Anchor Paul Haysom at Global News.







13. Congratulations to the Riverside Rapids who are the 2023 B.C. AAAA Girls' Basketball Champions. The team defeated Walnut Grove 70-52 on Saturday, March 4th at the Langley Events Centre.

Riverside Secondary School Girls Basketball team reached the championships in 2008, 2009, and 2022 but this year is their first provincials win! Congratulations to the ladies, Athletic Director Jeremy Neufeld and Head Coach Paul Langford for a fantastic victory.

14. Port Moody Secondary School students attended University of British Columbia's 45th Physics Olympics with over 700 students competing from all over BC.

Out of the six events, Port Moody Secondary School students placed 3rd in Fermi, 5th in one of the pre-builds, and went on to place 6th overall out of 63 teams competing. Congratulations students!



15. Terry Fox Secondary School Theatre invites the community to watch Zombie Prom on April 12, 13, 14 and April 19, 20, 21 at 7:30pm. Purchase your tickets at [www.ravenstheatre.com](http://www.ravenstheatre.com)



### Upcoming Events

April 12 – SD43 Unified 3 on 3 Basketball District Championships

April 12, 13, 14 & April 19, 20, 21 – Terry Fox Secondary School Presents Zombie Prom

April 12–14 – SD43 Indigenous Trade Sampler at Port Moody Secondary School

April 17 – 24 – SD43 Earth Day District Eco-Challenge Competition

April 19 – SD43 Como Lake Relays

April 21 – Student Leadership Conference and Pro-D Day

April 21, 22, 27- 29 – Heritage Woods Secondary School Theatre presents Mamma Mia!

April 28 – Gleneagle Secondary School 25<sup>th</sup> Anniversary

April 29 – June 2 – Mother Goose at Birchland Elementary School for children ages 0-6



**SCHOOL DISTRICT NO. 43 (COQUITLAM)**  
**SUPERINTENDENT'S OFFICE**  
**MEMORANDUM**

**TO:** Trustees

**FROM:** Patricia Gartland  
Superintendent

**DATE:** April 11, 2023

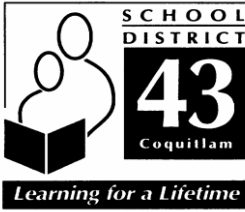
**RE:** Trustee Update

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On April 4, 2023, Deputy Minister of Education and Child Care Christina Zacharuk issued a Deputy Minister's Bulletin Special Update with information on the Feeding Futures School Food Programs Fund. More children and youth will have access to healthy meals and snacks at school through the Province's new Feeding Futures funding, which invests in building and expanding local school food programs. Through Budget 2023, the Province is investing \$214 million over three years so school districts can create or expand local food programs in schools throughout BC. The funds will be used for purchasing food and hiring dedicated staff to coordinate the provision of meals and snacks to students. This is the largest investment in school food programs in the Province's history.

[https://blog.gov.bc.ca/ecc-dm-bulletin/district\\_update/special-bulletin-april-4-2023-20237/](https://blog.gov.bc.ca/ecc-dm-bulletin/district_update/special-bulletin-april-4-2023-20237/)

<https://news.gov.bc.ca/releases/2023ECC0020-000424>



## SCHOOL DISTRICT NO. 43 (COQUITLAM)

### Facilities & Planning Services

#### MEMORANDUM

**TO:** Board of Education

**FROM:** Randy Manhas, Secretary-Treasurer/CFO  
Ivano Cecchini, Executive Director, Facilities and Planning Services

**DATE:** April 11, 2023

**SUBJECT:** **2023/24 Five Year Capital Plan Bylaw**

**COPIED TO:** District Leadership Team

**Recommended Action:** That the Board of Education pass a motion to hold all three readings and have the three readings, final passage, and adoption of the 2023/24 Five Year Capital Plan Bylaw.

**Background:** The Ministry of Education has responded to our 2023/24 Five Year Capital Plan submission made and approved by the Board in June 2022, by advising support for advancing project development or delivery of the following capital projects for 2023/24, as per the attached Ministry letter:

1. Montgomery Middle – Seismic Replacement – Final Concept Plan with Ministry for approval
2. Dr. Charles Best Secondary – Seismic Upgrades – Submit Final Concept Plan  
(PDR submitted 2019)
3. Rochester Elementary – SEP – Exterior Wall System
4. Eagle Ridge Elementary – CNCP – HVAC Upgrades

In accordance with the *School Act*, the Board is to adopt a single capital bylaw for the approved 2023/24 Five Year Capital Plan.

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

Attachments:

- Capital Plan Bylaw
- Ministry of Education Response to Annual Five-Year Capital Plan Submission for 2023/24



March 9, 2023

Ref: 288311

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

### Capital Plan Bylaw No. 2023/24-CPSD43-01

Re: Ministry Response to the Annual Five-Year Capital Plan Submission for 2023/24

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This letter is in response to your School District's 2023/24 Annual Five-Year Capital Plan submissions for Major Capital Programs and Minor Capital Programs and provides direction for advancing supported and approved capital projects. **Please see all bolded sections below for information.**

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

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

**\*Note: The FIP is a new program commencing in fiscal year 2023/24. FIP project requests are required to be submitted as part of the capital plan submissions that are due on June 30, 2023. School districts will be advised of approved FIP projects in early fall via an amended 2023/24 Capital Plan Response letter. Further information regarding the scope of the program, program criteria, and eligible projects will be included in the 2024/25 Capital Plan Instructions.**

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

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

**Projects in Development from Previous Years**

Project #	Project Name	Project Type	Comments
127808	Montgomery Middle	Seismic	Final Concept Plan with Ministry for approval
127807	Dr. Charles Best Secondary	Seismic	Please submit final Concept Plan to Ministry as soon as possible

Capital Project Funding Agreements (CPFA) are not issued for Major Capital Projects until after the Business Case and all other required supporting documentation is received, reviewed, and approved for funding by the Ministry.

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

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

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

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Rochester Elementary	SEP - Exterior Wall Systems Upgrades	\$1,750,000	Proceed to design, tender & construction. To be completed by March 31, 2024.
Eagle Ridge Elementary*	CNCP - HVAC Upgrades	\$932,760	Proceed to design, tender & construction. To be completed by December 31, 2023.

*\*Funded in part by Canada through the Ventilation Improvement Fund (VIF). Please see accompanying APFA for details*

**An Annual Programs Funding Agreement (APFA) accompanies this Capital Plan Response Letter which outlines specific Ministry and Board related obligations associated with the approved Minor Capital Projects for the 2023/24 fiscal year as listed above.**

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw (using the Capital Bylaw Number provided at the beginning of this document) for its approved 2023/24 Five-Year Capital Plan as identified in this Capital Plan Response Letter. For additional information, please visit the Capital Bylaw website at:

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

The Capital Bylaw and the APFA must be signed, dated, and emailed to Ministry Planning Officer Nathan Whipp at [Nathan.Whipp@gov.bc.ca](mailto:Nathan.Whipp@gov.bc.ca) as soon as possible. Upon receipt the Ministry will issue Certificates of Approvals as defined in the APFA.

As the 2023/24 Capital Plan process is now complete, the Capital Plan Instructions for the upcoming 2024/25 Annual Five-Year Capital Plan submission process (using the Ministry's Capital Asset Planning System (CAPS) online platform) will be available on the Ministry's [Capital Planning](#) webpage by April 1<sup>st</sup>, 2023.

NOTE: School districts' Capital Plan submission deadlines for the 2024/25 fiscal year, using the CAPS online platform, will be as follows:

- **June 30, 2023** – Major Capital Programs (SMP, EXP, REP, RDP, SAP, BEP); Minor Capital Programs (FIP).
- **September 30, 2023** – Minor Capital Programs (SEP, CNCP, PEP, BUS).

The staggered deadlines are intended to provide the Ministry with input required to initiate planning for the next budget cycle, while enabling school districts additional time and flexibility to plan over the summer. School districts may wish to provide Major and Minor Capital submissions by the June 30, 2023 deadline.

Additionally, the Annual Facility Grant (AFG) project requests for the 2023/24 fiscal year are to be submitted using the CAPS online platform, on or before May 31, 2023.

As a school district with a School Site Acquisition Charge (SSAC) scheme in place, please also be advised that the eligible school site requirement set out in the final resolution of the Board of Education in accordance with s. 574(5) of the Local Government Act, is duly accepted by the Ministry as part of the Board's approved capital plan for 2022/23.

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

Please contact your respective Regional Director or Planning Officer as per the [Capital Management Branch Contact List](#) with any questions regarding this Capital Plan Response Letter or the Ministry's capital plan process. Specific questions about SSAC should be directed to Travis Tormala, Regional Director.

Sincerely,



Francois Bertrand, Executive Director  
Capital Management Branch

pc: Damien Crowell, Director, Major Capital Projects, Capital Management Branch  
Geoff Croshaw, A/Director, Minor Capital Programs and Finance Unit, Capital Management Branch



**CAPITAL BYLAW NO. 2023/24-CPSD43-01**

**FIVE YEAR CAPITAL PLAN 2023/24**

A BYLAW by the Board of Education of School District No. 43 (Coquitlam) (hereinafter called the "Board") to adopt a Capital Plan of the Board pursuant to Sections 143 (2) and 144 (1) of the *School Act*, R.S.B.C. 1996, c. 412 as amended from time to time (called the "Act").

WHEREAS in accordance with provisions of the *School Act* the Minister of Education (hereinafter called the "Minister") has approved the Board's Capital Plan.

NOW THEREFORE the Board agrees to the following:

- (a) authorizes the Secretary-Treasurer to execute project agreements related to the expenditures contemplated by the Capital Plan;
- (b) upon approval to proceed, commence the Project and proceed diligently and use its best efforts to complete each Project substantially as directed by the Minister;
- (c) observe and comply with any rule, policy or regulation of the Minister as may be applicable to the Board or the Project(s); and,
- (d) maintain proper books of account, and other information and documents with respect to the affairs of the Project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

1. The Capital Bylaw of the Board approved by the Minister that specifies the supported projects in the Ministry's letter of March 19, 2023 from the 2023/24 Five Year Capital Plan is hereby adopted.
2. This Bylaw may be cited as School District No. 43 (Coquitlam) Capital Bylaw No. 2023/24-CPSD43-01.

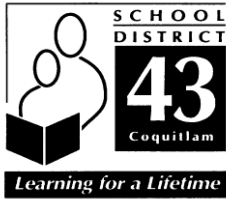
READ A FIRST TIME THE 11<sup>th</sup> DAY OF APRIL, 2023;  
READ A SECOND TIME THE 11<sup>th</sup> DAY OF APRIL, 2023;  
READ A THIRD TIME, PASSED AND ADOPTED THE 11<sup>th</sup> DAY OF APRIL, 2023.

\_\_\_\_\_  
Board Chair

\_\_\_\_\_  
Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 43 (Coquitlam) Capital Bylaw No. 2023/24-CPSD43-01 adopted by the Board the 11<sup>th</sup> day of APRIL, 2023.

\_\_\_\_\_  
Secretary-Treasurer



## SCHOOL DISTRICT NO. 43 (COQUITLAM)

### CORPORATE and FINANCIAL SERVICES DEPARTMENT

#### MEMORANDUM

**TO:** Board of Education

**FROM:** Randy Manhas, Secretary-Treasurer/CFO  
Nita Mikl, Assistant Secretary Treasurer

**DATE:** April 11, 2023

**SUBJECT:** **Budget 2023-24 and Multi-Year Fiscal Plan**

**COPIED TO:** District Leadership Team

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**Recommended Action:** The following is provided for information.

The 2023-24 preliminary budget has been prepared within a framework that is guided by and aligned with *Directions 2025*. The budget has considered the multiple interests of all stakeholders with the requirement to maintain a balanced budget and provide budget certainty. The budget will continue to provide resource support to enhance student learning while maintaining a financially healthy, stable and sustainable education system for the long term.

#### Budget 2023-24 and Multi-Year Fiscal Plan

The Budget and Multi-Year Fiscal Plan is a comprehensive document detailing the District's Financial plan for the 2023/24 - 2025/26 fiscal years. The report provides an overview of the budget process, touches on *Directions 2025* and how the budget supports these goals and contains detailed information on enrolment estimates, grant funding, other revenues for the next three fiscal years along with expected staffing levels and expenses. The report provides some highlights on Special Purpose and Capital funds and ends with a description of potential risks that could affect the school districts financial stability. The Appendix of the report includes a summary of what we heard during the budget stakeholder and partner group meetings and how we have responded.

# BUDGET

# 2023/24

*Learning for a Lifetime*

**MULTI-YEAR FISCAL PLAN**  
**2023/24 - 2025/26**





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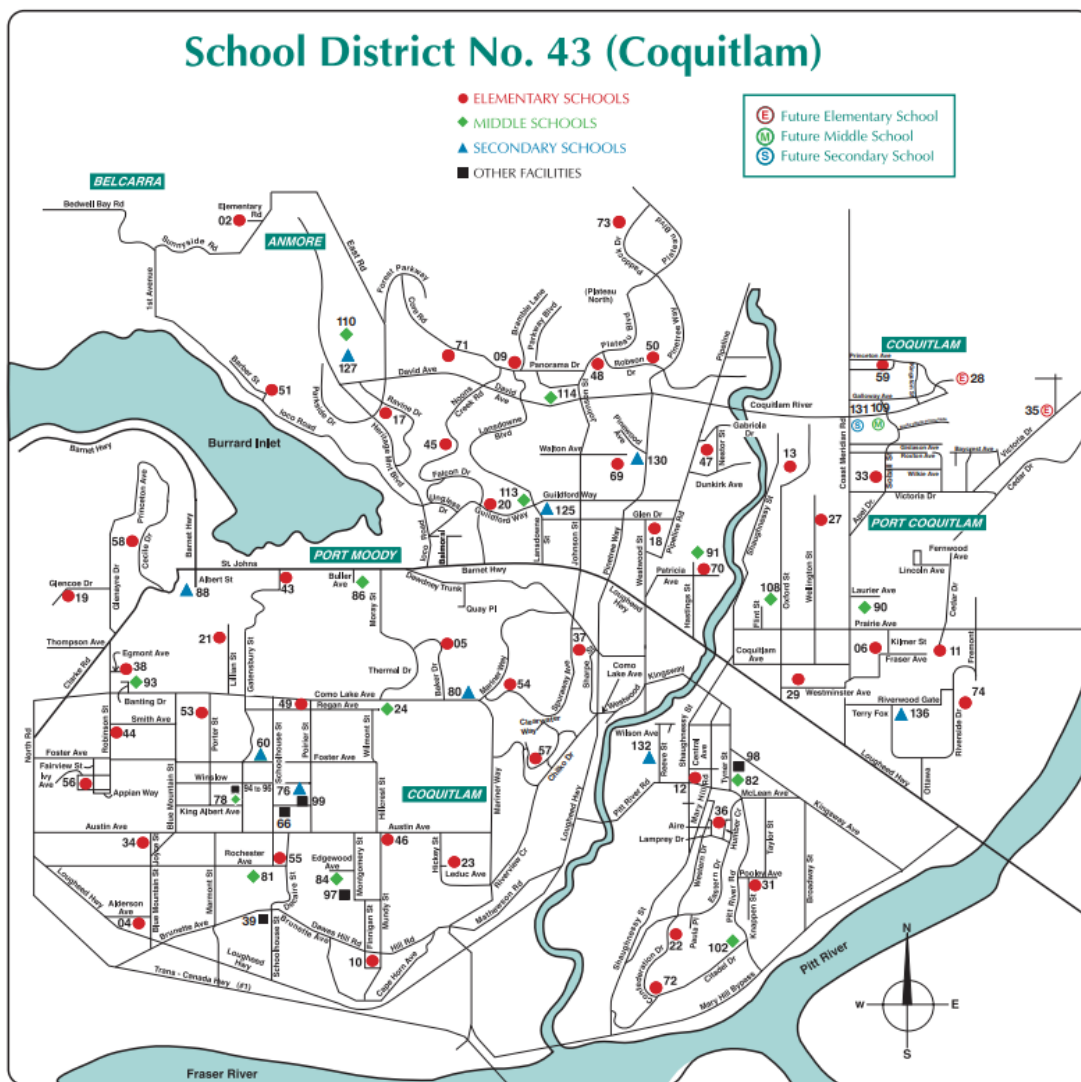
# ORGANIZATION



# DISTRICT OVERVIEW

School District No. 43 (Coquitlam) is on the core territory of the kʷikwəłəm (Kwkwetlem) First Nation and lies within the shared traditional territories of the Tsleil-Waututh, Katzie, xʷməθkʷəyám (Musqueam), Skwxwú7mesh Úxwumixw (Squamish), and Qayqayt Nations

As the third largest school district in B.C., School District No. 43 (Coquitlam) meets the learning needs of approximately 33,500 students of all ages in Coquitlam, Port Coquitlam, Port Moody, Anmore, and Belcarra. The District employs approximately 4,370 employees including 2,700 teachers.












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

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



# BOARD OF EDUCATION

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

				
<b>Michael Thomas</b> CHAIR	<b>Craig Woods</b> VICE-CHAIR	<b>Carol Cahoon</b> TRUSTEE	<b>Jennifer Blatherwick</b> TRUSTEE	
				
<b>Christine Pollock</b> TRUSTEE	<b>Chuck Denison</b> TRUSTEE	<b>Lisa Park</b> TRUSTEE	<b>Zoe Royer</b> TRUSTEE	<b>Kerri Palmer Isaak</b> TRUSTEE

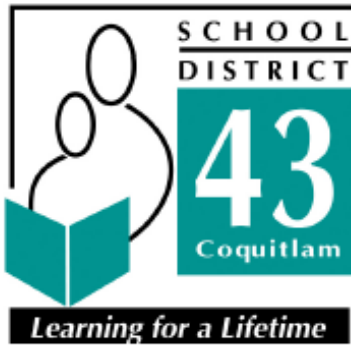
## *Roles, Responsibilities and Financial Governance*

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

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

The board is committed to transparency and has fully adopted the Ministry of Education recommended requirements for financial governance which includes the development of the annual budget that is guided by its vision framework and encompasses a comprehensive consultative budget process.





## VISION STATEMENT

*Increasing Success in Life for All*

## OUR MISSION

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

## OUR PURPOSE

The Board of Education accepts its responsibility to provide a quality and equitable public education for the success of all learners, within the limits and resources available.

