

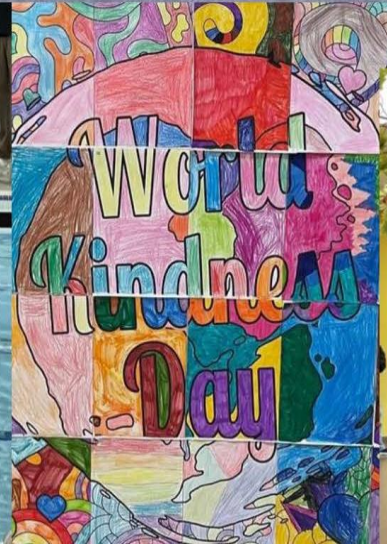
BUDGET

2023/24

Learning for a Lifetime

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





ORGANIZATION..... 1

 DISTRICT OVERVIEW 2

 BOARD OF EDUCATION..... 3

 BUDGET PROCESS 8

EXECUTIVE SUMMARY 14

ENROLLMENT 17

STAFFING..... 19

OPERATING FUND BUDGET 23

Operating Budget Summary 23

Operating Revenues 24

Grant Revenues 24

Operating Expenses..... 30

Interfund Transfers..... 36

Accumulated Reserves (Surplus) 37

SPECIAL PURPOSE FUND BUDGET..... 38

Classroom Enhancement Fund..... 39

CAPITAL FUND BUDGET 41

FINANCIAL STABILITY, RISKS, AND OTHER SIGNIFICANT ITEMS..... 45

Lingering Impacts from COVID-19 45

Grant Revenue - Underfunding of Wage Settlement, Benefits, and Inflation 45

Grant Funding Model Implementations..... 46

Student Mental Health and Vulnerable Children 46

Facilities – Schools and Classrooms 47

Staffing..... 47

Capital Requirements and Interfund Transfer Requirements 47

Classroom Enhancement Fund (CEF) 47

Ministry of Education Mandate Letter..... 48

SUMMARY AND FINAL COMMENTS..... 49

APPENDIX A - Budget Stakeholder and Partner Group Meeting Summary 2023/24 50

APPENDIX B - Estimated Operating Grants 2023/24 School Year 55

APPENDIX C - Overview of the 2023/24 Operating Grant Allocation Formula..... 56

APPENDIX D - Special Purpose Funds Descriptions..... 57

GLOSSARY..... 60



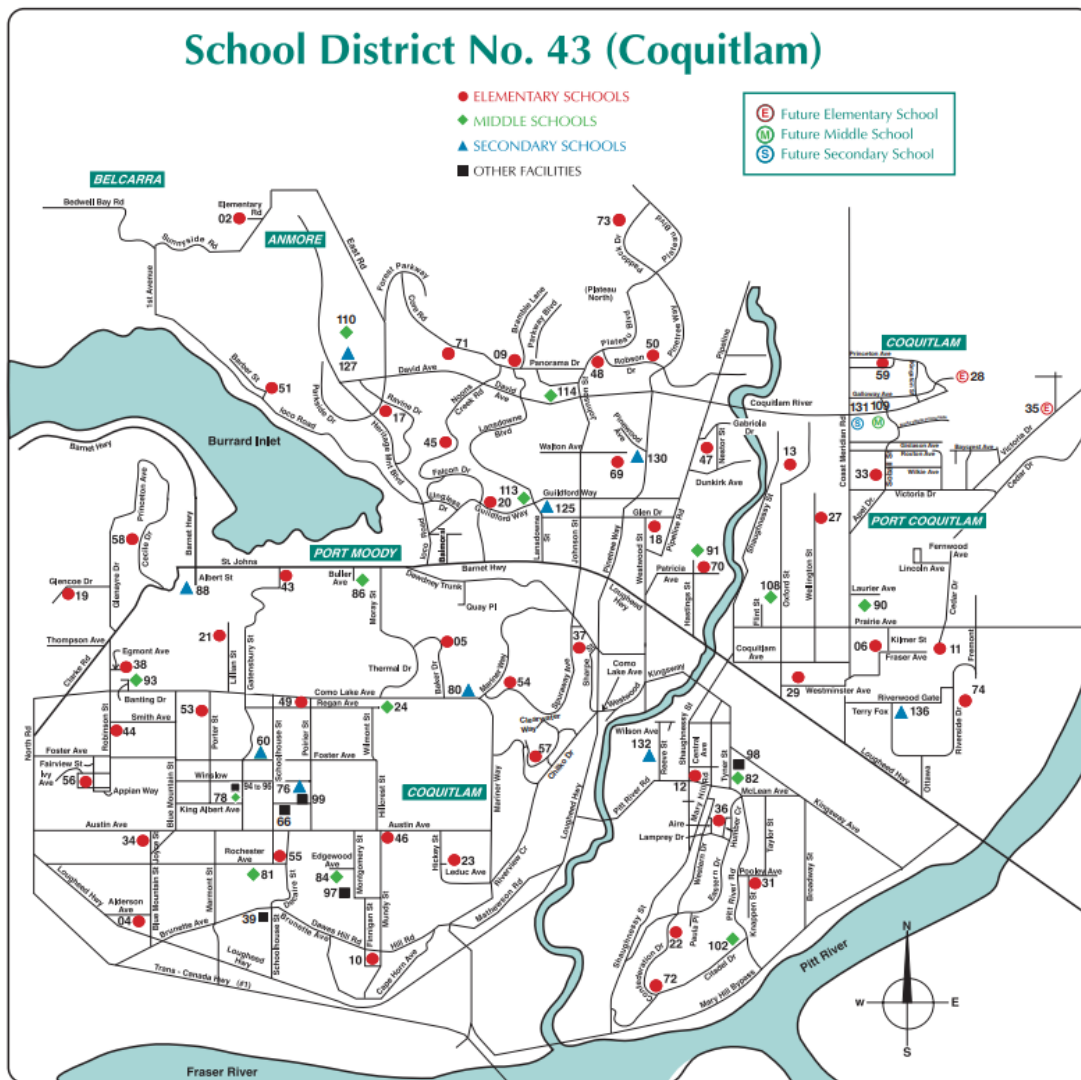
ORGANIZATION



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, xʷməθkʷəy̓ə m (Musqueam), Sk̓wxwú7mesh 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.