# DIRECTIONS 2025

## OUR CORE BELIEFS AND PRINCIPLES

The Board of Education believes in:

- Public Education and the need to advocate on its behalf;
- Instilling a passion for learning;
- Learners as the most important focus;
- High quality and equitable learning opportunities;
- Innovation, creativity, problem solving, critical thinking and sustainability;
- The essential value of District/Community/Global Partnerships;
- Safe, inclusive and socially responsible learning communities.

The Board of Education is committed to:

- Creating a culture of care and shared responsibility where every learner matters;
- Engaging and empowering lifelong learners;
- Providing flexible, integrated, diverse, and active learning environments;
- Developing shared leadership through innovative, sustainable professional learning.

For more information regarding the *Directions 2025 Strategic Plan*, click [here](#).



**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.

**ORGANIZATIONAL CAPACITY /** Foster a Sustainable Educational Organization:



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

**CROSS CUTTING THEMES:**  
These underlying themes will enhance our work and will inform our practice as we implement our goals.

**TECHNOLOGY**  
Quality Information; Equitable Access; Human Capacity.

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



## **Aligning Budget Planning & Resource Allocation with Directions 2025**

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

It is a consultative model that coordinates budget planning and resource allocation activities with inclusive stakeholder consultation and feedback based on the vision, goals and objectives. The model includes:

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

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

### **Directions 2025 Alignment to Budget**

The details on the following pages specify how the District's budget aligns with the goals and objectives of the *Directions 2025* Strategic Plan.





## GOAL

## OBJECTIVE

### INTELLECTUAL DEVELOPMENT/ Achieve Student Success:

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

- Develop students as numerate citizens who practice mathematical habits of mind.
- Foster life-long learning behaviors through the promotion of literacy and the core competencies across the curriculum.
- Equip students for a world that requires practical scientific, technical and innovation skills through STEAM and Career Education.
- Instill understanding of First Peoples Principles of Learning and Indigenous History.

#### BUDGET SUPPORTS:

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

## GOAL

## OBJECTIVE

### HUMAN AND SOCIAL DEVELOPMENT / Develop the Educated Citizen

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

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

#### BUDGET SUPPORTS:

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



## GOAL

## OBJECTIVE

### ORGANIZATIONAL CAPACITY / Foster a Sustainable Education Organization

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

- Model a professional leadership culture.
- Create innovative and sustainable facilities that support emerging learning needs.
- Support continuous improvement and operational efficiencies throughout the organization.
- Implement strategies to ensure international education programs maintain their leadership position.
- Ensure a financially stable organization through progressive practices and multi-year financial planning.

#### BUDGET SUPPORTS:

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



### CROSS CUTTING THEMES:

These underlying themes will enhance our work and will inform our practice as we implement our goals.

### TECHNOLOGY- Quality Information; Equitable Access; Human Capacity

#### BUDGET SUPPORTS:

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



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

#### BUDGET SUPPORTS:

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





# BUDGET PROCESS

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

## ***Budget Background***

The District's budget is prepared in accordance with the following provincial legislation and regulation that establishes government's framework for financial reporting:

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

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

**OPERATING FUND:** The operating fund includes ministry grants and other revenues used to fund instructional programs, school and district administration, facilities operations, maintenance, and transportation.

**SPECIAL PURPOSE FUND:** The special purpose fund includes separate, identifiable funds designated for a specific use or program. These funds are received from the Ministry of Education and other sources with restrictions on how they may be spent.

**CAPITAL FUND:** The capital fund includes a combination of ministry capital grants, locally generated funds (which are transferred from the operating fund to cover expenditures, such as portables), and school site acquisition charges from local municipalities. These funds are used for facility operations including construction, enhancement, and maintenance of buildings, fields, infrastructure, and land purchases for future school development.

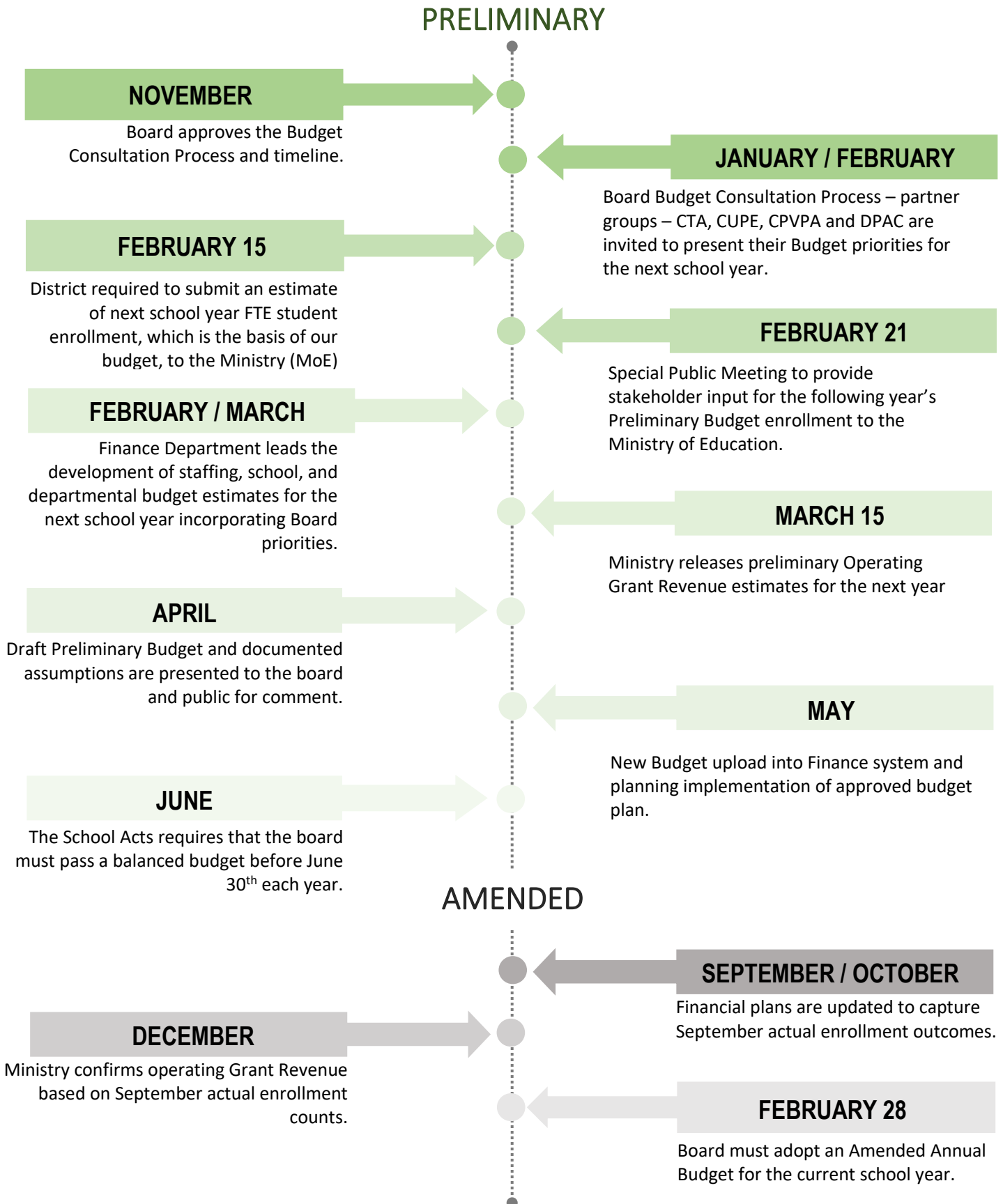
## ***Budget Implementation, Monitoring, and Reporting***

Once the preliminary budget is approved, it is continuously updated for known changes in estimates, updated grant funding, and current information on trends impacting the District's financial operations. These changes are consolidated into the amended budget (required by the Ministry) which requires Board approval and submission by February 28<sup>th</sup> of the fiscal year.

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

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

## Budget Planning Cycle





## Schedule of Board Meeting Presentations

For the past 12 months, there were numerous presentations made during public board meetings to keep the Board and the public informed of important and relevant topics. This assisted the Board and District Leadership Team (DLT) in informing and shaping the 2023/24 budget proposal in addition to reporting out

BOARD MEETING	PRESENTATION TOPIC	Goal			Cross Cutting Theme	
		1	2	3	Technology	Social Engagement
April 12, 2022	COVID -19 Update		•			•
	NTPP Annuitization Update			•		•
	Centennial Field Update			•		•
	2022/23 Capital Response Letter Bylaw			•		•
	2022/23 Preliminary Budget Presentation	•	•	•	•	•
	Trustee Representation at Commencement Ceremonies					•
April 19, 2022	Overview of Budget Process & Remarks from Board Chair	•	•	•	•	•
	Stakeholder Budget Feedback Questions or Comments	•	•	•	•	•
April 26, 2022	2022/23 Annual Budget Bylaw	•	•	•	•	•
May 10, 2022	3rd Quarter Financial Report	•	•	•	•	•
	Approval of Annual Facilities Grant			•		•
	Mental Health Supports		•			•
	Farsi Language Curriculum	•	•		•	•
	Trustee Election Update/Bylaw					•
June 21, 2022	SLC – Year in Review					•
	The Right to Read & Dyslexia		•			•
	Anti-Racism Data Act Response		•		•	•
	Tech Twenty	•	•		•	•
	Restricting Operating Surplus	•	•	•		•
	Enterprise Risk Management			•		•
	2023/24 Annual Five Year Capital Plan			•		•
	Eligible School Site Proposal			•		•
	Special Education Staffing Report	•	•	•		•
Trustee School Liaison Assignments					•	
July 19, 2022	Statutory Right of Way			•		•
	Mental Health Task Force Update	•	•			•
Sept 20, 2022	Administrative Procedures Review			•		•
	Framework for Enhancing Student Learning	•	•		•	•
	Summer Learning Report	•	•		•	•
	International Education Summer Learning Report	•	•		•	•
	Enrollment Update	•	•	•		•
	Finance & Audit Terms of Reference			•		•
	Burke Mountain Update			•		•
	Anmore Green Estates Update					•
	AFG Summer Work and Classroom Conversions Report			•		•
Early Learning and Child Care Lead	•	•			•	

alignment to *Directions 2025*.



BOARD MEETING	PRESENTATION TOPIC	Goal			Cross Cutting Theme	
		1	2	3	Technology	Social Engagement
	Student & Family Affordability Funding		•	•		•
	Financial Statement Discussion & Analysis and Audited Financial Statements	•	•	•	•	•
	Auditor Selection Process			•		•
	School Site Acquisition Charge Bylaw			•		•
Nov 29, 2022	Administrative Procedures Review			•		•
	Numeracy	•			•	•
	Enrolment Update			•		•
	SWIS Program		•			•
	COVID-19 Update					•
	1 <sup>st</sup> Quarter Financial Report	•	•	•	•	•
	Financial Update 2022/23 – Cost Pressure Report	•	•	•	•	•
	2023/24 Budget Process			•		•
	Centennial Project Update			•		•
	Coast Salish Project Update			•		•
	Board/Authority Authorized Courses	•	•		•	•
	Creation of Additional Classroom Space			•		•
	Statement of Financial Information	•	•	•	•	•
	Selection of External Financial Auditor			•		•
	Trustee School Liaison Assignments					•
	Trustee Representations of Committees					•
Jan 17, 2023	District Operational Plan – Aligned with Framework for Enhancing Student Learning	•	•	•	•	•
	Student Enrolment – Space Challenges			•		•
	Budget Consultation Guide			•		•
	Funding Update	•	•	•	•	•
	Tech Twenty – STEAM Lenses	•			•	•
	Update on Local & Provincial Bargaining			•		•
Feb 7, 2023	Mental Health Task Force Update	•	•			•
	2 <sup>nd</sup> Quarter Financial Report	•	•	•	•	•
	2022/23 Amended Annual Budget	•	•	•	•	•
	Accumulated Surplus Policy Review	•	•	•	•	•
	Real Acts of Caring Week		•			•
Feb 21, 2023	Supporting Multilingual / English Language Learners		•			•
	2023/24 Budget Introduction			•		•
March 7, 2022	Budget Stakeholder Input Presentations	•	•	•	•	•
	Tech Twenty	•	•	•	•	•
March 7, 2022	2023/24 Student Enrollment Projections	•	•	•	•	•





***This annual preliminary budget proposal is informed and shaped with the consideration of stakeholder and public input, within a budget process that considers students first, with fair access for all students.***

### ***Budget Development and Consultation Process***

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

### ***Partner Group Meetings and Stakeholder Input***

As part of our budget process, the Board provided an opportunity to each of our partner groups and stakeholders to provide their input for consideration into the 2023/24 preliminary budget. The Board met separately with CTA, DPAC, CUPE and CPVPA and further held a special public board meeting on February 21<sup>st</sup> for budget stakeholder input presentations.

### ***Communication and Strategic Engagement***

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

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

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

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

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

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

A complete summary of the comments received during budget input meetings and our responses and comments to these recommendations are captured in [Appendix A](#).

The DLT considered these recommendations and the informal advice from the advisory committees when developing the proposed preliminary budget for 2023/24 within the limitations of available funding and *Directions 2025* criteria. Subsequently the approved preliminary budget supports the *Operational Plan* and the educational outcomes as reported in the *Framework for Enhanced Student Learning*.



# MULTI-YEAR FISCAL PLAN 2023/24 - 2025/26



## EXECUTIVE SUMMARY

The budget proposal is developed through a formal consultation process as detailed in the Budget Consultation Guide, through formal meetings with our partner groups, through informal thoughts from various advisory committees, and through Board presentations under the guidance of our strategic plan – Directions 2025. Developing the fiscal budget is a challenging process as funding limitations restrict our ability to meet all desired objectives. Some additional considerations in developing the 2023/24 budget include:

- ✓ balancing a budget with reduced financial surplus usage than in the prior year,
- ✓ inadequate funding from the Ministry of Education for the 2023/24 fiscal year to address escalating benefit cost increases and other statutory and contractual obligations,
- ✓ increased capital contribution requirements from the province towards major capital projects.
- ✓ increased needs for portables due to enrollment growth from resulting from higher levels of immigration. The ministry does not generally provide funds for portables, thus much of this is funded from our Operating funds,
- ✓ the ongoing impact of supply chain issues and inflationary increases affecting all school district operations, and,
- ✓ the need to increase supports for mental health and vulnerable students.

The message from our stakeholder groups and the community was clear: maintain service levels to the extent possible, including existing staffing levels, school supplies, and services, and continue to address heightened challenges in mental health, food security, and supports for vulnerable students. The District agrees and is dedicated to meeting these requests to the extent available funding allows.

The lingering effects of the Pandemic continue to impact school district operations. While there was a return to normal school operations, with regular in-class instruction, higher levels of absenteeism have impacted our substitute expenditure and the School District’s ability to ensure there are enough TTOC’s to cover all absences. To mitigate potential shortages in TTOC’s, the school district hired 15 permanent TTOC’s this past year and will continue to maintain these positions in the 2023-24 school year.

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

Not anticipated last year was the easing of immigration and the influx of immigrants and newcomers that settled in the Tri-Cities. This had and continues to have a significant impact on class size and class composition further impacting staffing supports. Further, limited classroom space (especially in our elementary schools) has exacerbated an already demanding situation.

While all streams of revenue contribute to our District operations, the biggest source comes from the Ministry of Education’s grant funding. The grant funding, however, does not adequately cover the cost of the employer health tax, inflation, statutory increases for CPP and EI, and other contractually negotiated benefits. These funding shortfalls have a direct impact on the District’s ability to maintain and retain its staffing, service, and supply budgets.

The District is budgeting for an enrolment increase and has made provision – to the extent possible - for related staffing requirements. The increase in teacher staffing required to address class size and composition will be funded from the Classroom Enhancement Fund (CEF). The risk associated with this, is that CEF funding is not confirmed until December 2023 well after the start of the school year.



The District is continuing to see an increase in students with special needs. Within the Student Services portfolio, the District ensures that our actual staffing for special education and ELL itinerant teachers, teacher librarians, and councillors meets or exceeds the provincial non-enrolling ratio requirements. For the 2023-24 school year, the district is adding 10 additional EA/LISW positions to assist with increasing vulnerable learner needs. This is in addition to the 16 permanent EA/LISW positions added in the 2022-23 budget.

District funding pressures are also exacerbated by requirements from the Ministry for the district to contribute to capital projects. The district was required to contribute \$25M towards the Burke Mountain Middle/Secondary School to secure project approval from the provincial treasury board. Fortunately, the District was able to complete its obligation in 2022/23.

As stated, the District is required to submit a balanced budget to government. Although demands always outweigh available funds, we listened intently during our budget consultation meetings with our stakeholders and partner groups and have worked hard to create a preliminary budget proposal for 2023-24 that both aligns with Directions 2025 and what we heard in those meetings.

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

Description	FTE	Operating Fund	Special Purpose Funds	Intellectual Development	Human & Social Dev.	Organizational Capacity	Cross Cutting Themes	
	Amount	Amount	Amount	Goal 1	Goal 2	Goal 3	TECHNOLOGY	SOCIAL ENGAGEMENT
Teachers - CEF - Class size and Composition	10.00		1,300,000	●	●			
Teachers - Enrollment increase - Regular and International students	16.20	2,108,600		●	●			
Teachers - Additional blocks to support High Risk & Indigenous Learners	2.50	325,000		●	●			
Teachers - Learning Services - Psychologist & SLP	0.60	79,010		●	●			
Teachers - Eliminate Teaching time for Elementary Principals	5.90	767,000		●	●	●		
Teachers - Add Minor Department Heads to all Elementary Schools		197,353		●	●	●		
Permanent TTOCs (15 FTE)		Retain				●		
Education Assistants - Enrollment Increases in Level 2 & 3	10.00	566,640		●	●			
Educational Assistants - Convert 14 positions at Middle School to 35 hours		105,588		●	●			●
Youth Workers - Top up 0.5 FTE positions at 4 sites	2.00	159,398			●			●
Support Staff - Maintenance (Grounds/Delivery/Filter Service)	3.00	243,000				●		
Administrator - District Principal - Diversity and Anti-Racism	1.00	187,093		●	●	●		●
Other Professional - Payroll Coordinator	1.00	96,882				●		
Support for community partnerships (Share/City/Eng Gang/schools)		97,500				●		
Increase Budget for DPAC		5,000						●
Increase Budget for Coquitlam Music Teachers Association		10,000		●		●	●	
Supplies and Services - Inflation, enrollment and contractual related increases		671,710		●		●	●	
<b>Total</b>	<b>52.20</b>	<b>5,619,774</b>	<b>1,300,000</b>					



## MULTI-YEAR OPERATING PLAN

The multi-year operating plan below spans the 2023/24 to 2025/26 fiscal years. The 2023/24 fiscal year represents the preliminary budget for next year and incorporates the enrollment estimates and funding announced by the Ministry on March 15, 2023. Forecast for fiscal years 2024/25 and 2025/26 are based on projected enrollment estimates and information available at the time of this report and other assumptions. Details with respect to the multi-year are discussed in more detail in the subsequent pages.