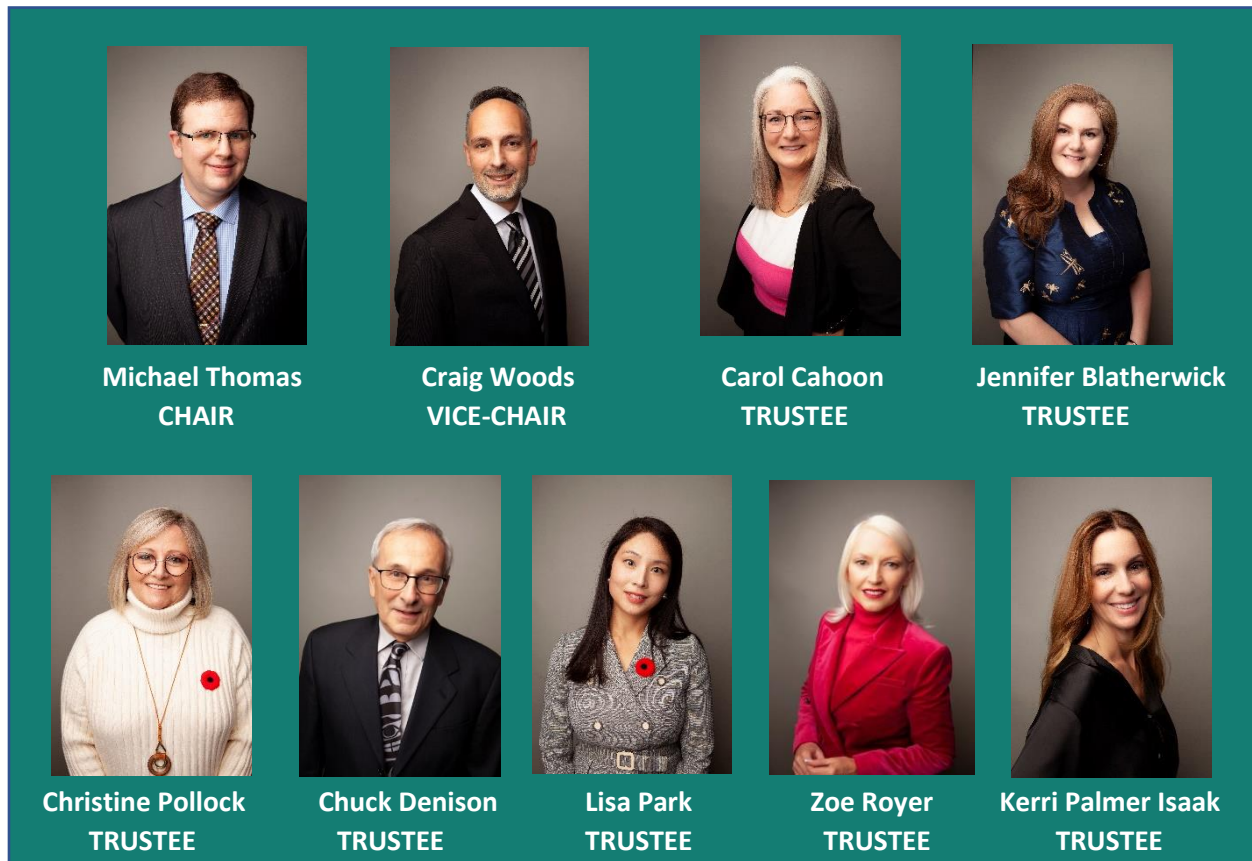


SD43 provides K-12 education in 47 elementary schools (kindergarten-grade 5), 14 middle schools (grades 6-8), 9 secondary schools (grades 9-12) and 4 alternate education programs. The District delivers a wide range of specialized education programs and services including:

- 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 Baccaulaeate
- 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](#).

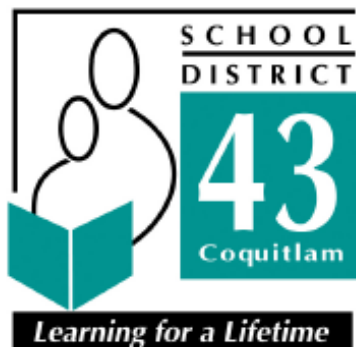


Roles, Responsibilities and Financial Governance

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.