MULTI-YEAR OPERATING PLAN	Actual 2021/22	Amended 2022/23	Preliminary 2023/24	Forecast 2024/25	Forecast 2025/26
Operating Grant, Ministry of Ed.	303,995,261	311,216,802	341,995,951	352,488,444	364,763,451
Other Provincial Grants	2,243,214	2,582,986	2,720,954	2,640,237	2,665,237
Provincial Grants - Other (MCFD)	51,072	19,072	12,768	51,072	51,072
Other Revenue					
Continuing Education	273,807	266,346	266,346	275,000	300,000
Offshore Tuition Fees	19,140,135	16,583,274	18,487,000	19,587,000	19,637,000
Miscellaneous	1,218,328	529,778	511,754	565,000	566,000
Rentals and Leases	2,007,068	2,058,296	2,108,296	2,158,679	2,189,927
Investment Income	1,528,644	2,132,392	3,432,392	3,200,000	3,000,000
<b>TOTAL OPERATING REVENUE</b>	<b>330,457,529</b>	<b>335,388,946</b>	<b>369,535,461</b>	<b>380,965,432</b>	<b>393,172,687</b>
Salaries					
Teachers	147,148,259	154,960,111	167,765,664	171,975,952	176,381,237
Principals and Vice Principals	17,356,933	18,415,436	19,358,053	20,030,590	20,630,759
Educational Assistants	21,576,850	24,447,542	26,518,046	27,235,461	28,346,173
Support Staff	26,800,176	29,732,870	31,671,894	32,205,126	32,913,639
Other Professionals	7,583,208	7,757,481	8,306,545	8,614,792	8,804,317
Substitutes	12,320,123	11,149,601	13,822,131	13,922,131	14,022,131
Employee Benefits	61,187,035	67,317,616	72,529,866	74,827,616	77,345,828
<b>Total Salaries and Benefits</b>	<b>293,972,584</b>	<b>313,780,657</b>	<b>339,972,199</b>	<b>348,811,668</b>	<b>358,444,083</b>
Services & Supplies					
Services	8,194,431	8,624,448	8,900,635	9,000,635	9,100,635
Student Transportation	485,051	633,384	531,138	536,138	541,138
Professional Development	1,421,524	2,324,220	2,305,357	2,420,625	2,541,656
Rentals & Leases	327,441	429,898	429,898	434,898	439,898
Dues & Fees	1,344,608	759,089	1,070,139	1,123,646	1,179,828
Insurance	1,371,017	1,391,399	1,497,649	1,527,602	1,558,154
Supplies	7,586,800	9,975,634	10,041,374	10,242,201	10,447,046
Utilities	5,388,746	6,117,072	6,037,072	6,157,813	6,280,970
<b>Total Services &amp; Supplies</b>	<b>26,119,618</b>	<b>30,255,144</b>	<b>30,813,262</b>	<b>31,443,559</b>	<b>32,089,325</b>
<b>TOTAL OPERATING EXPENSES</b>	<b>320,092,202</b>	<b>344,035,801</b>	<b>370,785,461</b>	<b>380,255,226</b>	<b>390,533,408</b>
<b>NET REVENUE (EXPENSE)</b>	<b>10,365,327</b>	<b>(8,646,855)</b>	<b>(1,250,000)</b>	<b>710,206</b>	<b>2,639,279</b>
Interfund Transfers	(9,509,420)	(8,500,000)	(2,500,000)	(2,500,000)	(2,500,000)
Use of Accumulated Reserves	0	17,146,855	3,750,000	3,750,000	3,750,000
<b>Operating Surplus for the Year</b>	<b>855,907</b>	<b>(0)</b>	<b>(0)</b>	<b>1,960,206</b>	<b>3,889,279</b>
Reserves (Deficit) Beg. of the Year	23,677,425	24,533,332	7,386,476	13,535,905	11,746,111
Reserves Utilized	0	(17,146,855)	(3,750,000)	(3,750,000)	(3,750,000)
Recovery of surplus used for Wage increments			9,899,429	0	0
<b>Reserves (Deficit) End of the Year</b>	<b>24,533,332</b>	<b>7,386,476</b>	<b>13,535,905</b>	<b>11,746,111</b>	<b>11,885,390</b>

## ENROLLMENT

The Ministry of Education announces grant funding for the following school year every March, as such the District only has some certainty with respect to funding for the next fiscal year. As a result, the multi-year operating plan requires the District to make assumptions around enrollment and per student grant funding which makes up the basis for the operating grant. School Districts are required to submit their upcoming September estimated student enrollment by February 15 of each year.

Enrollment Summary	Actual 2021/22	Actual 2022/23	Preliminary 2023/24	Forecast 2024/25	Forecast 2025/26
K-12 Standard (Regular) Schools FTE	30,417	31,088	31,225	31,400	31,550
Continuing Education School Age FTE	1	6	6	6	6
Alternative FTE	265	241	275	275	275
Distributed Learning FTE	465	240	237	240	240
Adult Education	44	57	57	56	56
<b>SEPTEMBER School-Age &amp; Adult FTE</b>	<b>31,191</b>	<b>31,631</b>	<b>31,800</b>	<b>31,977</b>	<b>32,127</b>
July - Summer Learning FTE	55	581	600	600	600
February School Age and Adult FTE	506	439	439	439	439
May School Age and Adult FTE	98	115	115	115	115
<b>Total School-Age &amp; Adult FTE</b>	<b>31,850</b>	<b>32,766</b>	<b>32,954</b>	<b>33,131</b>	<b>33,281</b>
Unique Student Needs - SEPTEMBER	Actual 2021/22	Actual 2022/23	Preliminary 2023/24	Forecast 2024/25	Forecast 2025/26
Level 1 Special Needs	27	28	26	27	28
Level 2 Special Needs	1,352	1,446	1,492	1,550	1,650
Level 3 Special Needs	343	343	320	330	340
English Language Learning (ELL)	5,078	5,476	5,560	5,700	5,800
Indigenous Education	1,263	1,232	1,187	1,185	1,185
Unique Student Needs - JULY	Actual 2021/22	Actual 2022/23	Preliminary 2023/24	Forecast 2024/25	Forecast 2025/26
Level 1 Special Needs	-	2	2	2	2
Level 2 Special Needs	35	146	146	146	146
Level 3 Special Needs	2	25	25	25	25
English Language Learning (ELL)	-	995	995	995	995
Unique Student Needs - FEBRUARY	Actual 2021/22	Actual 2022/23	Preliminary 2023/24	Forecast 2024/25	Forecast 2025/26
Level 1 Special Needs	-	-	-	-	-
Level 2 Special Needs	16	10	10	10	10
Level 3 Special Needs	17	-	-	-	-
English Language Learning - Newcomer	34	10	10	10	10

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

- Change between intake of newly enrolled kindergarten cohort and those that are graduating,
- Impact of out migration to other districts because of increased housing prices or other factors,
- Increased cost of living and childcare impacting local birthrates,
- Net migration of students from and to other provinces and other countries,
- Independently sourced demographic and regional information,

- Housing development data collected from the municipalities,
- SD43 internal sources, and
- Ministry of Education’s projections specific to our District.

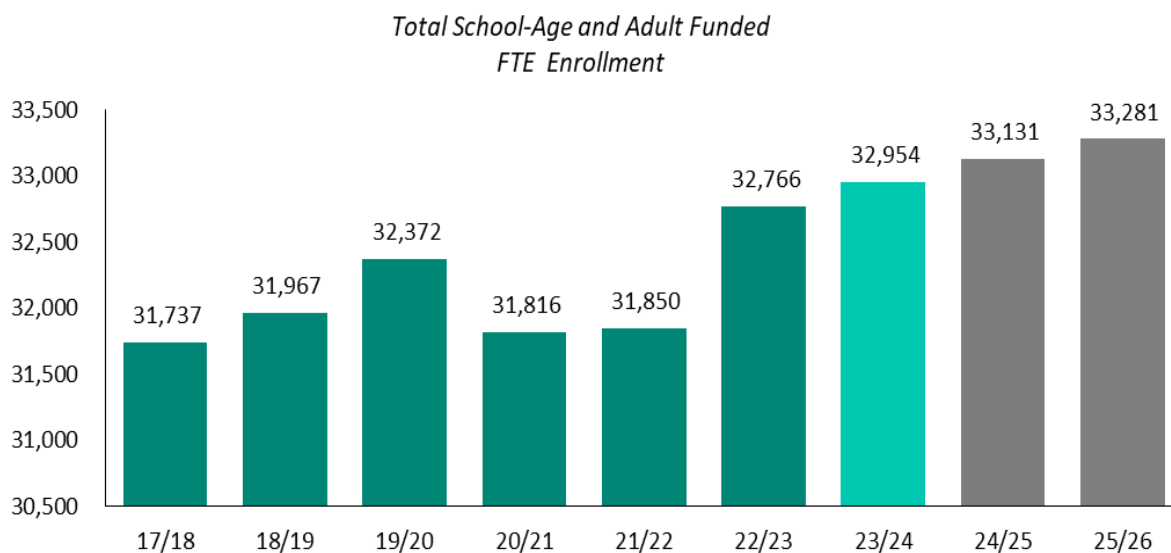
The District is experiencing growth in four areas: Burke Mountain, Coquitlam Centre, Burquitlam-Lougheed, and Moody Centre. New housing developments do not necessarily generate increased enrollment, but often create a shift of enrollment geographically within SD43. These new developments do however put additional pressure for capital needs for new schools or additions to existing schools.

There was a significant increase of enrolled school aged students that was not anticipated in the current year; over 800 student registrations were captured in the September 1701 submission but approximately 250 new students enrolled in the District after the September 2022 count. The district has experienced a significant increase in international funding eligible students and this is directly associated with the Federal government’s significant expansion of immigrant newcomers to Canada. Based upon Immigration, Refugees and Citizenship Canada this trend is expected to continue for at least the next two years. With increased enrolment came a significant increase in enrolment of students with unique needs.

Enrollment in distributed learning (online) programs is projected to stabilize as the impact of COVID-19 continues to diminish and students return to in-class learning. Distributed learning enrollment numbers were higher than normal for the past three years as in-class summer learning courses for grades 10 to 12 were cancelled due to COVID and instead, were offered online through the summer Fast-Track program.

Enrollment for level 2 special needs students is projected to increase as is English language learners, both related to increasing newcomers to Canada and their settlement into the Coquitlam School District.

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



While growth is occurring at the elementary grades, this is offset by declining enrollment at the upper grades, with the trend toward stagnating enrolment. However, the most recent year over year increase as discussed above, has disrupted this trend.

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

## STAFFING

The following tables summarize staffing information and changes proposed for the preliminary budget. The translation of staffing into ‘dollars’ is captured in the operating budget section of this report.

Staffing levels are driven by various factors including student enrollment, educational needs, grant funding, and organizational capacity. The table below captures our projected operating staffing by staffing groups over the next three years. The District has attempted to mitigate the overall number of staffing changes for 2023/24 while stabilizing class size and composition to the extent possible through the designated use of the Classroom Enhancement Fund.

In recognition of the dramatic increase in September 2022 enrolled students, teacher and educational assistant staffing was incremented at that time. Below is a summary of staffing presented in full time equivalents (FTE) for all groups for all three funds, (Operating, Special Purpose Funds and Capital).

All Staffing Groups	Actual 2021/22	Amended 2022/23	Preliminary 2023/24	Forecast 2024/25	Forecast 2025/26
Teachers	2,011.62	2,040.42	2,074.44	2,092.18	2,108.70
Support	560.46	559.46	561.46	561.46	561.46
Educational Assistants	680.72	705.79	716.79	725.70	737.42
Administrators	128.00	130.00	131.00	131.00	132.00
Other Professionals	74.00	74.00	75.00	75.00	75.00
Substitutes	0.00	15.00	15.00	15.00	15.00
<b>TOTAL</b>	<b>3,454.80</b>	<b>3,524.67</b>	<b>3,573.69</b>	<b>3,600.34</b>	<b>3,629.58</b>

Year-over-Year Change	Preliminary to Amended	
Teachers	34.02	<p>+34 FTE Teachers: Due to a combination of higher student enrollment projections, best efforts requirement to address class size and composition, increased international education enrolment, additional learning supports for high-risk learners and indigenous learners, increased prep time requirement, and increased teaching time resulting from the elimination of teaching time for Elementary Principals.</p> <p>+2 FTE Support Staff: Represents an increase of 3 FTE maintenance staff, offset by the reduction of 1 temporary clerical position added during 2022/23.</p> <p>+11 FTE Educational Assistants/Youth Workers: Represents an increase of 10 educational assistants required for increase in level 2 and 3 students, increase of 2 FTE youth workers to top up part time positions, offset with a reduction of 1 FTE temporary youth worker that was added in 2022/23 for bussing supervision for the delayed opening of Coast Salish.</p> <p>The increase of 1 FTE in Administrators is for a new District Principal position for Diversity and Anti-racism.</p> <p>The increase of 1 FTE in Other Professionals is for a new Payroll Coordinator position due to increased reporting requirements.</p>
Support	2.00	
Educational Assistants	11.00	
Administrators	1.00	
Other Professionals	1.00	
Substitutes	0.00	
<b>TOTAL</b>	<b>49.02</b>	





The following tables summarize the staffing for each employee group based on various funding sources and includes the proposed changes. It is important to note that while district staffing is funded from various sources, the positions are not restricted to the calculated source. Total staffing is determined and based on overall district needs, programs and ratios and is meant to benefit the entire district and all students and is not specific to the funding source.

TEACHERS	Actual 2021/22	Amended 2022/23	Preliminary 2023/24	Forecast 2024/25	Forecast 2025/26
Operating Fund	1,644.68	1,641.28	1,663.50	1,671.24	1,677.76
International Ed	50.00	61.00	64.00	64.00	64.00
Classroom Enhancement Fund	302.90	322.90	332.90	342.90	352.90
Special Purpose Fund (excl CEF)	14.04	15.24	14.04	14.04	14.04
<b>TOTAL</b>	<b>2,011.62</b>	<b>2,040.42</b>	<b>2,074.44</b>	<b>2,092.18</b>	<b>2,108.70</b>

In September 2022 SD43 increased Teacher staffing 37 FTE (included in the 2022/23 amended budget) which represents an addition of 27 FTE to address student enrollment needs, 10 FTE for increase in international student enrollment, 1 FTE Indigenous Education teacher, less 1 FTE teacher coordination position converted to a vice principal position for Trades and Transition.

TEACHERS Year over Year Change	Preliminary to Amended
Operating	22.22
International Ed	3.00
Classroom Enhancement Fund	10.00
Special Purpose Fund (excl CEF)	(1.20)
<b>TOTAL</b>	<b>34.02</b>

Teacher Staffing Net Change: +34.02 FTE

- +22.2 FTE:
  - 1.50 FTE support high risk learners at secondary
  - 1.00 FTE support Indigenous learners at secondary
  - 12.5 FTE enrollment growth
  - 5.00 FTE increase in Elementary prep time.
  - 0.72 FTE increase in online DL 10
  - 0.60 FTE learning services support
  - 5.90 FTE elimination of teaching time for all elementary Principals.
- +3.0 FTE – to address increased international education enrolment,
- +10 FTE –required to maintain class size composition and best-effort requirements (approval of funding for CEF is confirmed in December)
- 1.2 FTE – reduction of one-time teaching relief time added for special project related to childcare study.

Future year increases are associated with slight enrolment growth and continued emphasis on best efforts related to class size and class composition – funded through the Classroom Enhancement Fund.



SUPPORT STAFF	Actual 2021/22	Amended 2022/23	Preliminary 2023/24	Forecast 2024/25	Forecast 2025/26
Operating	552.06	551.06	553.06	553.06	553.06
Special Purpose Fund	7.40	7.40	7.40	7.40	7.40
Capital	1.00	1.00	1.00	1.00	1.00
<b>TOTAL</b>	<b>560.46</b>	<b>559.46</b>	<b>561.46</b>	<b>561.46</b>	<b>561.46</b>

Support staffing is expected to remain steady until the opening of Burke Mountain Middle Secondary in fall of 2026 when additional support positions will be added.

SUPPORT STAFF Year over Year Change	Preliminary to Amended	Support Staffing Net Change: +2.0 FTE
Operating	2.00	<ul style="list-style-type: none"> <li>1.0 FTE – Filter Service Mechanic</li> <li>2.0 FTE – Permanent Relief Grounds/Delivery</li> <li>-1.0 FTE -Decrease temporary clerical staff in replacement of an individual on leave.</li> </ul>
Special Purpose Fund	0.00	
Capital	0.00	
<b>TOTAL</b>	<b>2.00</b>	

EDUCATIONAL ASSISTANTS	Actual 2021/22	Amended 2022/23	Preliminary 2023/24	Forecast 2024/25	Forecast 2025/26
Operating	591.44	617.51	628.51	637.42	649.14
Classroom Enhancement Fund	33.00	33.00	33.00	33.00	33.00
Special Purpose Fund (excl CEF)	56.28	55.28	55.28	55.28	55.28
<b>TOTAL</b>	<b>680.72</b>	<b>705.79</b>	<b>716.79</b>	<b>725.70</b>	<b>737.42</b>

In September 2022, Educational Assistant staffing was increased 19.1 FTE (included in the 2022/23 amended budget) which represents the net addition of 16.1 FTE Educational Assistants to address the increases in Level 1 and 2 designated students and the hiring of 2 temporary Indigenous Education funded youth workers, 1 temporary youth worker to assist with bussing supervision related to delay in Coast Salish opening. Education Assistants are expected to increase between 9 and 12 FTE annually as the increase in students with unique needs grows.