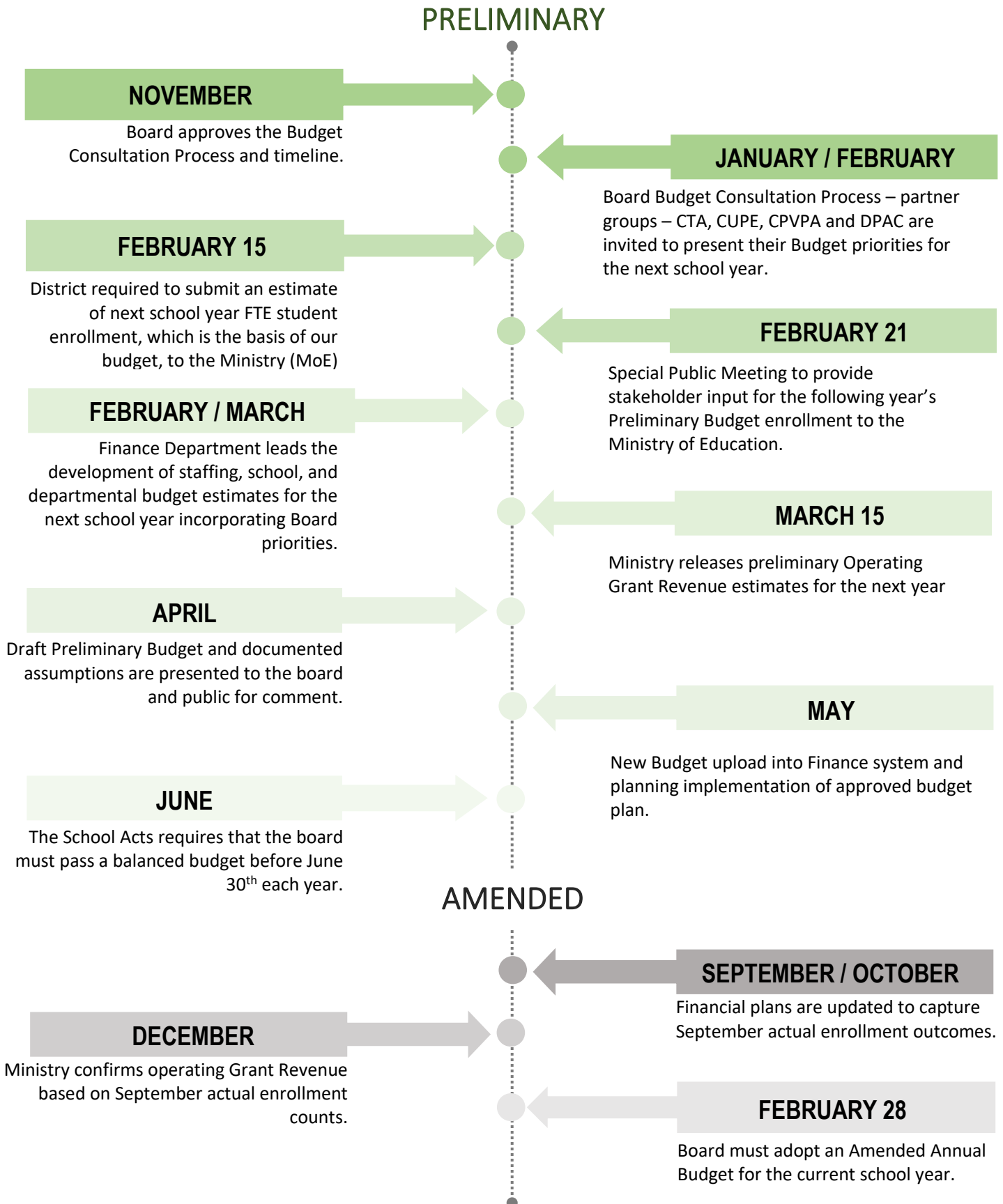
Budget Implementation, Monitoring, and Reporting

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 28th 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 st 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 nd 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 21st 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 | | ● | | ● | ● | |
| Total | 52.20 | 5,619,774 | 1,300,000 | | | | | |



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 |
| TOTAL OPERATING REVENUE | 330,457,529 | 335,388,946 | 369,535,461 | 380,965,432 | 393,172,687 |
| 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 |
| Total Salaries and Benefits | 293,972,584 | 313,780,657 | 339,972,199 | 348,811,668 | 358,444,083 |
| 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 |
| Total Services & Supplies | 26,119,618 | 30,255,144 | 30,813,262 | 31,443,559 | 32,089,325 |
| TOTAL OPERATING EXPENSES | 320,092,202 | 344,035,801 | 370,785,461 | 380,255,226 | 390,533,408 |
| NET REVENUE (EXPENSE) | 10,365,327 | (8,646,855) | (1,250,000) | 710,206 | 2,639,279 |
| 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 |
| Operating Surplus for the Year | 855,907 | (0) | (0) | 1,960,206 | 3,889,279 |
| 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 |
| Reserves (Deficit) End of the Year | 24,533,332 | 7,386,476 | 13,535,905 | 11,746,111 | 11,885,390 |

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 |
| SEPTEMBER School-Age & Adult FTE | 31,191 | 31,631 | 31,800 | 31,977 | 32,127 |
| 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 |
| Total School-Age & Adult FTE | 31,850 | 32,766 | 32,954 | 33,131 | 33,281 |
| | | | | | |
| 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.

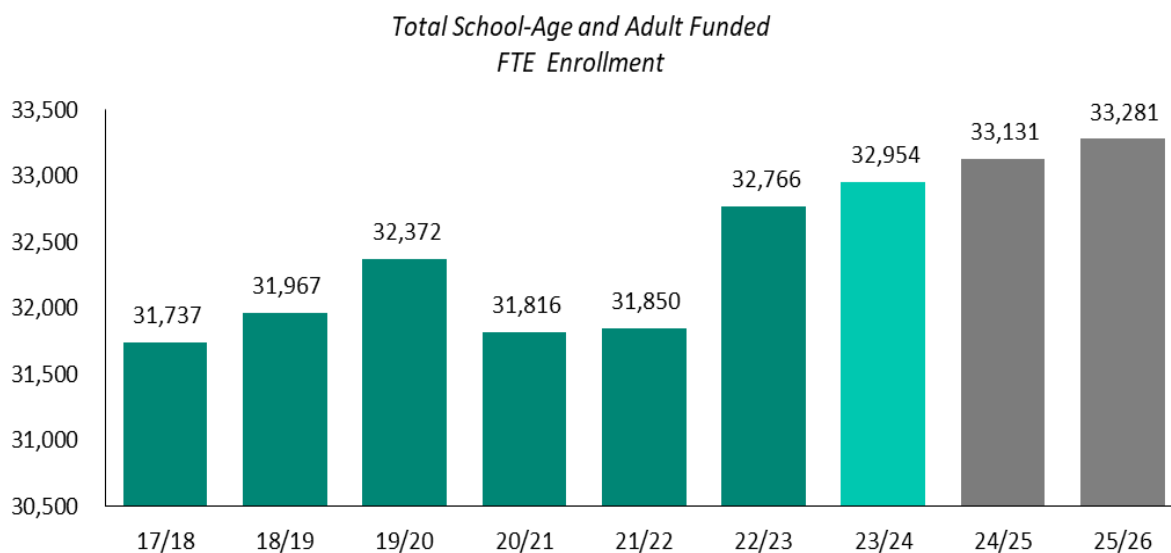
The District is experiencing growth in four areas: Burke Mountain, Coquitlam Centre, Burquitlam-Lougheed, and Moody Centre. New housing developments do not necessarily generate increased enrollment, but often create a shift of enrollment geographically within SD43. These new developments do however put 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 |
| TOTAL | 3,454.80 | 3,524.67 | 3,573.69 | 3,600.34 | 3,629.58 |

| 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 | |
| TOTAL | 49.02 | |



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 |
| TOTAL | 2,011.62 | 2,040.42 | 2,074.44 | 2,092.18 | 2,108.70 |