EDUCATIONAL ASSISTANTS Year over Year Change	Preliminary to Amended	Educational Assistants Net Change: +11.0 FTE
Operating	11.00	<ul style="list-style-type: none"> <li>+10.0 FTE – Increase in educational assistants to address increased students with unique needs.</li> <li>+2 FTE – Top up youth worker positions at Como Lake Middle, and at Encompass to support new Provincial Online Learning program and use allocate remaining 1.0 FTE as needed for IST or at elementary level</li> <li>-1.0 FTE - reduction of temporary youth worker that was added in 2022/23 for bussing supervision for the delayed opening of Coast Salish.</li> </ul>
Classroom Enhancement Fund	0.00	
Special Purpose Fund (excl CEF)	0.00	
<b>TOTAL</b>	<b>11.00</b>	

ADMINISTRATORS	Actual 2021/22	Amended 2022/23	Preliminary 2023/24	Forecast 2024/25	Forecast 2025/26
Operating	125.50	127.35	128.35	128.35	129.35
Classroom Enhancement Fund	1.00	1.00	1.00	1.00	1.00
Special Purpose Fund (excl CEF)	0.50	0.65	0.65	0.65	0.65
Capital	1.00	1.00	1.00	1.00	1.00
<b>TOTAL</b>	<b>128.00</b>	<b>130.00</b>	<b>131.00</b>	<b>131.00</b>	<b>132.00</b>

In 2022/23 Principal and Vice Principal increase of 1.85 FTE represents the conversion of 1 teacher coordinator position to a Principal for the Trades and Transition program and the addition of 1 district level principal position in the information services department. One new administrator is anticipated in 2025/26 to prepare for the opening of Burke Mountain Middle/Secondary School.

ADMINISTRATORS Year over Year Change	Preliminary to Amended	Administrators Net Change: +1.0 FTE
Operating	1.00	<ul style="list-style-type: none"> <li>+1.0 FTE – Addition of a new District Principal position to be the lead for Diversity and anti-racism and provide supports to staff, students, and wider school community.</li> </ul>
Classroom Enhancement Fund	0.00	
Special Purpose Fund (excl CEF)	0.00	
Capital	0.00	
<b>TOTAL</b>	<b>1.00</b>	

OTHER PROFESSIONALS	Actual 2021/22	Amended 2022/23	Preliminary 2023/24	Forecast 2024/25	Forecast 2025/26
Operating	69.00	69.00	70.00	70.00	70.00
Capital	5.00	5.00	5.00	5.00	5.00
<b>TOTAL</b>	<b>74.00</b>	<b>74.00</b>	<b>75.00</b>	<b>75.00</b>	<b>75.00</b>

OTHER PROFESSIONALS Year over Year Change	Preliminary to Amended	Other Professional Net Change: +1.0 FTE
Operating	1.00	<ul style="list-style-type: none"> <li>+1.0 FTE – Addition of a Payroll coordinator position to assist with increase reporting requirements.</li> </ul>
Capital	0.00	
<b>TOTAL</b>	<b>1.00</b>	

Substitutes	Actual 2021/22	Amended 2022/23	Preliminary 2023/24	Forecast 2024/25	Forecast 2025/26
Operating	0.00	15.00	15.00	15.00	15.00
<b>TOTAL</b>	<b>0.00</b>	<b>15.00</b>	<b>15.00</b>	<b>15.00</b>	<b>15.00</b>

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

# OPERATING FUND BUDGET

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

## Overview

The starting point of developing the preliminary budget begins by creating a “base budget”. The base budget is built on the Board approved 2022/23 amended annual budget and reflects what revenue and expenses for 2023/24 would be if the school district were to maintain the same level of service for the current fiscal year. The base budget for 2023/24 incorporates the following items:

- forecasted enrollment changes,
- projected Ministry of Education (MOE) grant funding,
- projected revenue sources (including international education, rental revenues, interest income),
- projected changes to staffing due to forecasted enrollment or revenues,
- contractual and statutory requirements to employee salaries and benefits,
- contractual rate changes to services, supplies, and utilities,
- adjustments for any prior-year surplus allocations, and
- adjustments for one-time revenue or expenses impacting the prior year budget.

## Operating Budget Summary

The following table provides a summary of the previous year’s operating revenues and expenditures, the current year amended budget, the 2023/24 preliminary budget and a forecast budget for the following two years. The table also includes capital fund transfers and the usage of accumulated surplus.

Operating Fund	Actual 2021/22	Amended 2022/23	Preliminary 2023/24	Forecast 2024/25	Forecast 2025/26
<b>Revenues</b>					
Provincial Grants - MOE, Operating Grant	303,995,261	311,216,802	341,995,951	352,488,444	364,763,451
Provincial Grants - Other MOE and MCFD	2,294,286	2,602,058	2,733,722	2,691,309	2,716,309
Offshore Tuition Fees	19,140,135	16,583,274	18,487,000	19,587,000	19,637,000
Rentals and Leases	2,007,068	2,058,296	2,108,296	2,158,679	2,189,927
Investment income	1,528,644	2,132,392	3,432,392	3,200,000	3,000,000
Other Revenue	1,492,135	796,124	778,100	840,000	866,000
<b>Total Revenue</b>	<b>330,457,529</b>	<b>335,388,946</b>	<b>369,535,461</b>	<b>380,965,432</b>	<b>393,172,687</b>
<b>Expenses</b>					
Salaries and Benefits	293,972,584	313,780,657	339,972,199	348,811,668	358,444,084
Services and Supplies	26,119,618	30,255,144	30,813,262	31,443,559	32,089,325
<b>Total Expenses</b>	<b>320,092,202</b>	<b>344,035,801</b>	<b>370,785,461</b>	<b>380,255,227</b>	<b>390,533,408</b>
Current Period Surplus (Deficit)	10,365,327	(8,646,856)	(1,250,000)	710,206	2,639,279
Capital Purchases and Transfers	(9,509,420)	(6,250,000)	(2,500,000)	(2,500,000)	(2,500,000)
Use of Appropriated Surplus	0	17,146,856	3,750,000	3,750,000	3,750,000
<b>Budgeted Surplus (Deficit)</b>	<b>855,907</b>	<b>2,250,000</b>	<b>(0)</b>	<b>1,960,206</b>	<b>3,889,279</b>

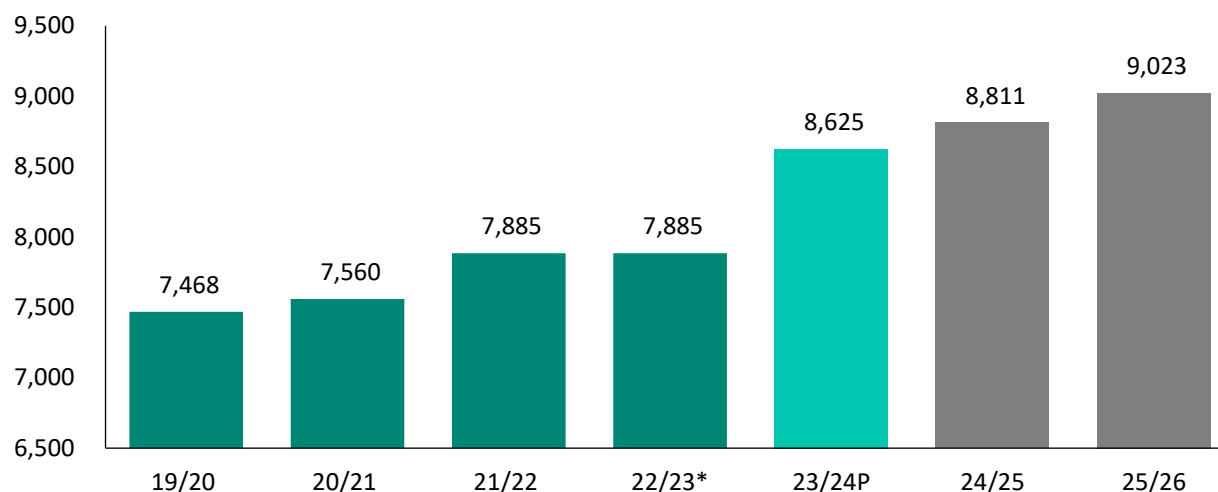
Increases in the 2023/24 operating grants is related to changes in student enrollment projections combined with collective agreement wage and salary settlements.

## Operating Revenues

### Grant Revenues

SD43 has budgeted for anticipated funding increases to cover contractual wage increases for teachers and support staff (CUPE and EA's) through fiscal years 2024/25 – 2025/26. As previously mentioned, the Ministry does not fund salary increases for administrators, other professionals, and benefit increases and so the district must fund these increases within the existing available budget. Nor do they fund for inflationary increases.

Per Student Base Grant



The chart below provides details on the estimated enrollment levels for the next three years and the corresponding funding per FTE.

	FTE Sept Enrolment			Per Student Funding		
	23/24P	24/25F	25/26F	23/24P	24/25F	25/26F
<b>Basic Allocation - Standard Schools</b>	31,225	31,400	31,550	8,625	8,811	9,023
<b>Basic Allocation - Continuing Education</b>	6	6	6	8,625	8,811	9,023
<b>Basic Allocation - Alternate Schools</b>	275	275	275	8,625	8,811	9,023
<b>Basic Allocation - Distributed Learning</b>	237	240	240	6,960	7,110	7,281
<b>Home School students (Headcount)</b>	37	37	37	250	250	250
<b>Course Challenges (Number of)</b>	159	159	159	270	270	270
<b>Supplement for Unique Student Needs</b>						
Level 1 Special Needs	26	27	28	49,070	50,143	51,239
Level 2 Special Needs	1,492	1,550	1,650	23,280	23,789	24,309
Level 3 Special Needs	320	330	340	11,760	12,017	12,280
English Language Learning (ELL)	5,560	5,700	5,800	1,735	1,762	1,805
Indigenous Education	1,187	1,185	1,185	1,710	1,762	1,805

Grant revenues have been adjusted to reflect the projected enrollment numbers based on the per student grant funding for each category and estimated for future years based upon historic assessment. Details of the operating grant by student category and funding are illustrated in [Appendix B](#).

GRANT REVENUES	Actual 2021/22	Amended 2022/23	Preliminary 2023/24	Forecast 2024/25	Forecast 2025/26
<b>Basic Allocation</b>					
Standard Schools	239,841,002	245,127,894	269,315,625	276,673,189	284,671,073
Continuing Education	3,943	44,846	51,750	52,867	54,137
Alternate Schools	2,089,525	1,900,285	2,371,875	2,423,093	2,481,285
Distributed Learning	2,954,220	1,527,593	1,649,520	1,706,351	1,747,330
Home School Students	12,250	9,250	9,250	9,250	9,250
Course Challenges	31,980	39,114	42,930	42,930	42,930
<b>Enrolment Based Funding (September)</b>	<b>244,932,919</b>	<b>248,648,982</b>	<b>273,440,950</b>	<b>280,907,681</b>	<b>289,006,005</b>
Level 1 Special Needs	1,210,950	1,255,800	1,275,820	1,353,852	1,434,686
Level 2 Special Needs	28,770,560	30,770,880	34,733,760	36,872,796	40,109,728
Level 3 Special Needs	3,687,250	3,687,250	3,763,200	3,965,634	4,175,121
English Language Learning (ELL)	8,048,630	8,679,460	9,646,600	10,044,823	10,466,512
Indigenous Education	1,976,595	1,928,080	2,029,770	2,088,266	2,138,417
Adult Education	219,748	284,511	313,785	315,795	323,379
Equity of Opportunity Supplement	931,990	949,272	1,031,526	1,031,526	1,031,526
<b>Supplement for Unique Student Needs</b>	<b>44,845,723</b>	<b>47,555,253</b>	<b>52,794,461</b>	<b>55,672,692</b>	<b>59,679,368</b>
Supplement for Salary Differential	7,702,356	7,173,174	7,266,194	7,266,194	7,266,194
Supplement for Unique Geographic Factor	2,347,587	2,479,811	2,611,924	2,611,924	2,611,924
Curriculum and Learning Support Fund	280,578	280,326	284,173	284,173	284,173
<b>Funding for Other Enrolment Count</b>	<b>10,330,521</b>	<b>9,933,311</b>	<b>10,162,291</b>	<b>10,162,291</b>	<b>10,162,291</b>
July Enrolment Count	153,846	1,599,171	1,789,899	1,809,710	1,844,900
February Enrolment Count	3,228,028	2,800,910	3,065,100	3,159,002	3,260,244
May Enrolment Count	573,783	679,175	743,250	777,068	810,643
<b>Funding for Other Enrolment Count</b>	<b>3,955,658</b>	<b>5,079,256</b>	<b>5,598,249</b>	<b>5,745,780</b>	<b>5,915,787</b>
Internal Holdback	0	0	0	0	0
<b>Ministry of Education Operating Grants</b>	<b>304,064,821</b>	<b>311,216,802</b>	<b>341,995,951</b>	<b>352,488,444</b>	<b>364,763,451</b>
<b>Other Ministry of Education Grants</b>					
Funding for Graduated Adults	1,289,411	1,627,367	1,627,367	1,650,000	1,675,000
Pay Equity	706,353	706,353	706,353	706,353	706,353
Labour Settlement Funding	0	0	0	0	0
Early Career Mentorship	0	0	0	0	0
Other MOE and Provincial Grants	247,450	249,266	387,234	283,884	283,884
<b>Other Ministry of Education Grants</b>	<b>2,243,214</b>	<b>2,582,986</b>	<b>2,720,954</b>	<b>2,640,237</b>	<b>2,665,237</b>
<b>Grand Total Ministry of Education Grants</b>	<b>306,308,035</b>	<b>313,799,788</b>	<b>344,716,905</b>	<b>355,128,681</b>	<b>367,428,688</b>

### Grant Funding Shortfall

On March 15, 2023, the Ministry of Education announced the preliminary operating grant for 2023/24 which included \$740 increase in per student grant funding which includes the amount for contractual wage settlements for Teachers and Support Staff and the equivalent of one year of wage increments provided to Excluded staff for 2022/23. While the ministry does not specifically explain how this was calculated, the following table captures the mandatory and contractual increases estimated for in 2023/24. While the district received additional supplemental funding totalling \$311,234, overall, the district is underfunded by \$5.1 million for the upcoming year.

Contractual Increases - Salaries and Benefits	Inc (Decr)
Teacher - step increment (less retirements at top step)	1,500,000
Administrators - 5% wage/step increase & associated benefits	889,158
Other Professionals - 5% wage/step increase & associated benefits	524,033
Employee Benefits (CPP/EI rate increases, EHB, Dental premium increases)	1,898,328
<b>Contractual Increases in Employee Salaries and Benefits</b>	<b>4,811,519</b>
Contractual Increases - Services and Supplies	Inc (Dec)
IT contractual increases (existing contracts and licensing)	135,160
Facilities contractual increases (snow removal)	150,000
<b>Contractual Increases in Services and Supplies</b>	<b>285,160</b>
<b>ESTIMATED GRANT FUNDING SHORTFALL</b>	<b>(5,096,679)</b>

## Other Revenues

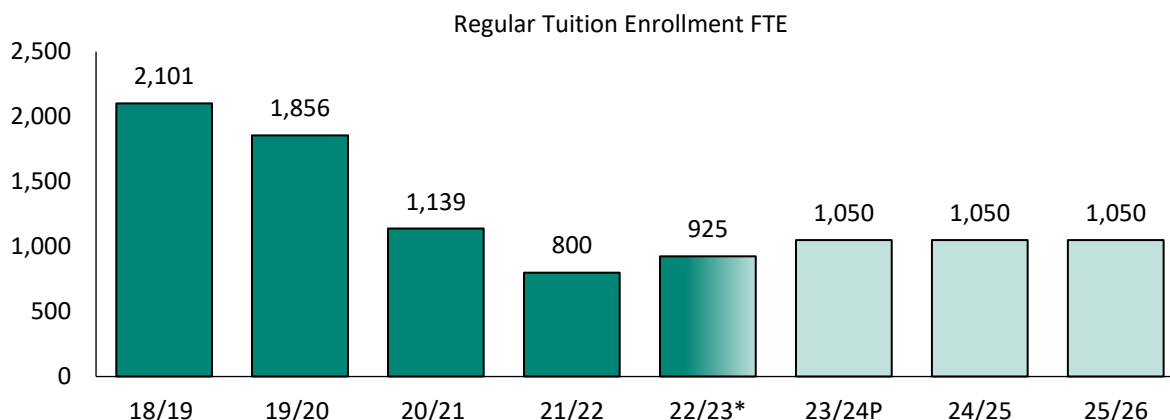
### International Education

The school district relies heavily on the International Education program to provide a significant source of additional revenue funding to mitigate the gap created through grant funding shortfalls. This was never more apparent than during the pandemic. The international education program enrollment (primarily in middle and secondary schools) only utilizes space in classrooms that would otherwise go unused by students who reside within the boundaries of the SD43. The effects of the COVID-19 pandemic are clear, as revenues took a significant hit in previous years.

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

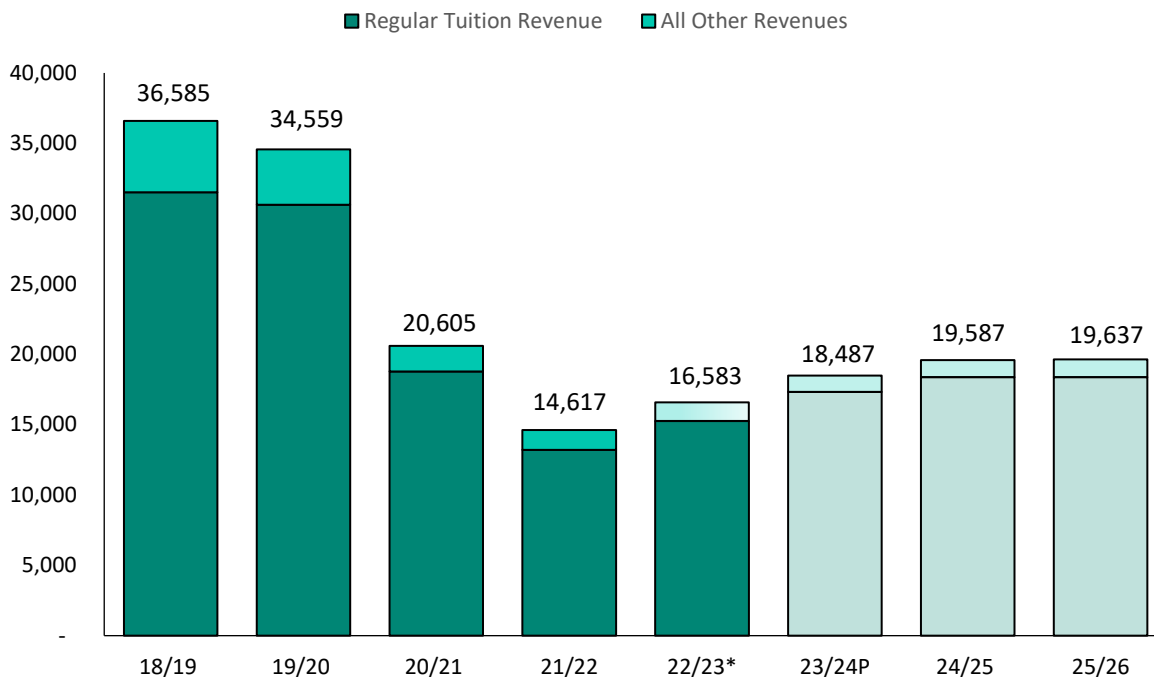
- Travel restrictions and visa delays continue to negatively impact the program,
- Changes in the Federal immigrant and newcomer policy will negatively impact the program as more international students become eligible under the provincial funding umbrella.
- The International education program provides enriched staffing and education programming that benefits all students in our district. This will continue to be affected due to lower enrollment.
- The international education program provides a large portion of the funds that underpins the accumulated surplus policy, which in turn provides ongoing stability and sustainability. This is likely to be reduced in future years unless enrollment levels recover to pre-pandemic levels.
- International education tuition is forecast to increase in the 2024/25 fiscal year from \$16,500 per full year term to \$17,500. The increase is to cover higher salary and benefit costs.

International education revenues have been budgeted based on an initial level of 1,050 students for 2023/24.



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



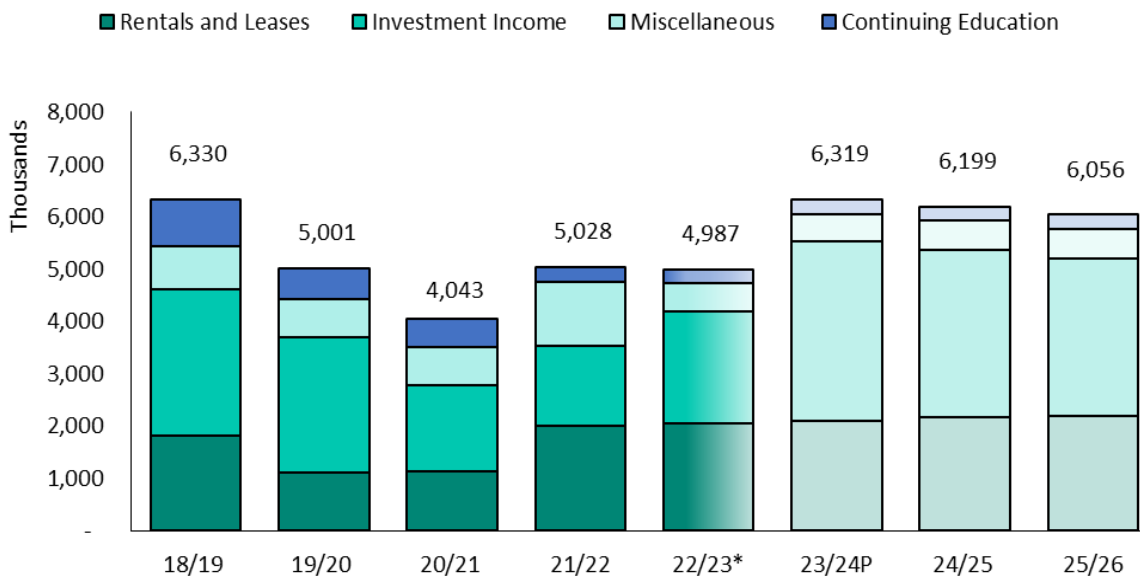


\*in '000s

\*22/23 represents the Amended Budget. Actual figures will be confirmed at year end.

### Other Revenues

The district has a four other revenue sources in addition to Operating Grant Revenues and International Education revenues: continuing education, rentals and leases, investment income, and miscellaneous income. The graph below illustrates the historical and future sum of these other revenue sources.



Other Revenues	20/21	21/22	22/23*	23/24P	24/25	25/26
Rentals and Leases	1,146,038	2,007,068	2,058,296	2,108,296	2,158,679	2,189,927
Investment Income	1,622,870	1,528,644	2,132,392	3,432,392	3,200,000	3,000,000
Miscellaneous	750,311	1,218,328	529,778	511,754	565,000	566,000
Continuing Education	523,753	273,807	266,346	266,346	275,000	300,000
<b>Total</b>	<b>4,042,972</b>	<b>5,027,847</b>	<b>4,986,812</b>	<b>6,318,788</b>	<b>6,198,679</b>	<b>6,055,927</b>

**Interest income** has recovered from the pandemic lows as interest rates increased over the past year. The interest rates are expected to remain at these levels for the remainder of this year and into next year and will then likely start to moderate on a slightly downward trend toward 2025/26. SD43 will continue to invest available cash with the Ministry's central deposit pooling program to continue maximizing interest earnings and take advantage of other selective risk adverse value-added opportunities.

**Rental Revenues** – Community rentals were significantly impacted during the pandemic due to restrictions on gatherings. These have since recovered and are trending above pre-Covid levels. Childcare space rental revenues have remained stable and will continue to increase as new childcare facilities are added within the Neighborhood Learning Centers in our newer schools. Rental rates for community groups are projected to increase based on inflationary factors. The table below provides a summary of the sources of revenues (excluding leased closed schools in which the revenue flows into the capital fund). Revenues generated from renting of school facilities are shared with schools at a rate of 20%.

Rental Income Sources	Actual 2020/21	Actual 2021/22	Amended 2022/23	Preliminary 2023/24	Forecast 2024/25	Forecast 2025/26
Childcare	811,772	915,109	960,865	970,474	980,178	989,980
Community Groups	150,069	786,290	809,879	844,519	879,332	897,786
Other (Filming, Food Services, etc)	184,197	305,668	287,552	293,303	299,169	302,161
<b>Total</b>	<b>1,146,038</b>	<b>2,007,068</b>	<b>2,058,296</b>	<b>2,108,296</b>	<b>2,158,679</b>	<b>2,189,927</b>

**Continuing Education** - Vocational and other fee-based programs offered by the Continuing Education Department are expected to moderately recover over subsequent years as the impact of COVID-19 diminishes.

**Miscellaneous Income** is unpredictable and will assume to continue to be relatively stable.

## Operating Expenses

### Salaries

Budgeted operating salaries by employee staffing category and total benefits are summarized in the table below. Expense increases are driven by staffing increases, and more significantly, as an outcome of wage settlement agreements, and for teachers, as they advance through the salary grid structure. Salaries and benefits are the largest operating expense for the District, and account for 91% of the total operating expenditures.

Assumptions used for salary projections:

- Teacher grid step salary increments average \$2.0 to \$2.4M based upon years of service as they move through the 10-step salary grid. This is mitigated as teachers retire and new teachers are employed. The net impact is estimated at \$1.5M annually.
- Salary and wage increments are established in the provincially negotiated wage settlement agreements. These base increases are 5.5% for 2023/24 and 2.2% for 2024/25. Going forward, a 2.2% increase was used for the last year of our forecast. This assumption was used for all employee groups.
- Salary budgets include projected staffing changes for enrollment and new school additions.
- Substitute costs are assumed to remain at elevated (vs historic) levels due to new employee standards legislation for eligibility of sick days for casuals and TTOC's, and heightened awareness around flu and colds and employees choosing to stay home when sick.

SALARIES AND BENEFITS	Actual 2021/22	Amended 2022/23	Preliminary 2023/24	Variance	Forecast 2024/25	Forecast 2025/26
Salaries						
Teachers	147,148,259	154,960,111	167,765,664	12,805,553	171,975,952	176,381,237
Administrators	17,356,933	18,415,436	19,358,053	942,617	20,030,590	20,630,759
Educational Assistants	21,576,850	24,447,542	26,518,046	2,070,504	27,235,461	28,346,173
Support Staff	26,800,176	29,732,870	31,671,894	1,939,024	32,205,126	32,913,639
Other Professionals	7,583,208	7,757,481	8,306,545	549,064	8,614,792	8,804,317
Substitutes	12,320,123	11,149,601	13,822,131	2,672,530	13,922,131	14,022,131
Benefits	61,187,035	67,317,616	72,529,866	5,212,250	74,827,616	77,345,828
<b>Total Salaries and Benefits</b>	<b>293,972,584</b>	<b>313,780,657</b>	<b>339,972,199</b>	<b>26,191,542</b>	<b>348,811,668</b>	<b>358,444,083</b>

**Teacher** salaries have been adjusted to reflect the increase in teacher staffing of 22.22 FTE tied to September enrollment increases, reduction of teaching time for Principals at Elementary, additional supports for vulnerable and indigenous learners at secondary level, increases in staffing for learning services support and provincially negotiated prep time increase at the elementary level (\$2.1M), the cost of step increments for teachers progressing on the teacher salary grid (\$1.5Mk), increase in Department head allowances at elementary level (197k), the addition of 3.0 FTE International teacher funded through enrollment increases in international education (285k) and the 5.5% wage increase (\$8.7M).

**Administrator** (Principals and Vice Principals and District Principals) salaries have been adjusted to reflect the addition of 1 FTE District Principal position for Diversity and Anti-Racism (155k), increases for expected step increments for eligible staff and a general wage increase (+\$787k). Salary increases for Excluded staff are not funded by the Ministry of Education and Child Care but are generally in alignment with negotiated collective wage increases.

**Education Assistant** wages have been adjusted to reflect the addition of 10 FTE Educational Assistants tied to increases in unique learners (\$420k), addition of 2 FTE Youth Worker positions to top up existing part time positions at specific locations (118k), conversion of 14 Middle School EA's positions from 30 hours to 35 hours (\$70k), less removal of 1 FTE temporary Youth Worker position added for bussing supervision related to the delayed opening of Coast Salish (\$48k), and wage increases flowing from July 1, 2022, CUPE collective agreement (\$1.5M)

**Support staff** wages have been adjusted to reflect the addition of 3 FTE Maintenance positions (\$180k), less the removal of 1 FTE temporary clerical position (\$40k) and wage increases flowing from July 1, 2022, CUPE collective agreement (\$1.8M).

**Other Professionals** salary increases have been adjusted to reflect the addition of 1 FTE Payroll Coordinator position (\$76k) and increases for expected step increments for eligible staff and a general wage increase (+\$473k). Salary increases for Excluded staff are not funded by the Ministry of Education and Child Care but are generally in alignment with negotiated collective wage increases.

**Substitute** costs were significantly incremented in the 2022/23 amended budget (over the initial preliminary budget) to account for increased rates of absenteeism, primarily due to the predominance of caution in a heightened Covid and flu environment. Additionally recent provincial legislation regarding sick leave eligibility for TTOC's and casuals also contributed to additional costs which were unfunded by the Ministry. Substitute costs have been adjusted to reflect increases in staffing as well as negotiated wage increments that also apply to TTOC's and casuals. During 2022/23, 15 Permanent TTOC positions were added to address shortages in classroom coverage. These positions are charged to the Substitute budget.

### **Benefits**

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

Benefit costs are the second largest expense category after salaries (and more specifically after teacher salaries). They account for nearly 20% of total operating expenditures.

The table below provides a summary of the variable employer-paid benefits based on employee earnings or paid a premium for other benefits. The table reflects the 2023/24 applicable rates, any relevant notation, and the frequency with which they are updated.

Employee Benefits	Rate (%)	Notes	Updated
Canada Pension Plan (CPP)	5.95%	\$3,500 basic exemption; \$66,600 max pensionable earnings.	Annually
	4.00%	A second earnings max of approx. \$79,400 once the above threshold is achieved.	
Employment Insurance (EI)	2.28%	\$61,500 max insurable earnings (This is the employer's rate)	Annually
Employer Health Tax (EHT)	1.95%		Unknown
Teacher Pension Plan (TPP)	11.30%		Triennially - next actuarial valuation at Dec 31, 2023
Municipal Pension Plan (MPP)	9.31%	Rates confirmed in 2022 for the next three years	Triennially – next actuarial valuation at Dec 31, 2024
WorkSafe	1.28%	\$112,800 max wage rate	Annually
Extended Health and Dental	N/A	Variable monthly premiums	Annually

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

	Base Rate	2020	2021	2022	2023
<b>New Rate</b>	4.95%	5.25%	5.45%	5.70%	5.95%
<b>Increment to Base</b>		0.30%	0.50%	0.75%	1.00%

Starting in 2024, a secondary contribution rate, referred to as the Yearly Additional Maximum Pensionable Earnings (YAMPE) will be implemented on earnings up to 14 % over the (Yearly Maximum Pensionable Earnings (YMPE). This will result in an additional amount of CPP payable of approximately \$200 for each employee earning above the YMPE in 2024 and an additional \$400 for each employee earning above the YMPE in 2026. Employee contributions will also go up respectively.

The incremental cost associated with the change in contribution rate increase for 2024 and the maximum pensionable earnings is estimated at \$500,000 for the calendar year and \$1,000,000 for the 2025 calendar year. Because the school year operates on a fiscal year ending June, the full impact of this change will not begin to be realized until 2024/25 and more fully in 2025/26. The new earnings tier subject to CPP will result in an estimated additional expense of \$40k in the 2023/2024 fiscal year, \$540k in the 2024/25 fiscal year and \$1M for the 2025/26 fiscal year.

**Employment Insurance (EI):** These rates are determined on a calendar year basis and are expected to increase related to increases in maximum insurable earnings. The incremental cost associated with this increase, adjusted for staffing levels, is estimated at 5.5% over the prior year or \$310k.

**Employer Health Tax (EHT):** The Provincial Government introduced this new tax effective January 1, 2019, at a rate of 1.95% of payroll. The net incremental cost associated with employee wage increases and adjusted for staffing levels is \$325k.

**Health and Dental Premiums:** Health and dental premium rates are reviewed annually and adjusted based on usage and claims experience. During the Covid years usage generally declined except for the excluded class (Administrators and Professional staff). Future usage is expected to moderate in line with inflationary expectations despite the industry trend line indicators of 7% increases for both extended health and dental benefits. Year over year percentage cost increases are captured in the below tables. The incremental cost associated with this increase for next year is estimated at \$1.1M over the prior year. Subsequent year over year percentage increases are forecast in the two tables below.

Extended Health	Actual 2018/19	Actual 2019/20	Actual 2020/21	Actual 2021/22	Amended 2022/23	Preliminary 2023/24	Forecast 2024/25	Forecast 2025/26
Teachers	7.00%	10.00%	12.00%	0.00%	1.30%	4.90%	3.00%	3.00%
Support/EA's	9.50%	4.84%	7.41%	3.86%	2.90%	2.90%	4.00%	4.00%
Excluded	4.00%	5.00%	12.00%	10.00%	16.79%	16.79%	6.00%	6.00%

Dental	Actual 2018/19	Actual 2019/20	Actual 2020/21	Actual 2021/22	Amended 2022/23	Preliminary 2023/24	Forecast 2024/25	Forecast 2025/26
Teachers	2.00%	10.00%	10.00%	0.00%	4.75%	6.40%	5.00%	5.00%
Support/EA's	0.00%	7.68%	4.82%	0.00%	2.99%	2.59%	2.50%	2.50%
Excluded	0.00%	5.00%	10.00%	0.00%	6.09%	7.97%	6.00%	6.00%

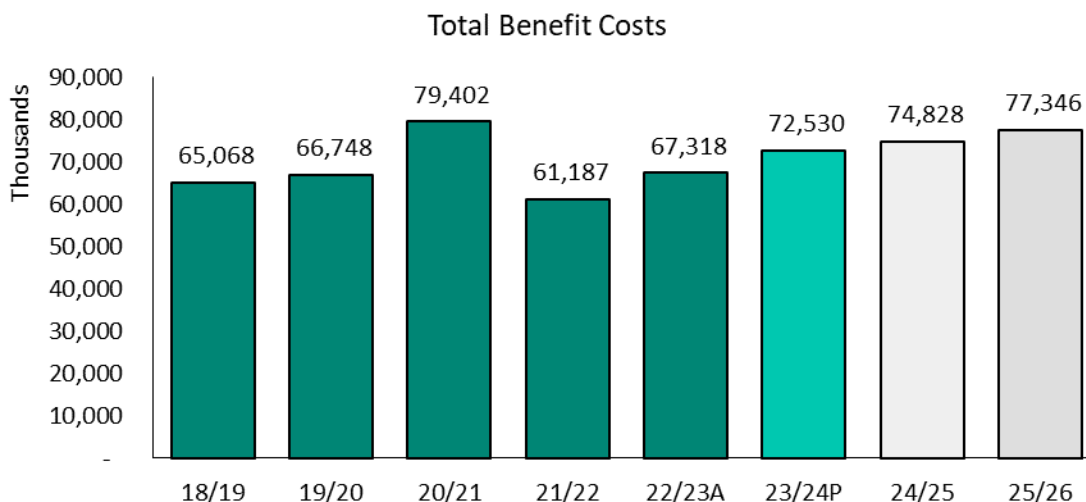
**WorkSafeBC:** WSBC has expanded its mandate in recent years to include claims for mental health, bullying and harassment. As an outcome of this and influenced by the pandemic, rate increases have accelerated. Both WSBC and the provincial government have recognized the impact with new regulations around early and safe return to work and Bill 41, which may assist in mitigating future claim duration and costs. SD43 has historically performed better than our public schools peer group, albeit year over year rates are increasing by 19.63% which translates into \$300k in year over year additional costs. Subsequent year percentage estimated increases are captured in the table below.

WORKER'S COMPENSATION	2019	2020	2021	2022	2023	Forecast 2024	Forecast 2025
Base Rate per \$,00	0.81%	0.85%	1.03%	1.12%	1.34%	1.45%	1.56%
SD43 Rate	0.82%	0.85%	0.97%	1.07%	1.28%	1.40%	1.50%
Maximum Assessable Salary	84,000	87,100	100,000	108,400	112,800	116,800	120,800
Year over Year % Rate Increase	20.59%	3.66%	14.12%	10.31%	19.63%	9.38%	7.14%

**Teacher Pension Plan (TPP):** The current contribution rate of 11.3% for the TPP will remain unchanged for the 2023/24 school year- the same rate as in the previous 2 years. The rate is not projected to change through the forecast period, based upon the assumptions of the TPP recent actuarial valuation investment return experience. The budget for the TPP has been adjusted to reflect changes in salaries.