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) |
| TOTAL | 34.02 |

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 |
| TOTAL | 560.46 | 559.46 | 561.46 | 561.46 | 561.46 |

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"> 1.0 FTE – Filter Service Mechanic 2.0 FTE – Permanent Relief Grounds/Delivery -1.0 FTE -Decrease temporary clerical staff in replacement of an individual on leave. |
| Special Purpose Fund | 0.00 | |
| Capital | 0.00 | |
| TOTAL | 2.00 | |

| 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 |
| TOTAL | 680.72 | 705.79 | 716.79 | 725.70 | 737.42 |

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"> +10.0 FTE – Increase in educational assistants to address increased students with unique needs. +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 -1.0 FTE - reduction of temporary youth worker that was added in 2022/23 for bussing supervision for the delayed opening of Coast Salish. |
| Classroom Enhancement Fund | 0.00 | |
| Special Purpose Fund (excl CEF) | 0.00 | |
| TOTAL | 11.00 | |

| 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 |
| TOTAL | 128.00 | 130.00 | 131.00 | 131.00 | 132.00 |

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"> +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. |
| Classroom Enhancement Fund | 0.00 | |
| Special Purpose Fund (excl CEF) | 0.00 | |
| Capital | 0.00 | |
| TOTAL | 1.00 | |

| 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 |
| TOTAL | 74.00 | 74.00 | 75.00 | 75.00 | 75.00 |

| 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"> +1.0 FTE – Addition of a Payroll coordinator position to assist with increase reporting requirements. |
| Capital | 0.00 | |
| TOTAL | 1.00 | |

| 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 |
| TOTAL | 0.00 | 15.00 | 15.00 | 15.00 | 15.00 |

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 |
|--|--------------------|--------------------|------------------------|---------------------|---------------------|
| Revenues | | | | | |
| 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 |
| Total Revenue | 330,457,529 | 335,388,946 | 369,535,461 | 380,965,432 | 393,172,687 |
| Expenses | | | | | |
| 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 |
| Total Expenses | 320,092,202 | 344,035,801 | 370,785,461 | 380,255,227 | 390,533,408 |
| 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 |
| Budgeted Surplus (Deficit) | 855,907 | 2,250,000 | (0) | 1,960,206 | 3,889,279 |

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

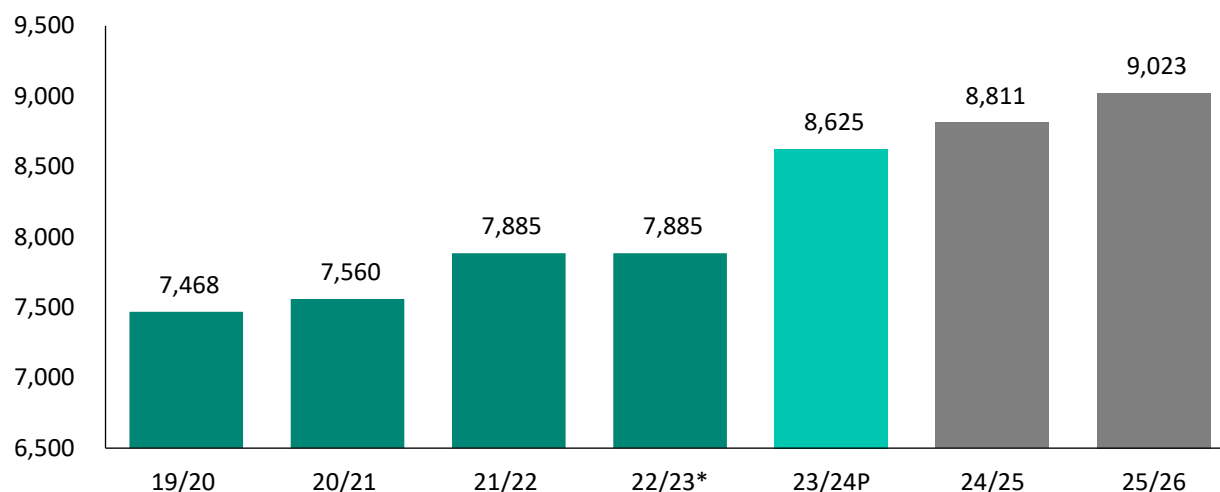


Operating Revenues

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 |
| Basic Allocation - Standard Schools | 31,225 | 31,400 | 31,550 | 8,625 | 8,811 | 9,023 |
| Basic Allocation - Continuing Education | 6 | 6 | 6 | 8,625 | 8,811 | 9,023 |
| Basic Allocation - Alternate Schools | 275 | 275 | 275 | 8,625 | 8,811 | 9,023 |
| Basic Allocation - Distributed Learning | 237 | 240 | 240 | 6,960 | 7,110 | 7,281 |
| Home School students (Headcount) | 37 | 37 | 37 | 250 | 250 | 250 |
| Course Challenges (Number of) | 159 | 159 | 159 | 270 | 270 | 270 |
| Supplement for Unique Student Needs | | | | | | |
| 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 |
|---|--------------------|--------------------|------------------------|---------------------|---------------------|
| Basic Allocation | | | | | |
| 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 |
| Enrolment Based Funding (September) | 244,932,919 | 248,648,982 | 273,440,950 | 280,907,681 | 289,006,005 |
| 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 |
| Supplement for Unique Student Needs | 44,845,723 | 47,555,253 | 52,794,461 | 55,672,692 | 59,679,368 |
| 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 |
| Funding for Other Enrolment Count | 10,330,521 | 9,933,311 | 10,162,291 | 10,162,291 | 10,162,291 |
| 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 |
| Funding for Other Enrolment Count | 3,955,658 | 5,079,256 | 5,598,249 | 5,745,780 | 5,915,787 |
| Internal Holdback | 0 | 0 | 0 | 0 | 0 |
| Ministry of Education Operating Grants | 304,064,821 | 311,216,802 | 341,995,951 | 352,488,444 | 364,763,451 |
| Other Ministry of Education Grants | | | | | |
| 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 |
| Other Ministry of Education Grants | 2,243,214 | 2,582,986 | 2,720,954 | 2,640,237 | 2,665,237 |
| Grand Total Ministry of Education Grants | 306,308,035 | 313,799,788 | 344,716,905 | 355,128,681 | 367,428,688 |

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 |
| Contractual Increases in Employee Salaries and Benefits | 4,811,519 |
| Contractual Increases - Services and Supplies | Inc (Dec) |
| IT contractual increases (existing contracts and licensing) | 135,160 |
| Facilities contractual increases (snow removal) | 150,000 |
| Contractual Increases in Services and Supplies | 285,160 |
| ESTIMATED GRANT FUNDING SHORTFALL | (5,096,679) |

Other Revenues

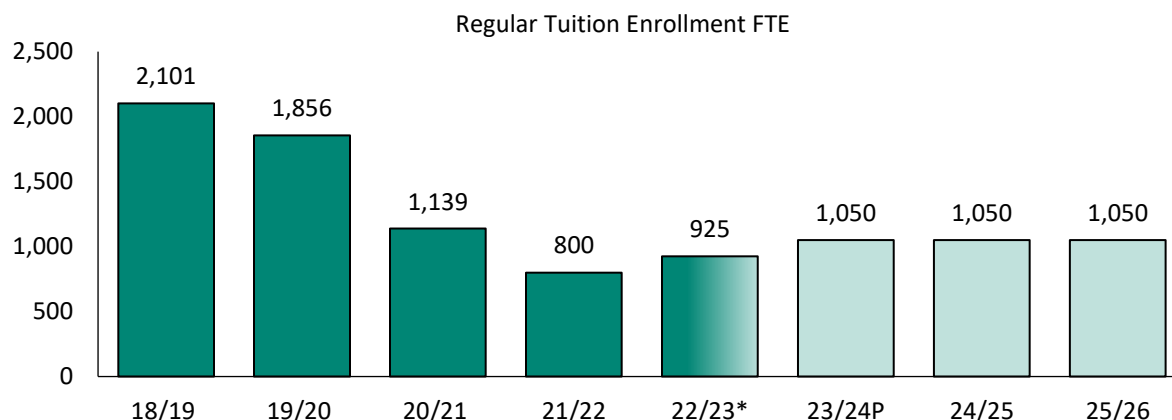
International Education

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.

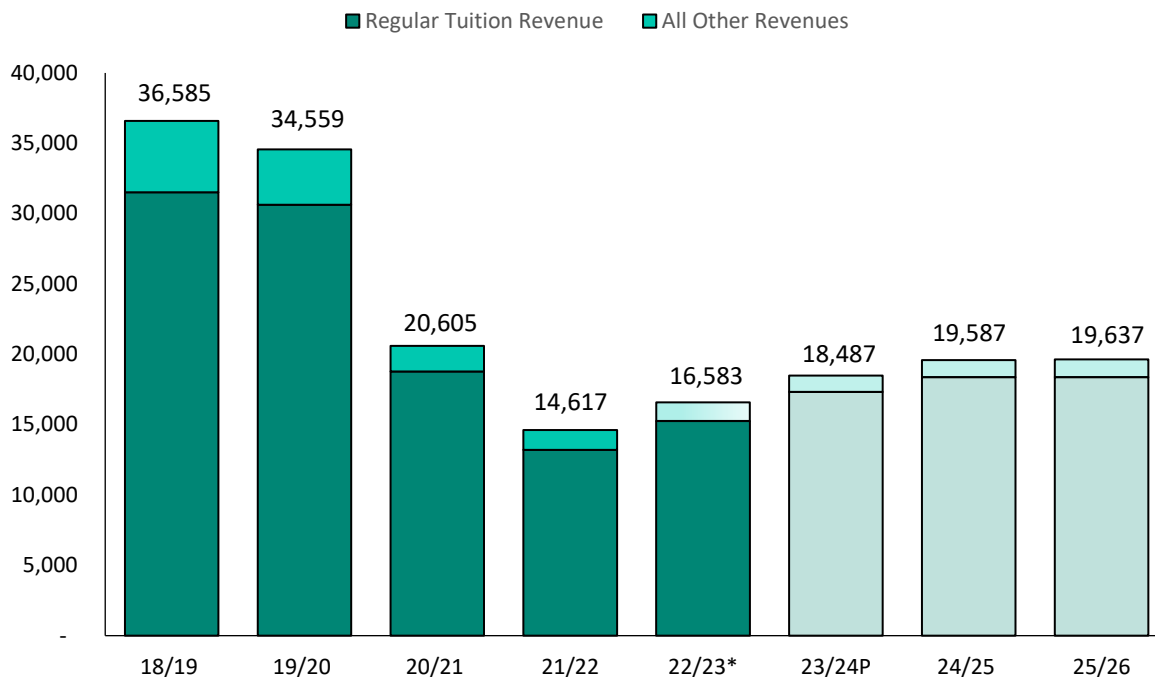
Assumptions considered when calculating the budget and multi year forecasts for International revenues:

- 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.