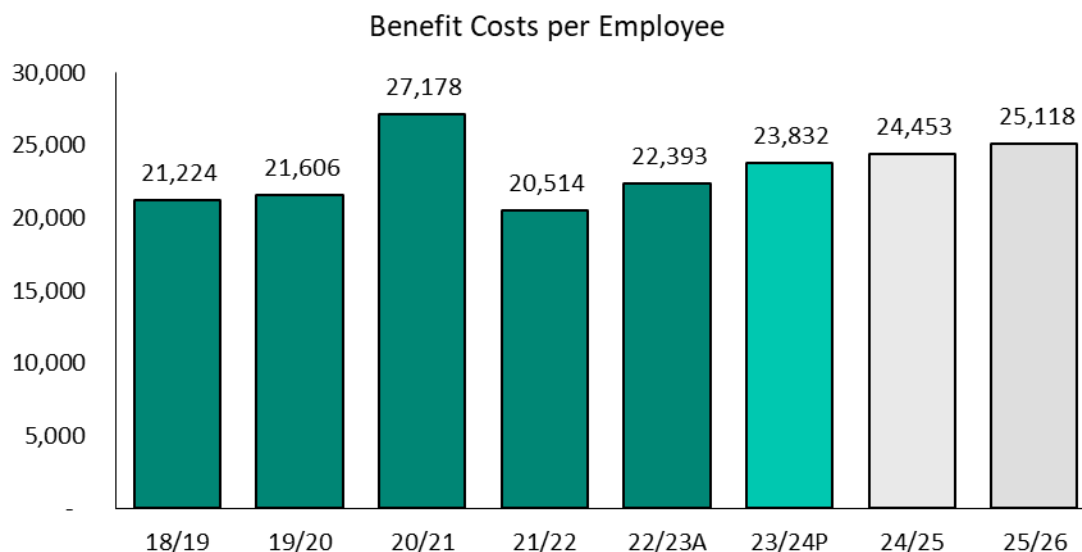
**Municipal Pension Plan (MPP):** The current contribution rate of 9.31% for the MPP will remain unchanged for the 2022/23 fiscal year (as it has for the previous 3 years). The budget for the MPP has been adjusted to reflect changes in salaries.

Total benefit costs (in ,000's) are illustrated below. Future benefits reflect changes in staffing levels and expected contractual benefit rate increases.



- F'21 benefit costs reflects the annuitization of the Non-Teaching Pension Plan achieving solvency offset by the savings from amendment of the PRGB resulting in plan curtailment recognition.
- F'23 and F'24 costs continue to increase primarily as an outcome of changes in the Canada Pension Plan program, provincial sick leave provisions, and increased claims and usage of extended health and dental benefits.

The chart below reflects the annualized benefit costs on a per employee basis. Costs have slowed as an outcome of the NTPP to MPP transition and the closing of the PRGB plan, however they continue to grow as an outcome of wage and salary increases, the cost of employee future benefits (sick leave), CPP enhancements, and extended health and dental benefit programs.



### Services and Supplies Expenses

Full inflationary adjustments to service and supply accounts are generally not incorporated into the budget as grant funding does not provide for inflationary consideration. A small contingency budget of \$500,000 is held in the supplies budget to address unanticipated, emergent issues should they arise during the year.

SERVICES AND SUPPLIES	Actual 2021/22	Amended 2022/23	Preliminary 2023/24	Variance	Forecast 2024/25	Forecast 2025/26
Services	8,194,431	8,624,448	8,900,635	276,187	9,000,635	9,100,635
Student Transportation	485,051	633,384	531,138	(102,246)	536,138	541,138
Professional Development	1,421,524	2,324,220	2,305,357	(18,863)	2,420,625	2,541,656
Rentals & Leases	327,441	429,898	429,898	0	434,898	439,898
Dues & Fees	1,344,608	759,089	1,070,139	311,050	1,123,646	1,179,828
Insurance	1,371,017	1,391,399	1,497,649	106,250	1,527,602	1,558,154
Supplies	7,586,800	9,975,634	10,041,374	65,740	10,242,201	10,447,046
Utilities	5,388,746	6,117,072	6,037,072	(80,000)	6,157,813	6,280,970
<b>Total Services and Supplies</b>	<b>26,119,618</b>	<b>30,255,144</b>	<b>30,813,262</b>	<b>558,118</b>	<b>31,443,559</b>	<b>32,089,325</b>

**Services** expense budgets have been increased to reflect an increase in the snow removal budget (150k) and contractual increases for information related services (135k).

**Student Transportation** budgets have been reduced by \$102k for one-time expenses related to the bussing of students because of the delayed completion of Coast Salish Elementary by the contractor.

**Professional Development** budgets have been retained at previous year's levels less reversal of one-time carry forward expense of \$19k.

**Dues and Fees** budgets have been increased to reflect increase in commission expenses for recruitment of international students (\$300k) and increase in fees for psychologists and speech language pathologists (\$11k).

**Insurance** budgets have been increased to reflect increase in student insurance related to international student enrollment (\$106k).

**Supplies** budgets were increased by \$725k that includes a replenishment of the Contingency Budget (\$100k), increase support for community partnerships (\$100k), increase for student and teacher computers (\$295k), increase to International Education and Indigenous Education budgets (\$150k), increase to DPAC budget contribution (\$5k), increase to Music Teachers Association (\$10k), increase in school supplies budgets related to enrollment growth (\$65k). These increases were offset with reversal of one-time expenses added during 2022/23 including conversion of secondary libraries to learning commons, Take a Hike start-up and Provincial online learning system (POLS) and residual COVID costs and one-time carryforward budget usage (\$644k).

**Utilities** expenses have remained relatively consistent over the past few years most notably as a result COVID-19. However, during the 2022/23 school year, natural gas and electricity budgets were increased by \$1M to reflect higher rates. The district has implemented energy efficiency initiatives in schools and negotiating progressive purchasing arrangements to reducing energy costs and offset rate increments. The budget for natural gas is being reduced by \$80k to reflect some of these expected savings.

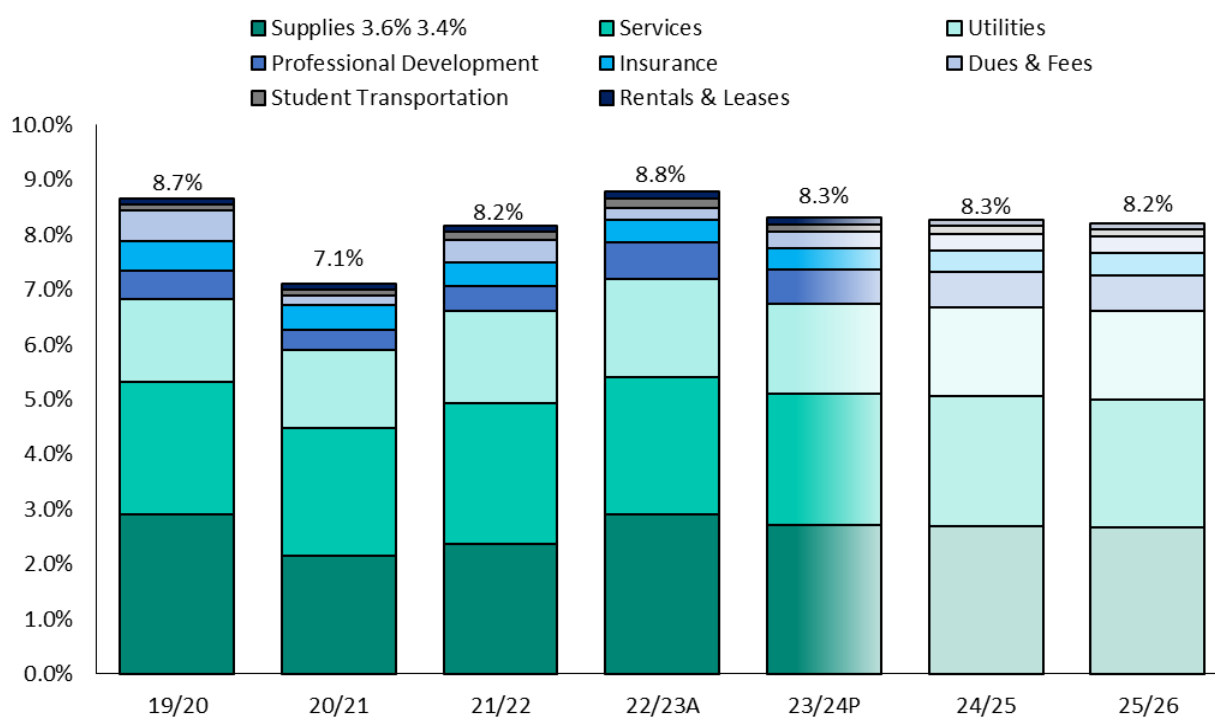


### Service and supplies as a % of Total Operating Expenses

Service and supply expenses have remained relatively static over the past number of years while wages/salaries consumed a larger percentage of the district’s budget. Covid’s impact on the international education program resulted in reduced service and supply expenditures as the anomaly of 2020 through 2022 reflects.

Service and supply expenses are forecast to remain relatively stable at 8.3% to 8.4% of operating expenditures, well below the level of multi-year high inflation rates. This is also about 25% below the 2022/23 provincial (preliminary budget) average of 10.9%.

### Service and Supply Percentage Costs



### Interfund Transfers

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

A second purpose is to provide funds related to mitigating the risk of underfunding by the Ministry for approved capital projects such as construction of new schools, classroom additions, and seismic upgrades. If the funds are not required for capital purposes, the funds can be transferred back into the operating account. SD43’s commitment of \$25M for the Burke Mountain capital project is an example. In addition, the Ministry of Education does not provide funding for portables (new or replacements) which provides further financial pressure to meet the needs of growing communities within the district that do not have an approved capital project or addition. SD43 will fulfill its Burke Mountain funding obligation in the 2022/23 year. However, with the requirement to address enrollment pressures, a provision for future years portable classrooms may require funds to be transferred from the operating to the local capital fund.



## Accumulated Reserves (Surplus)

The accumulated reserve policy is predicated on the district generating an annual surplus of \$5M dollars. This surplus is utilized over a rolling three-year period, targeted at \$3.75M with the balance focused on classroom technology tools and facility maintenance and repairs. International education has historically contributed a minimum of \$4M annually toward the accumulated reserves, helping to provide financial stability for the district. Given the negative impact of the Pandemic on international education revenues, there is a risk to meeting the \$5M surplus during the recovery period, placing additional pressure on the school district in maintaining current staffing and services levels without increases to operating and non-operating revenues. The 2023/24 proposed budget and forecast years includes usage of \$3.75 million as designated by the Board.

The table below details the intended future use of the operating surplus as approved by the Board as of June 30, 2022. This is the same information that is reported in the audited financial statements.

Description	June 30, 2022 Closing Balance
2022/23 - Staffing Stabilization Provision	3,750,000
2023/24 - Staffing Stabilization Provision	3,750,000
2024/25 - Staffing Stabilization Provision	2,500,000
2025/26 - Staffing Stabilization Provision	1,250,000
Facility & Maintenance Initiatives	1,430,625
Technology Initiatives	1,268,876
Education Stabilization Reserve	3,047,014
School Carry forward (inc. Indigenous Education)	3,947,425
ESA Contingency Reserve	1,000,000
Burke Mountain Funding Contribution	1,750,000
Teacher Mentorship Funds	674,385
Business Systems Initiative	165,007
<b>RESTRICTED OPERATING SURPLUS</b>	<b>24,533,332</b>

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

Funds set aside for technology facilitate the sustainable, equitable and secure provision of needed student computing devices. These funds ensure students have equitable access to technology in order to meet emerging learning needs while also ensuring devices remain current enough to accommodate modern security standards, protecting the district from the increasing threat of cyber-related liabilities.

Funds oriented for facility maintenance and repairs allows for accelerated maintenance of school buildings and provides the ability to reduce our environmental footprint. The installation of reusable water bottle filling stations in our schools is an example of the utilization of the fund.

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

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

## SPECIAL PURPOSE FUND BUDGET

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

The special purpose funds account for approximately 15-16% of the school districts expenses (and increasing due to the dependence of CEF funding) and include approximately 24 different funds as summarized below. A full description of each of the special purpose funds has been provided in [Appendix D](#).

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

Special Purpose Fund	Actual 2020/21	Actual 2021/22	Amended 2022/23	Preliminary 2023/24	Variance
Annual Facilities Operating Grant (AFG)	1,139,623	1,115,585	1,139,837	1,139,837	0
Official Languages Education in French Programs (OLEP)	360,365	423,862	570,000	570,000	0
CommunityLINK (CLINK)	1,524,858	1,550,630	1,550,630	1,674,780	124,150
Strong Start (SS)	403,202	430,429	451,441	451,441	0
Ready Set Learn (RSL)	112,190	105,755	125,347	125,347	0
Learning Improvement Fund (LIF)	1,046,395	1,055,631	1,033,399	1,294,502	261,103
Classroom Enhancement Fund - Staffing (CEF)	30,496,898	36,130,385	39,745,756	43,425,197	3,679,441
Classroom Enhancement Fund - Overhead (CEF)	2,194,412	2,194,412	2,194,412	2,401,690	207,278
Classroom Enhancement Fund - Remedies (CEF)	1,905,869	2,345,501	3,282,666	TBD	0
Contractual Reserves	317,121	85,274	100,000	100,000	0
School Generated Funds (SGF)	5,324,738	7,695,909	11,000,000	11,000,000	0
Provincial Resource Program -Day Treatment (PRP)	150,081	150,877	168,423	178,053	9,630
Sick Leave Benefit Plan (SLBP)	103,427	463,497	40,000	40,000	0
Settlement Workers in Schools (SWIS)	824,682	840,388	857,711	90,898	-766,813
Language Instruction for Newcomers (LINC)	1,941,802	2,316,998	2,442,334	2,585,629	143,295
Apprenticeship Program	213,724	131,479	287,570	225,000	-62,570
Mental Health in Schools	44,253	81,308	79,472	47,000	-32,472
Changing Results for Young Children	433	19,494	6,000	6,000	0
First Nation Student Transportation Fund	37,285	41,710	40,105	40,105	0
Early Years to K (SEY2KT) and Early Care & Learning (ECL)		-	194,000	19,000	-175,000
Federal/Provincial Safe Return to Class	14,451,457	1,081,521	200,074	0	-200,074
Student & Family Affordability/Feeding Futures School Food Program		-	3,001,720	3,533,596	531,876
Retiree Extended Health Fund	48,284	56,805	56,000	56,000	0
Others (Scholarships, Interest, Staff Development)	480,278	469,814	820,445	500,000	-320,445
<b>TOTAL</b>	<b>63,121,377</b>	<b>58,787,264</b>	<b>69,387,342</b>	<b>69,504,075</b>	<b>3,399,399</b>

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

A summary statement of the above detailed expenses is captured below, including the expected underspent amount from the current year.

Special Purpose Fund Summary	Actual 2020/21	Actual 2021/22	Amended 2022/23	Preliminary 2023/24	Variance
Deferred Revenue, beginning of year	13,053,763	12,908,036	12,734,314	10,948,838	(1,785,476)
Total Contributions Received	63,286,809	59,298,552	67,603,631	65,970,479	1,308,905
Less: Allocated to Revenue or Recovered by MOE	(63,432,536)	(59,472,274)	(69,389,107)	(66,470,479)	2,918,628
<b>Deferred Revenue, end of year</b>	<b>12,908,036</b>	<b>12,734,314</b>	<b>10,948,838</b>	<b>10,448,838</b>	<b>(500,000)</b>
Total Allocated to Revenue	63,432,536	59,472,274	69,389,107	66,470,479	(2,918,628)
Total Expenses	63,432,536	59,472,274	69,389,107	66,470,479	(2,918,628)
<b>Net Revenue (Expense)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

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

### Classroom Enhancement Fund

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

In mid October, school districts are required to submit their final staffing plans that reflect actual staffing. Submissions are reviewed and final allocations are confirmed along with our operating grant in December 2024. To ensure SD43 is receiving the appropriate level of funding, close monitoring of implementation occurs throughout the school year. SD43 actual projected costs including salary increments and incurred remedy liabilities are summarized in the chart below.

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

Classroom Enhancement Fund	Amended 2022/23		Preliminary 2023/24		Variance	
	FTE	\$	FTE	\$	FTE	\$
Teachers	322.91	38,365,257	332.91	41,687,396	10.00	3,322,139
TTOC's		1,380,499		1,737,801	-	357,302
EA's	33.00	1,696,563	33.00	1,869,285	-	172,722
Administrators	1.00	401,849	1.00	430,000	-	28,151
Other Expenses		96,000		102,405	-	6,405
<b>TOTAL</b>	<b>356.91</b>	<b>41,940,168</b>	<b>366.91</b>	<b>45,826,887</b>	<b>10.00</b>	<b>3,886,719</b>
<b>Remedy Costs</b>		<b>3,282,666</b>		<b>TBD</b>	<b>-</b>	<b>TBD</b>

Pending additional information for 2023/24, the teacher staffing component of the CEF budget is based on current year staffing and then adjusted for expected staffing increases from classroom additions, non-enrolling ratios and the use of a “flex factor” based on current year staff levels. To this extent SD43 is estimating a need for an additional 10 FTE teaching staff. Budgeting for these additional 10 positions is a risk as funding is not confirmed until December. In the event funding is not forthcoming, these positions will be utilized as TTOC's, and other costs will be directed into remedy liabilities.

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

Initial remedy funding is based on actual October 2023 remedies incurred and adjusted for actual expenses at the end of the year.

### ***Mental Health in Schools***

Included in the 2023/24 fiscal year is the Mental Health in Schools fund, of \$47,000. The purpose of this fund is to assist in addressing the mental health impact of the pandemic on students and staff members. The district anticipates Ministry support for mental health and well-being to continue from the past year but as at the time of the report no amount has been confirmed by the Ministry.

### ***School Generated Funds***

This represents the total accumulated funds held by all individual schools. Each school has its own bank account comprised of monies raised through fundraising, cafeteria revenue, school store revenue, and various other activities.

### ***Student & Family Affordability Funds***

In late August of 2022, the Ministry announced the Student and Family Affordability Fund, a provision of one-time special purpose funding provided to school districts to increase food security for students and their families and to support students, parents and guardians with affordability concerns arising from inflation. Our school district received \$3 million under this funding that was used to improve students access to nutritional food/meals before, during and after the school day and help to offset costs to parents, guardians, and students for the cost of field trips, fees, extra curricular fees, and school supplies.