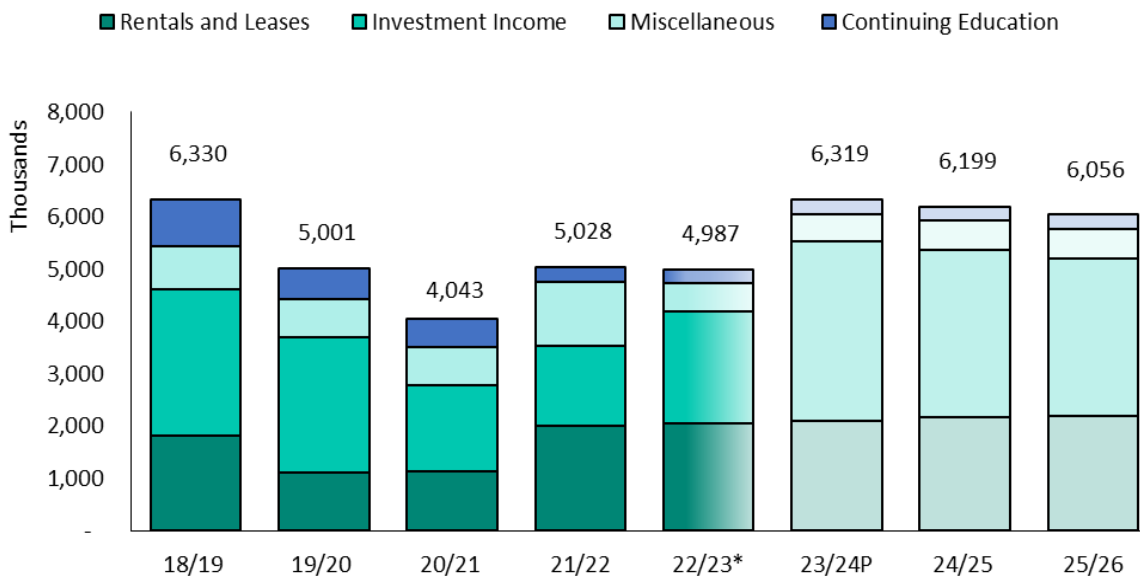


*in '000s

*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 |
| Total | 4,042,972 | 5,027,847 | 4,986,812 | 6,318,788 | 6,198,679 | 6,055,927 |

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 |
| Total | 1,146,038 | 2,007,068 | 2,058,296 | 2,108,296 | 2,158,679 | 2,189,927 |

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 |
| Total Salaries and Benefits | 293,972,584 | 313,780,657 | 339,972,199 | 26,191,542 | 348,811,668 | 358,444,083 |

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 |
|--------------------------|-----------|-------|-------|-------|-------|
| New Rate | 4.95% | 5.25% | 5.45% | 5.70% | 5.95% |
| Increment to Base | | 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% |

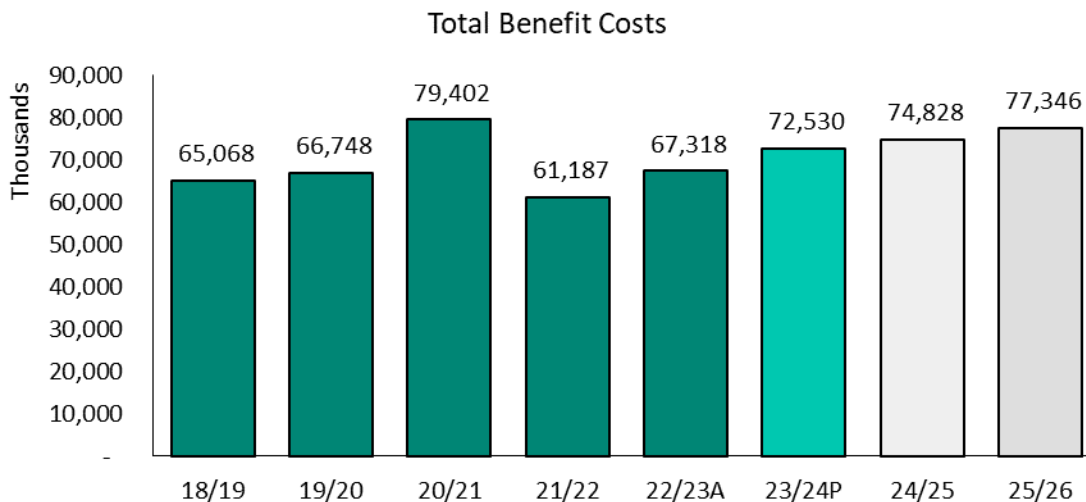
WorkSafeBC: WSBC has expanded its mandate in recent years to include claims for mental health, bullying and harassment. As an outcome of this and influenced by the pandemic, rate increases have accelerated. Both WSBC and the provincial government have recognized the impact with new regulations around 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.

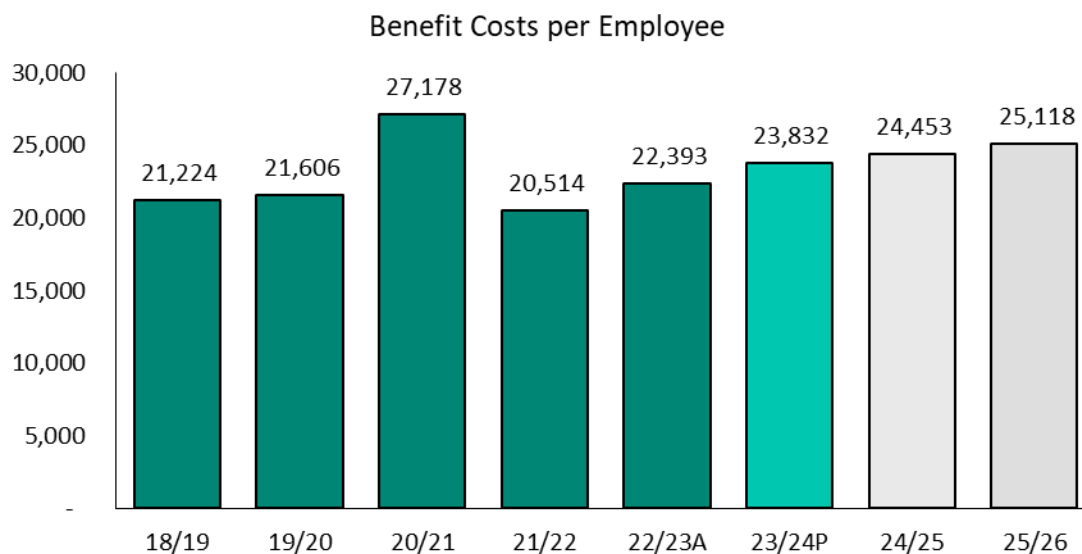
Municipal Pension Plan (MPP): The current contribution rate of 9.31% for the MPP will remain unchanged for the 2022/23 fiscal year (as it has for the previous 3 years). The budget for the MPP has been adjusted to reflect changes in salaries.

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 |
| Total Services and Supplies | 26,119,618 | 30,255,144 | 30,813,262 | 558,118 | 31,443,559 | 32,089,325 |

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 carry forward budget usage (\$644k).

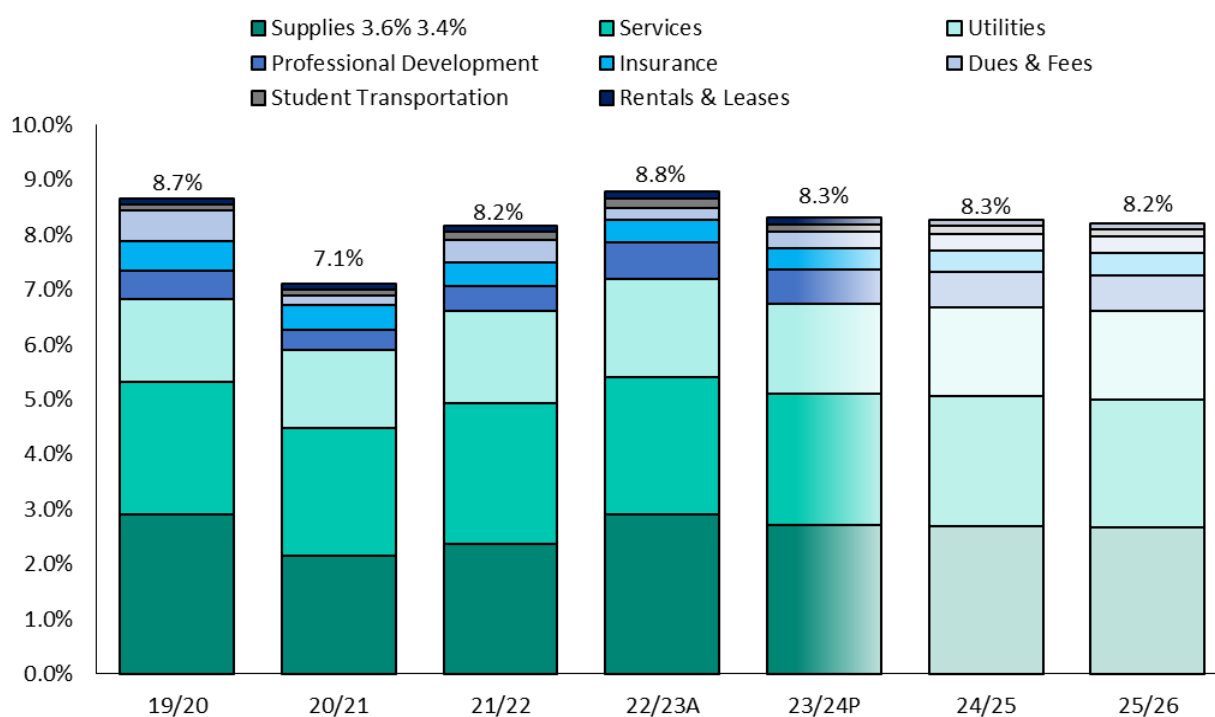
Utilities expenses have remained relatively consistent over the past few years most notably as a result COVID-19. However, during the 2022/23 school year, natural gas and electricity budgets were increased by \$1M to reflect higher rates. The district has implemented energy efficiency initiatives in 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 |
| RESTRICTED OPERATING SURPLUS | 24,533,332 |

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.

SchoolCarry 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 | 423,133 | -146,867 |
| 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 | 415,311 | -36,130 |
| Ready Set Learn (RSL) | 112,190 | 105,755 | 125,347 | 112,700 | -12,647 |
| 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 | 7,900,000 | -3,100,000 |
| 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 | 908,968 | 51,257 |
| 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 | 343,850 | 56,280 |
| 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 | 10,000 | -46,000 |
| Others (Scholarships, Interest, Staff Development) | 480,278 | 469,814 | 820,445 | 355,705 | -464,740 |
| TOTAL | 63,121,377 | 58,787,264 | 69,387,342 | 66,955,056 | 850,380 |

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 |
| Deferred Revenue, end of year | 12,908,036 | 12,734,314 | 10,948,838 | 10,448,838 | (500,000) |
| 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) |
| Net Revenue (Expense) | 0 | 0 | 0 | 0 | 0 |

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 |
| TOTAL | 356.91 | 41,940,168 | 366.91 | 45,826,887 | 10.00 | 3,886,719 |
| Remedy Costs | | 3,282,666 | | TBD | - | TBD |

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 7th 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 |
|---|-----------------------------|-------------------------|---|--|--|
| Teachers - Non Enrolling/Learning Services | | | | | |
| 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. |
| Teachers - General | | | | | |
| 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. |
| Administration | | | | | |
| 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. |
| Support Staff | | | | | |
| 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. |
| Services and Supply Budgets | | | | | |
| 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. |
| Other | | | | | |
| 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