The new one-time Student Family and Affordability Funding was provided with the expectation that these funds will be fully spent by June 2023. The district allocated \$2.5M to schools to address the specific needs within their school community. The remaining \$500k was retained at the district level to address overall community needs. This includes an informal agreement with Share Society to provide \$20k a month (\$240,000 in total) to augment hampers provided to families in need.

In early April, the Ministry announced that it will be replacing the Student & Family Affordability Funding with Feeding Futures School Food Programs Fund. This will be provided as dedicated, multi-year funding to help school districts increase food security for students by expanding or creating food programs.

This new funding is part of government's broader Feeding Futures School Food Program Framework, which is a commitment to ensure students are properly fed for learning in order to enhance positive academic and healthy outcomes. Our school district will be receiving \$3.5 million under this funding umbrella. A plan will be developed on how to best utilize this funding in the coming months.

## CAPITAL FUND BUDGET

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

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

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

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

Capital revenues are comprised of numerous capital categories:

### *Bylaw Capital*

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

### *Ministry of Education Restricted Capital*

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

### *School Site Acquisition Charge (SSAC)*

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

### *Local Capital Reserve*

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

### *Annual Facility Grant (AFG)*

The Annual Facility Grant is funding provided by the Ministry of Education for designated school capital or maintenance upgrades including roof replacements, mechanical, HVAC, floor, site, paving and lighting upgrades as well as exterior painting. The Ministry of Education and Childcare confirmed the capital portion of the AFG grant for 2023/24 of \$6.0 million.

### *Information Technology*

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

The Covid-19 pandemic accelerated the adoption of technology by both staff and students, and this momentum is expected to continue in harmony between technology infrastructure and human capacity; in support of current innovative practices and to anticipate future needs.

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

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

### *Transfer from Operating Funds*

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

### *Capital Developments*

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

#### *Coast Salish Elementary* (new school)

Located in the Burke Mountain area of Coquitlam, this new elementary school is currently under construction, with partial occupancy expected later this spring and full occupancy in the fall of 2023.

### Education Learning Centre

The new Education Learning Centre (ELC) located at the Winslow Centre Campus consolidated functions that were performed at multiple facilities throughout the District. Occupancy occurred mid-2022. There are a few minor items left to complete as well as the demolition of the old Board Office to follow.

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

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

As part of this approval process, the Ministry of Education required SD43 to contribute \$25M towards the project over a 5 year period. SD43 was able to fund this obligation through the reallocation of funds set aside for Scott Creek Middle Addition, the reallocation of funds from other capital projects, and transfers from the operating fund. The District will have the full \$25 million dollar reserved in local capital as of June 30, 2023.

### Other major capital developments currently in progress include:

Facility Name	Project Description	Est. Completion Date
Centennial Secondary – NLC Building	Seismic Replacement	Fall 2023
Irvine Elementary	Seismic Replacement	Fall 2023
Moody Elementary	Seismic Replacement	Occupancy 2024
Pinetree Way Elementary	Envelope Replacement	TBD
Roy Stibbs Elementary	Envelope Replacement	TBD
Bramblewood Elementary	Envelope Replacement	TBD
Mountain Meadows Elementary	Envelope Replacement	TBD

### Portables and Classroom conversions:

In addition to the above, two portables will be relocated from Irvine to Minnekhada and seven new portables are planned to be installed at Banting (4), Minnekhada (1), Cape Horn (1), and James Park (1). This is to address enrolment growth and the portable procurement is funded from a local transfer of operating funds as the purchase of portables is not funded by the Ministry of Education.

Further to the portable additions, unused or underutilized spaces at Centennial Secondary, Pinetree Secondary and Montgomery Middle are planned to be converted into classroom spaces in support of efforts to address class size and composition issues.



## Capital Plan Funding Requests

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

Project Description	Facility Name
Seismic Mitigation	Montgomery Middle
	Maple Creek Middle
	Dr. Charles Best Secondary
New School Expansion Projects	Burke Mountain Secondary
	Marigold Elementary
	NE Coquitlam Middle
School Addition	Banting Middle
	Scott Creek Middle
School Addition in support of added capacity for seismic project	Maple Creek Middle
	Dr. Charles Best
Site Acquisition	Fraser Mills Elementary
Replacement School	Nestor Elementary
	Como Lake Middle

## Asset Retirement Obligations (ARO)

The Public Sector Accounting Standards Board issued a new standard that came into effect on how to account and report liability for asset retirement obligations. The standard applies to fiscal years beginning on or after April 1, 2022.

The Standard defines an ARO as the legal obligation associated with the retirement of a tangible capital asset primarily associated with the removal and disposal of deemed hazard materials, such as asbestos, lead containing paints, and environmental hazardous materials. The application of this standard has no impact on the operating accounts of the school district and minimal impact on the capital accounts going forward. As a result of the vast majority of affected assets being fully amortized, the resulting impact – that will be reflected retroactively – is a reduction in the Capital Funds Accumulated Surplus.

## FINANCIAL STABILITY, RISKS, AND OTHER SIGNIFICANT ITEMS

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

### *Lingering Impacts from COVID-19*

For the past three years, COVID-19 had a profound impact on our daily lives. It impacted the delivery of education and school district operations, as well as how we socialized and interacted with each other. Despite the lifting of COVID-19 restrictions, there are still significant lingering effects of the pandemic on the district, including:

- Expectation, to some degree, for the continuation of enhanced cleaning protocols, without any additional funding,
- Increased absenteeism as an outcome of increased awareness of avoiding the spread of any flu, cold or virus,
- Unknown impact from the spread of new variants, and
- Rebuilding the International Education program to pre-COVID enrollment levels taking a few years.

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

The operating grant is the single largest source of funding for the school district's operating expenses. The Ministry of Education and Child Care provides funding based on student enrollment, unique student needs as well as some other supplemental funds. In recent years, salary and wage settlement grant funding for teachers, educational assistants and support staff has not been adequate to fully fund the collective agreement requirements. Furthermore, the Ministry of Education does not normally fund for teacher step increments or wage increases for administrators (principals and vice-principals) or other professionals. In addition, the employer health tax (which replaced the medical services premium program) and the additive costs were not fully covered by grant revenues. Benefit costs are also rising and are contractual in nature and therefore cannot be reduced or avoided. Canada Pension Plan contributions have increased sharply over the past five years and the new second tier costs that begin in 2024 will add a further 4% to CPP costs on a larger salary base. WorkSafe premiums have also substantially increased as the mandate scope has been expanded. The provision to provide sick leave days for substitute staff without a funding source also detracts from educational resources.

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

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

## ***Grant Funding Model Implementations***

During 2018 the Ministry of Education initiated a review of the existing grant funding model that has been in place since 2002. The report of the Funding Model Review Panel was released in late December 2018 under the title of Improving Equity and Accountability.

On February 7<sup>th</sup> of 2020, the Ministry announced that it would implement the recommendations in two phases. Phase 1 recommendations were implemented in the 2020/21 school year. The recommendations were primarily associated with accountability and financial matters, and included the following additional reporting:

1. Strategic Plans developed by the board and based on Ministry-established goals,
2. Operational plans to deliver on the stated goals,
3. Financial Statement Discussion and Analysis (FSD&A) report,
4. Budget and Multi-Year plan report, and
5. Board approved Accumulated Operating Surplus Policy.

All the above reporting is prepared or updated annually and requires significant staffing resources. Phase 1 also included the implementation of a new grant – Equity of Opportunity - which replaced the Vulnerable Student grant and which subsequently resulted in reduced funding to SD43.

Phase II recommendations, primarily associated with funding equity, was delayed due to the pandemic. There are several recommendations in Phase II that could have a significant negative impact on current levels of Ministry funding to our school district. These include:

- Recommendation #6: Change to a prevalence model for the funding of some students with special needs (identified Level 3 funded students) which could reduce funding for special needs students.
- Recommendation #9: Elimination of course by course funding
- Recommendation #10: Potential change to Distributed Learning delivery program.

With no new funds to be injected into the K-12 Education system, changes to the current funding model (as in part already realized) has the potential to negatively impact our school district through grant redistribution to other school districts.

At this time the financial components of the new funding model have been postponed, the implementation date is unknown and subsequently not included in the budget or forecasts.

## ***Student Mental Health and Vulnerable Children***

The issues of mental health and that of vulnerable children and the importance of student's nutrition was a concern to SD43 well before the pandemic. COVID-19 has worsened these issues as socialization, personal interaction and in person program delivery have been severely impacted. The degree to which school districts can provide these services and supports is challenging, as grant funding for programs such as CommunityLink and Equity of Opportunity Supplement remains relatively unchanged and underfunded. To meet the growing demands for support in these areas requires a shift of funding from classroom education. In early 2022, the school district established a Mental Health Task Force with community partners to build systems for students and staff to access various support services during school and non-school hours. While SD43 is bringing increased focus and support into this area, there has not been adequate funding provided from the Provincial ministries to adequately support students.

## Facilities – Schools and Classrooms

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

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

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

## Staffing

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

## Capital Requirements and Interfund Transfer Requirements

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

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

## Classroom Enhancement Fund (CEF)

Classroom Enhancement Funding resulted from the restoration of collective agreement language associated with class size and class composition. In 2022/23 the total CEF budget, totaled \$45.6M. This includes \$3.3M in remedy costs and \$1.6M of the first year of the recent collective agreement salary increments. At the March grant funding announcement, the Ministry confirmed it will provide 100% of this amount for budget planning purposes. However, additional funding requirements for staffing and remedies will not be confirmed until December 2023, well after staffing contracts have been confirmed and classroom organization completed which can pose a challenge to the district. This poses a significant financial risk to the school district.

## Ministry of Education Mandate Letter

A ministerial mandate letter was issued in December 2022 which provides overall guidance to school district on Provincial priorities. While all elements of the mandate are important, there are several that suggest the need for either additional financial resources or a redirection of financial resources. This includes the following extracted from the letter:

- *To help make sure students are properly fed for learning, expedite work with school districts to create more local school meal programs based on district data and priorities, and work with the Minister of Agriculture and Food to integrate Feed BC into this plan so that districts can include locally grown food.*
- *Deliver targeted investments to help make sure students have the classroom supplies they need to succeed, so parents and teachers don't have to pay the full cost out-of-pocket.*
- *Continue to invest in new and modernized schools, including focusing on meeting seismic requirements, increasing childcare spaces, and achieving climate change and energy efficiency standards as set out in our CleanBC plan.*
- *Work with staff, Boards of Education, teachers, parents, students, and other stakeholders to identify and address issues of racism in our education sector.*
- *Support the Minister of State for Child Care by working toward universal access to before and after school care, continuing to build spaces on school grounds, and finalizing development of a capital plan for child care.*
- *Work with the Minister of Children and Family Development and support the work of the Minister of Mental Health and Addictions to continue our government's commitment to addressing mental health problems early by expanding Integrated Child and Youth Teams to 20 school districts.*

On February 21, 2023, the government released Budget 2023 and announced new supports for childcare and school based early learning programs including the expansion of the Seamless Day Kindergarten (SDK), Just B4 (JB4) and Strengthening Early Years to Kindergarten Transition (SEY2KT) initiatives. These programs are intended to integrate childcare into the broader learning environment.

SD43 has already maximized its underutilized classroom and space capacity in providing childcare – including, pre-kindergarten and before and afterschool care. To increase childcare spaces further, SD43's strategy is to explore offerings in schools that currently do not have before or after school care, investigate expanding offerings in current Strong Start Classrooms, and work with existing on-site providers and independent providers to modify age offerings to minimize competing with any services provided by the district. An obstacle to increasing further childcare spaces is the increased elementary school enrolment experienced in the current year and the limitations on classroom space for existing educational priorities.

The integration of before and after school childcare will likely have a profound operational and financial impact on school operations. None of the impacts of these elements are known at this time and are therefore not included in the current or multi-year financial forecasts at this time.

## SUMMARY AND FINAL COMMENTS

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

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

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

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

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

APPENDIX A - Budget Stakeholder and Partner Group Meeting Summary 2023/24

Item #	Partner Group	Stakeholder/Request		Budgetary Request - What we Heard	How we Responded
<b>Teachers - Non Enrolling/Learning Services</b>					
1	CTA	CTA - Learning supports	⊕	Additional Learning Supports at the school level (Counsellors, YW, EA's, school-based learning teams) to help with challenging environments and support vulnerable students.	Non enrolling teachers' ratios are established in the teacher collective agreement as restored by MOU#17. SD43 continues to provide incremental support as priorities are established and funding permits. Additional learning services school-based teacher staffing, and Educational Assistants are added throughout the year as needs are determined.
2	CTA	Fine Arts Coordinator		Provide a part time or full-time coordinator to coordinate music activities/resources in the district	Although we were not able to add this position at this time, a significant increase was made to the CMTA budget as requested.
3	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.
4	Indigenous Advisory Council	Staffing Supports		Add Indigenous support staffing at each secondary school. Keep two temporary Indigenous Youth Workers hired this year. Hire an additional Indigenous Cultural Facilitator.	Additional blocks of staffing have been added to ensure targeted Indigenous support staffing at each secondary school.
<b>Teachers - General</b>					
5	CTA	CTA - Teacher Staffing		Eliminate layoff and maintain staffing levels for teachers	Staffing levels will be maintained or increased in the 2023/2024 budget. The elimination of layoff introduces significant financial risk to the budget, however, the District understands the non financial impacts that layoff causes and will attempt to eliminate layoff, if at all possible.

6	CTA	CTA - TTOC		Address shortages of TTOC's and increase the TTOC budget. Using non-enrolling teachers to fill in causes disruption to their work schedules.	The 2023-2024 budget continues funding for 15 permanent TTOC's to help address issues around TTOC shortages. The number of absences have increased as a result of Covid where staff were encouraged to stay at home if sick to reduce the spread of illness. The District will continue to hire TTOC's throughout the year to maintain the pool of staff available to cover absences.
<b>Administration</b>					
7	CPVPA	CPVPA - Admin staffing & Relief time	⊕	Eliminate administrator teaching time to the greatest extent possible.	As requested, the District will attempt to eliminate teaching time for all Elementary Principals. However, the District strongly believes in allocating staffing based on needs in order to put resources where they are most needed and provide the greatest benefit to our students. We will monitor the changes to ensure that significant inequities are not created.
<b>Support Staff</b>					
8	CUPE	CUPE - Custodians	⊕	Increase hours of caretakers to full-time day shifts to cover the whole day students are in attendance.	The District adheres to the staffing ratios that have been established over time with the Union. In addition, the District has been spending considerable funds on upgrading equipment to help support our caretakers. Caretakers are funded through the per-pupil grant funding, and balancing multiple needs is a crucial driver influencing total custodian numbers above the ratios.
9	CUPE	CUPE - EA's	⊕	Increase one EA at each of the 14 middle school from 30 hours to 35 hours per week.	As requested, the district will increase the hours of one EA at each of the 14 middle school from 30 hours to 35 hours per week, to help support extracurricular needs for students with special needs.
10	CUPE	CUPE - Clerical/SIS - Elementary		Have rate up pool, when it's necessary for someone else to come in and cover for an absent clerical supervisor Have 17 high enrolment elementaries with part-time clerical, asking to be increased to full FTE	This request is not considered to be a budgetary request so much as a change in practice. However, the request is being reviewed by staff who will engage with the union to determine feasibility.



11	CUPE	CUPE - Youth Workers	⊕	Boost .5 FTE youth worker positions to full FTE at elementary schools (total 2.5FTE increase) Add .5 FTE to Como Lake Middle; all middle schools would then have a full time youth worker Add .5 FTE to Suwa'ikh to make a full position, as well as at Encompass 10-12.If a return of the YPP program is not possible, keep the youth worker and reassign them to a district liaison outreach position.	An additional 2.0FTE youth worker positions have been added to the 2023-2024 budget. Allocation of this FTE will be determined by staff to meet the greatest needs.
<b>Services and Supply Budgets</b>					
12	CPVPA	School Supplies	⊕	Maintain School Supply budget funding to help address inflationary increases.	School supply budgets levels have been maintained.
13	DPAC	DPAC Budget		Potential replacement of office equipment, increase parent education opportunities. \$15,000 request to cover all points above	The District believes in supporting the parents of our district and will increase in budget by \$5000 a year in advance to support the needs outlined.
14	CTA	CMTA Budget	⊕	Increased budget to meet demands of district events.	As requested, this budget will be increased by \$10,000 to continue supporting the music program in our district.
<b>Other</b>					
15	DPAC	Inflationary Concerns	⊕	Provincial government funding not keeping up-to-date re inflationary concerns	We agree that unfunded inflationary pressures have a significant impact on the district's operations across all levels. The current funding model does not provide supplementary funds to address inflation. We will continue to advocate for additional funding, and we encourage our partner groups to do the same.
16	DPAC	Student Achievement	⊕	Indigenous vs non-Indigenous learner graduation rate gap	We agree that this is a priority for our district and we will continue to focus on improving the outcomes our Indigenous Learners.
17	DPAC	Classroom Concerns		Consider bringing in behavioural interventionists in addition to EAs/LISWs Consider enhanced learning programs be similar across all schools	Behaviour Interventionists are qualified to apply for LISW positions and many of our LISW workers have these credentials.
18	DPAC	Food Security		Concerns regarding funding/continuance of family affordability/breakfast programs once government funding ends June 30	The district shares these concerns and is optimistic that the Province will address the issue in budget.