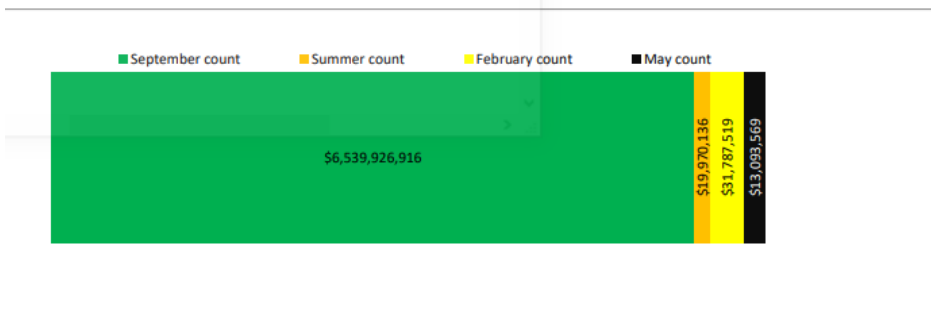
School District 43 (Coquitlam)

| 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 | |
| Total Enrolment-Based Funding (September) | 31,743.0000 | | | \$273,440,950 |
| | 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 | |
| Supplement for Enrolment Decline | | | | \$0 |
| | 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 | |
| Supplement for Unique Student Needs | | | | \$52,794,461 |
| | | | 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 | |
| Supplement for Salary Differential | | | | \$7,266,194 |
| Supplement for Unique Geographic Factors | | | | \$2,611,924 |
| Funding Protection | | | | \$0 |
| Curriculum and Learning Support Fund | | | | \$284,173 |
| September 2023 Enrolment Count, Total | | | | \$336,397,702 |

| 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 | |
| Summer Learning, Total | | | | \$1,789,899 |
| 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 | | \$0 | |
| 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 | |
| February 2024 Enrolment Count, Total | | | | \$3,065,100 |
| 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 | \$0 | |
| Gr 10-12 School-Age FTE - Online Learning | 65.0000 | \$6,960 | \$452,400 | |
| Adult FTE - Online Learning | 10.0000 | \$5,505 | \$55,050 | |
| May 2024 Enrolment Count, Total | | | | \$743,250 |
| 2023/24 Full-Year Estimated Total | | | | |
| | | | | \$341,995,951 |
| 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 29th, 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 | |
| Standard School: \$8,625 per school age FTE | Continuing Education: \$8,625 per school age FTE |
| Alternate School: \$8,625 per school age FTE | Online Learning: \$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 | | |
| Level 1 Special Needs: \$49,070 per student | Level 2 Special Needs: \$23,280 per student | Level 3 Special Needs: \$11,760 per student |
| English/French Language Learning: \$1,735 per student | Indigenous Education: \$1,710 per student | Adult Education: \$5,505 per FTE |
| Equity of Opportunity: Mental health; youth in care | | |

7% allocated to recognize unique district factors

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

0.1% allocated to buffer the effects of declining enrolment

| Funding Protection / Enrolment Decline | |
|---|---|
| Enrolment Decline: funding to districts experiencing enrolment decline of at least 1% when compared to the previous year | Funding Protection: funding to ensure that no district experiences a decline in operating grants greater than 1.5% when compared to the previous September |
| CSF Supplement – 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 30th of each year. The plan includes a list of the AFG projects and expenditures the District will undertake between April 1st and March 31st.

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.

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).

Strengthening Early Years to Kindergarten Transitions (SEY2KT)

This project partners with districts/community sites and is focused on developing guidelines, models and district/site partnerships to ensure children and their families experience coherent transitions from community based early learning experience to kindergarten in schools/districts.

Federal Safe Return to Class Fund/Safe Return to School Ste

The Ministry of Education administered one-time funding intended to support incremental costs resulting from COVID-19.

Student Family and Affordability Funds/Feeding Futures School Food Program

The Student & Family Affordability Funding was introduced in August 2022 as a one-time fund to improve students access to nutritional food/meals before, during and after the school day and help to offset cost to parent, guardian, and students for the cost of field trips, fees, extracurricular fees, and school supplies. In April 2023, this fund was replaced with a multi-year Feeding Futures School Food Program, targeted to help school districts increase food security for students by expanding or creating food programs.

First Nation Student Transportation

This grant is provided as part of the BC Tripartite Education Agreement (BCTEA) supporting First Nation Student Success, to assist with the cost of transportation for on-reserve students attending public schools.

GLOSSARY

| | |
|------------------|---|
| AFG | Annual Facilities Grant |
| BCPSEA | British Columbia Public School Employers' Association |
| BCSTA | British Columbia School Trustees' Association |
| BCTF | British Columbia Teachers' Federation |
| CEF | Classroom Enhancement Fund |
| CLC | Customized Learning Centre – Alternative Education Program |
| COL | Coquitlam Open Learning – Online classes for high school credit courses |
| CPVPA | Coquitlam Principals and Vice-Principals Association |
| CTA | Coquitlam Teachers' Association |
| CUPE | Canadian Union of Public Employees - Local 561 |
| DPAC | District Parent Advisory Committee |
| Draw Time | Time made available at the discretion of schools and department managers to engage casual works during peak work periods. |
| EA | Education Assistant |
| ELL | English Language Learners |
| ELC | 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. |
| FTE | Full Time Equivalent |
| LCR | Local Capital Reserve |
| LIF | Learning Improvement Fund |
| LISW | Learning Inclusion Support Worker |
| LOU#17 | Letter of Understanding |
| MOA#17 | Memorandum of Understanding |
| MOE | Ministry of Education |
| MPP | Municipal Pension Plan |
| NGN | Next Generation Network – this system provides the communication backbone between School Districts and the Provincial Government. |
| NTPP | 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. |
| P/VP | Principal/Vice-Principal |

| | |
|----------------------------------|---|
| Preliminary/Annual Budget | 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). |
| PRGB | Post Retirement Group Benefits |
| Salary Differential | 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. |
| SD43 | The Coquitlam School District |
| SLP | Speech and Language Pathologist |
| Solvency Deficiency | 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. |
| SPF | Special Purpose Funds |
| TPP | Teacher's Pension Plan |
| TTOC | Teacher Teaching on Call |
| YW | Youth Worker |



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