19	DPAC	Transportation		Encourage Board to work with TransLink to provide appropriate pick up schedules and bus sizes for school needs	Administrators are in communication with Translink regularly to enhance schedules for students.
20	DPAC	Mental Health programming		Looking to continue/increase programming in this area	The district continues to look for opportunities to enhance this programming. The District had been a key partner in establishing the mental health task force which was instrumental in our area receiving approval for a Foundry.
21	CTA	CTA - Mental Health	⊕	To address Teacher's mental health (especially in the current environment) consider increasing the number of allowable sick days or other ways to allow teachers time off with pay.	Days off for Teachers are incorporated within the collective agreement and bargained at the Provincial level. This is not an area in which we have local jurisdiction.
22	SLC	Mental Health Resources		Enhance opportunities for students to learn and develop positive mental health strategies through student counselling and workshops. For example, understanding and coping with anxiety, stress, and pressures of school and social lives.	We are continuing to utilize and also augment the grant money provided by the Ministry to update/improve training opportunities and resources for teachers in alignment with the Mental Health in Schools Strategy. Specifically, we are aiming to increase consistency of curricular experiences at the secondary PHE level through Mental Health Literacy and the Fourth R curricula.
23	SLC	Sexual Health Education	⊕	Making educational resources accessible by providing public workshops pertaining to consent, LGBTQIA2S+, healthy relationships, and identity.	More funds and partnership (Children of the Street) dedicated to supporting conversation of healthy relationships/consent at Middle and Secondary Schools. Expectation is for all schools to take part. Further curricular linkages and resources to be developed next school year.
24	SLC	Anti-Racism Education	⊕	District-wide anti-racist policy encouraging equity and diversity. Allow student voices to be pertinent and give all students opportunities to advocate for student initiatives.	The district strongly supports greater inclusion and creating a sense of belonging for all of our students inclusive of visible minorities and Indigenous students. We will add a new District Principal position to support us in this area. Learning services supplied Culturally Responsive Literacy Kits to early middle and elementary school. Extensive professional development support was provided in addition to the kits themselves.
25	Parent	Air Filtration		Upgrade to MERV 13 filters, stand alone portable HEPA filters, DIY Corsi-Rosenthal boxes	The district received one-time special purpose funding to provide HEPA filtration units for classrooms that did not have mechanical ventilation. This resulted in over 230 units being deployed throughout our district. We are currently working with mechanical ventilation consultants to assist us in determining greater efficiencies within our existing HVAC systems. The remaining funds will be used to address improvements.

26	Parent	Playground		Replacement of playground at Mundy Road Elementary	Mundy Road Elementary currently has two playground areas plus access to the onsite daycare playground. There was a playground decommissioned due to safety concerns. Other than playgrounds received from a provincial grant, there is a long standing practice that typically school PACs fund raise or apply for grants to purchase school playground equipment.
27	Parent	Daily Hot Lunch		Provide daily hot lunch program for students. Add every day after school programs for students.	The District offers a lunch program through our CommunityLINK funding and breakfast programs with community partnerships to meet the needs of our most vulnerable learners. Establishing lunch programs at each school would be a decision to be made at the school level and would be dependent on available space, infrastructure and volunteers. There has been a marked increase in the number of after school opportunities this year, and we are actively seeking a number of respected providers to increase offerings. This is not typically a cost item.
28	CUPE	Maintenance Yard		Once again to push the city (Port Coquitlam) to get that main yard built. Nothing done for 5 to 6 years after fire.	The District has now received a building permit and construction is expected to begin later this spring.

## APPENDIX B - Estimated Operating Grants 2023/24 School Year

### Estimated Operating Grants Overview - 2023/24 School Year

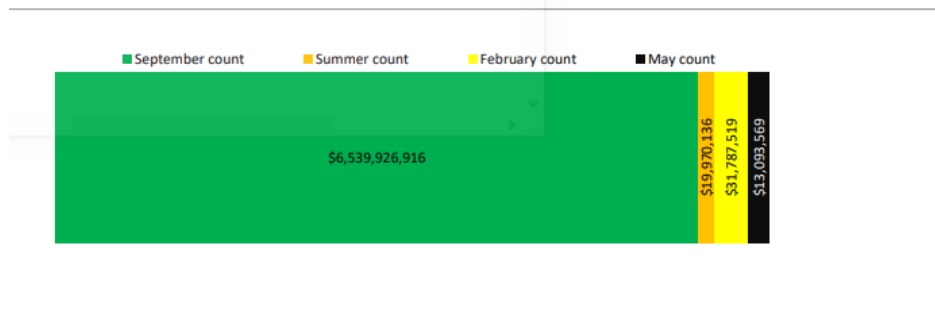
School District 43 (Coquitlam)

September 2023 Enrolment Count				
	School-Age Enrolment	Funding Level	Funding	Total Supplement
Standard (Regular) Schools	31,225.0000	\$8,625	\$269,315,625	
Continuing Education	6.0000	\$8,625	\$51,750	
Alternate Schools	275.0000	\$8,625	\$2,371,875	
Online Learning	237.0000	\$6,960	\$1,649,520	
Home Schooling	37	\$250	\$9,250	
Course Challenges	159	\$270	\$42,930	
<b>Total Enrolment-Based Funding (September)</b>	<b>31,743.0000</b>			<b>\$273,440,950</b>
	Total Enrol. Change	Funding Level	Funding	Total Supplement
1% to 4% Enrolment Decline	168.2500	\$4,313	\$0	
4%+ Enrolment Decline		\$6,469	\$0	
Significant Cumulative Decline (7%+)	399.3750	\$4,313	\$0	
<b>Supplement for Enrolment Decline</b>				<b>\$0</b>
	Enrolment	Funding Level	Funding	Total Supplement
Level 1 Special Needs	26	\$49,070	\$1,275,820	
Level 2 Special Needs	1,492	\$23,280	\$34,733,760	
Level 3 Special Needs	320	\$11,760	\$3,763,200	
English Language Learning	5,560	\$1,735	\$9,646,600	
Indigenous Education	1,187	\$1,710	\$2,029,770	
Adult Education	57.0000	\$5,505	\$313,785	
Equity of Opportunity Supplement			\$1,031,526	
<b>Supplement for Unique Student Needs</b>				<b>\$52,794,461</b>
			Funding	
Variance from Provincial Average	\$867			
Estimated Number of Educators	1,766.667		\$1,531,700	
	Enrolment	Funding Level	Funding	Total Supplement
FTE Distribution	31,800.0000	\$180.33	\$5,734,494	
<b>Supplement for Salary Differential</b>				<b>\$7,266,194</b>
<b>Supplement for Unique Geographic Factors</b>				<b>\$2,611,924</b>
<b>Funding Protection</b>				<b>\$0</b>
<b>Curriculum and Learning Support Fund</b>				<b>\$284,173</b>
<b>September 2023 Enrolment Count, Total</b>				<b>\$336,397,702</b>

July 2023 Enrolment Count				
	Enrolment	Funding Level	Funding	Total Supplement
Summer Learning Grade 1-7	3,000	\$245	\$735,000	
Summer Learning Grade 8-9	700	\$245	\$171,500	
Summer Learning Grade 10-12	1,100	\$490	\$539,000	
Supplemental Summer Learning Funding			\$344,399	
Cross-Enrolment, Grade 8 and 9	0	\$490	\$0	
<b>Summer Learning, Total</b>				<b>\$1,789,899</b>
February 2024 Enrolment Count				
	Enrolment	Funding Level	Funding	Total Supplement
School-Age FTE - Continuing Education	6.0000	\$8,625	\$51,750	
Adult FTE - Continuing Education	48.0000	\$5,505	\$264,240	
K-Gr 9 School-Age FTE - Online Learning	0.0000		\$3,480	
Gr 10-12 School-Age FTE - Online Learning	355.0000	\$6,960	\$2,470,800	
Adult FTE - Online Learning	20.0000	\$5,505	\$110,100	
Level 1 Special Needs Enrolment Growth	0	\$24,535	\$0	
Level 2 Special Needs Enrolment Growth	10	\$11,640	\$116,400	
Level 3 Special Needs Enrolment Growth	0	\$5,880	\$0	
Newcomer Refugees	10.0000	\$4,313	\$43,130	
ELL Supplement - Newcomer Refugees	10	\$868	\$8,680	
<b>February 2024 Enrolment Count, Total</b>				<b>\$3,065,100</b>
May 2024 Enrolment Count				
	Enrolment	Funding Level	Funding	Total Supplement
School-Age FTE - Continuing Education	5.0000	\$8,625	\$43,125	
Adult FTE - Continuing Education	35.0000	\$5,505	\$192,675	
K-Gr 9 School-Age FTE - Online Learning	0.0000		\$2,320	
Gr 10-12 School-Age FTE - Online Learning	65.0000	\$6,960	\$452,400	
Adult FTE - Online Learning	10.0000	\$5,505	\$55,050	
<b>May 2024 Enrolment Count, Total</b>				<b>\$743,250</b>
2023/24 Full-Year Estimated Total				
				<b>\$341,995,951</b>
Estimated 2023/24 Operating Grant from Indigenous Services Canada				\$0
Estimated 2023/24 Operating Grant from Ministry of Education				\$341,995,951

## APPENDIX C - Overview of the 2023/24 Operating Grant Allocation Formula

Allocation of the total Operating Block and Enrolment counts (2023/24 estimated as at March 2023)



### Funding Adjustments:

- Districts' preliminary allocations are adjusted after each of the enrolment counts; September 29<sup>th</sup>, February and May;
- A district's preliminary allocation will increase if actual enrolment is higher than district estimated enrolment; and consequently decline if actual enrolment is lower than district estimated enrolment;
- Funding Protection is calculated following the September enrolment count only – this supplemental grant is calculated *last* and ensures that districts do not experience a funding decline of greater than 1.5% compared to the previous year *for the September count*;
- The full operating block must be allocated to districts by June 30 of the current school year;
- Funding is disbursed in a "just in time" manner to closely match district cash needs.

### Provincial Totals

76% allocated through the Basic Allocation

Basic Allocation	
Common per student amount for every FTE student enrolled by school type	
<b>Standard School:</b> \$8,625 per school age FTE	<b>Continuing Education:</b> \$8,625 per school age FTE
<b>Alternate School:</b> \$8,625 per school age FTE	<b>Online Learning:</b> \$6,960 per school age FTE

17% allocated to recognize unique student enrolment

Unique Student		
Additional per student funding to address uniqueness of district enrolment and support additional programming		
<b>Level 1 Special Needs:</b> \$49,070 per student	<b>Level 2 Special Needs:</b> \$23,280 per student	<b>Level 3 Special Needs:</b> \$11,760 per student
<b>English/French Language Learning:</b> \$1,735 per student	<b>Indigenous Education:</b> \$1,710 per student	<b>Adult Education:</b> \$5,505 per FTE
<b>Equity of Opportunity:</b> Mental health; youth in care		

7% allocated to recognize unique district factors

Unique District				
Additional funding to address uniqueness of district factors				
<b>Small Community:</b> for small schools located a distance away from the next nearest school	<b>Low Enrolment:</b> for districts with low total enrolment	<b>Rural Factor:</b> located some distance from Vancouver and the nearest large regional population centre	<b>Climate Factor:</b> operate schools in colder/ warmer climates additional heating or cooling requirements	<b>Sparseness Factor:</b> operate schools that are spread over a wide geographic area
<b>Student Location Factor:</b> based on population density of school communities		<b>Supplemental Student Location:</b> Level 1 and 2 special needs enrolment		
<b>Salary Differential:</b> Funding to districts that have higher average educator salaries				

0.1% allocated to buffer the effects of declining enrolment

Funding Protection / Enrolment Decline	
<b>Enrolment Decline:</b> funding to districts experiencing enrolment decline of at least 1% when compared to the previous year	<b>Funding Protection:</b> funding to ensure that no district experiences a decline in operating grants greater than 1.5% when compared to the previous September
<b>CSF Supplement</b> – district receives a 15% funding premium on allocated funding	

All Funding information estimated for the 2023/24 School Year

## APPENDIX D - Special Purpose Funds Descriptions

### Annual Facility Grant (AFG)

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

AFG funds may be spent for the purpose of:

- upgrading or replacing existing facility components throughout the expected economic life of an existing capital asset;
- enhancing the service potential of an existing capital asset or a component of an existing capital asset by correcting deficiencies in design or construction and unsafe conditions;
- significantly lowering the associated operating costs of an existing capital asset; or
- extending the life of an existing capital asset or a component of an existing capital asset beyond its original life expectancy.

SD43 must provide the Ministry with the 2022/23 AFG project spending plan prior to April 30, 2022. The plan will include a list of the AFG projects and expenditures the District will undertake between April 1, 2022 and March 31, 2023.

### Official Language Education Program (OLEP)

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

### CommunityLINK

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

The current funding allocation is insufficient to meet the growing needs of the program which results in some of the expenses to be absorbed in the operating budget.

### StrongStart

The Ministry of Education funded StrongStart program allows parents to participate with their young children (aged birth to five) in play-based early learning activities, including story time, music and art. This early learning drop-in program helps prepare children for success in kindergarten and is provided at no cost to the families. The school district currently has 13 StrongStart centres.

### Ready Set Learn

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

### Learning Improvement Fund

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

### Contractual Reserves

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

### Scholarships and Bursaries

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

### School Generated Funds

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

### Day Treatment (Simon Fraser Youth School Program)

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

### Staff Development

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

### Sick Leave Benefit Plan (SLBP)

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

### Retiree Extended Health Fund

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

### Settlement Workers (SWIS)

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

### Language Instruction for Newcomers to Canada (LINC)

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

### Mental Health in Schools

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

### Changing Results for Young Children (CR4YC)

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

### Federal Safe Return to Class Fund

The Ministry of Education administered one-time federal funding intended to support incremental costs resulting from COVID-19. Specifically, funding is to be used for school ventilation system improvements.

### Safe Return to School / Restart: Health and Safety

The Ministry of Education administered one-time provincial funding intended to support incremental costs to assist schools and districts with a safe and near-normal return to school as a result of the COVID-19 pandemic. The funding is to be used to support enhanced cleaning and disinfecting, hand hygiene for students and staff, improved ventilation, and personal protection equipment (PPE) purchases.

### Student Family and Affordability Funds

The new one-time Student Family and Affordability Funding was provided with the expectation that these funds will be fully spent by June 2023 for the purposes of addressing the specific needs within the school community. In part SD43 entered into an informal agreement with Share Society to augment food hampers provided to families in need.



## GLOSSARY

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

<b>Preliminary/Annual Budget</b>	For 2021/22, boards must prepare, adopt by bylaw and submit to the Ministry of Education an annual (preliminary) budget on or before June 30, 2021 as per section 113 of the School Act (Adoption of Budget).
<b>PRGB</b>	Post Retirement Group Benefits
<b>Salary Differential</b>	The calculated difference between average teacher salary costs for a school district against the Provincial Average. School Districts with more experienced teachers are likely to have higher salaries. Supplemental Funding is provided to equalize teacher costs between school districts.
<b>SD43</b>	The Coquitlam School District
<b>SLP</b>	Speech and Language Pathologist
<b>Solvency Deficiency</b>	One of two methods to value employee future pension benefits (the other being going concern). This method determines whether there would be sufficient assets to cover member's accrued benefits if the plan terminated on the valuation date. The calculated shortfall or deficiency is required to be paid into the plan over a fixed period as determined by regulation.
<b>SPF</b>	Special Purpose Funds
<b>TPP</b>	Teacher's Pension Plan
<b>TTOC</b>	Teacher Teaching on Call
<b>YW</b>	Youth Worker



School District No. 43 (Coquitlam)  
1080 Winslow Avenue  
Coquitlam, BC V3J 0M6

[www.sd43.bc.ca](http://www.sd43.bc.ca)

## GRADUATION DINNER/DANCE & COMMENCEMENT SCHEDULE 2023

SCHOOL	GRADUATION DINNER & DANCE DATE/LOCATION/TIME	COMMENCEMENT CEREMONY DATE/LOCATION/TIME	SCHOOL CONTACT(S)	TRUSTEE REPRESENTATIVE	DLT REPRESENTATIVE
Centennial	Saturday, June 17, 2023 Sheraton Wall Centre 6:00 – 11:00 pm	Monday, June 26, 2023 Simon Fraser University (SFU) Burnaby 6:00 – 8:00 pm	Anthony Ciolfitto	Jennifer Blatherwick	Gerald Shong
Dr. Charles Best	Saturday, June 10, 2023 Fairmont Waterfront Vancouver 5:00 pm	Tuesday, June 27, 2023 Simon Fraser University (SFU) Burnaby 6:00 pm	Heather Murphy	Carol Cahoon	Gerald Shong
Gleneagle	Friday, June 16, 2023 Vancouver Trade & Convention Centre 6:00 – 11:00 pm	Sunday, June 25, 2023 Orpheum Theatre 5:00 – 7:00 pm	Wendy Yu	Craig Woods	Nadine Tambellini
Heritage Woods	Saturday, June 3, 2023 Sheraton Wall Centre 6:00 – 10:30 pm	Saturday, June 17, 2023 Simon Fraser University (SFU) Burnaby 2:00 – 5:00 pm	Todd Clerkson	Kerri Palmer-Isaak	Nadine Tambellini
Pinetree	Saturday, June 17, 2023 Westin Bayshore Vancouver 6:30 – 11:30 pm	Monday, June 26, 2023 Orpheum Theatre 6:00 – 10:00 pm	Jeremy Clarke	Chuck Denison	Robert Zambrano
Port Moody	Saturday, June 10, 2023 Pinnacle Hotel Vancouver 5:30 – 11:00 pm	Saturday, June 17, 2023 Orpheum Theatre 11:00 am	Denise Nembhard	Lisa Park	Carey Chute
Riverside	Saturday, June 3, 2023 Pinnacle Hotel Vancouver 6:00 – 11:00 pm	Sunday, June 25, 2023 Simon Fraser University (SFU) Burnaby 11:00 am	Jon Bruneau	Christine Pollock	Robert Zambrano
Terry Fox	Saturday, May 27, 2023 Vancouver Trade & Convention Centre 6:00 pm	Saturday, June 24, 2023 Simon Fraser University (SFU) Burnaby 11:00 am	Dan Wyper	Michael Thomas	Gerald Shong
Coquitlam Alternative Basic Education (CABE)	n/a	Friday, June 23, 2023 TBD: Winslow Centre Gallery Room <u>or</u> CABE Time TBD	Sandi Lauzon	Michael Thomas	Robert Zambrano
Continuing Education (CE) & Coquitlam Learning Opportunity Centre (CLOC)	n/a	Thursday, June 22, 2023 Port Moody Inlet Theatre 6:30 – 8:30 pm	Shawn O'Brien	Michael Thomas	Carey Chute
Customized Learning Centre (CLC)	Tuesday, June 20, 2023 Montgomery Centre 6:00 pm	Thursday, June 22, 2023 Port Moody Inlet Theatre 6:30 – 8:30 pm	Murray Peters	Michael Thomas	Carey Chute
Encompass / Apex	n/a	Wednesday, June 21, 2023 Vanier Centre Gymnasium 4:30 pm	Lisa Dube	Jennifer Blatherwick	Carey Chute
Indigenous Education	n/a	Tuesday, June 6, 2023 Port Coquitlam Community Centre TBD: tentatively 5:00 – 8:00 pm	Stephanie Maki	All Trustees	Robert Zambrano
Inquiry Hub	n/a	Wednesday, June 21, 2023 Port Moody Inlet Theatre 7:00 pm	Dave Truss	Zoe Royer	Carey Chute