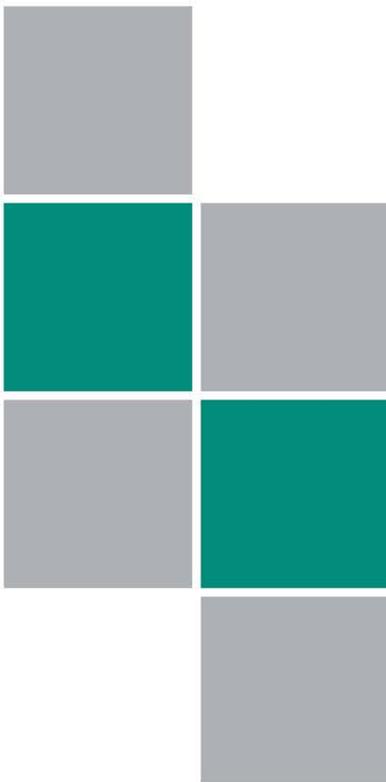




Learning for a Lifetime

Budget 2021/22 & Three-Year Financial Plan





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ORGANIZATION



BUDGET 2021/22



MULTI-YEAR PLAN

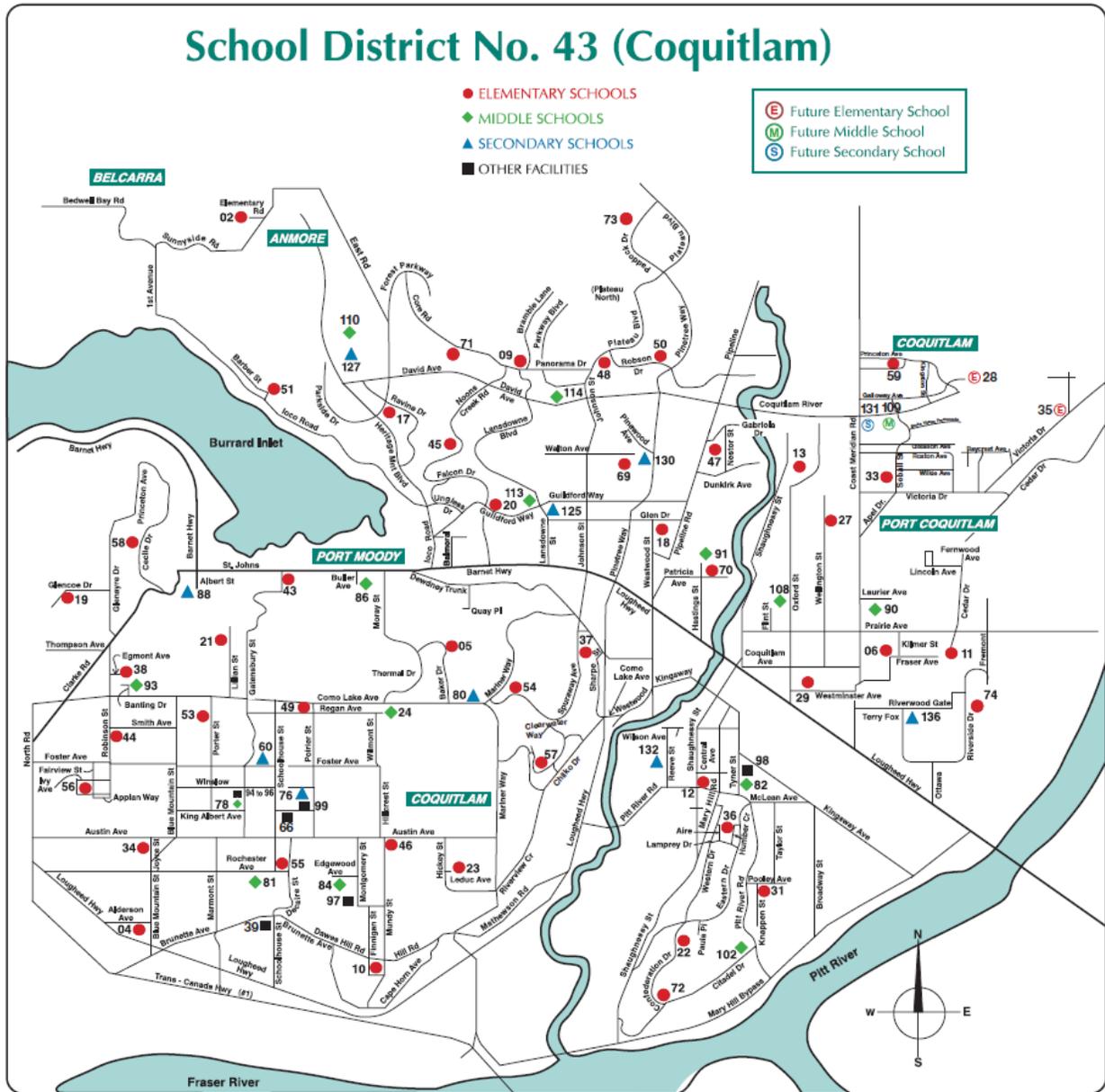


INFORMATION

ORGANIZATION

DISTRICT OVERVIEW

As the third largest school district in B.C., the School District of Coquitlam meets the learning needs of approximately 32,000 students of all ages in Coquitlam, Port Coquitlam, Port Moody, Anmore, and Belcarra. The district employs approximately 4,041 employees including 2,171 teachers.



SD43 provides K-12 education in 46 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 Bacculaureate
- International Education
- Montessori
- Mandarin Bilingual
- Online Learning
- Reggio-influenced Program
- Summer Learning



BOARD OF EDUCATION

The 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. There are currently [9 elected trustees](#).

Kerri Palmer Isaak CHAIR	Michael Thomas VICE-CHAIR	Barb Hobson TRUSTEE	Jennifer Blatherwick TRUSTEE	
Christine Pollock TRUSTEE	Craig Woods TRUSTEE	Lisa Park TRUSTEE	Keith Watkins TRUSTEE	Carol Cahoon TRUSTEE

Roles, Responsibilities and Financial Governance

The School District Board No. 43 (Coquitlam) Trustees have complex roles and perform many important and valuable duties, most notably to ensure quality learning opportunities for all students of all ages.

The Board is responsible for overseeing the educational, operational, and ministerial requirements of the Schools 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 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.

Our Core Beliefs and Principles

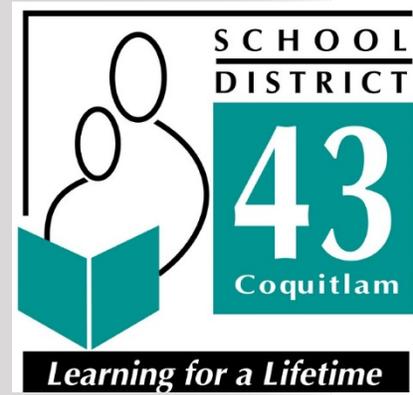
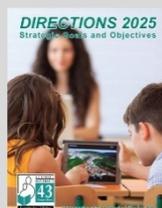
The Board of Education believes in:

- 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](#).



DIRECTIONS 2025

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

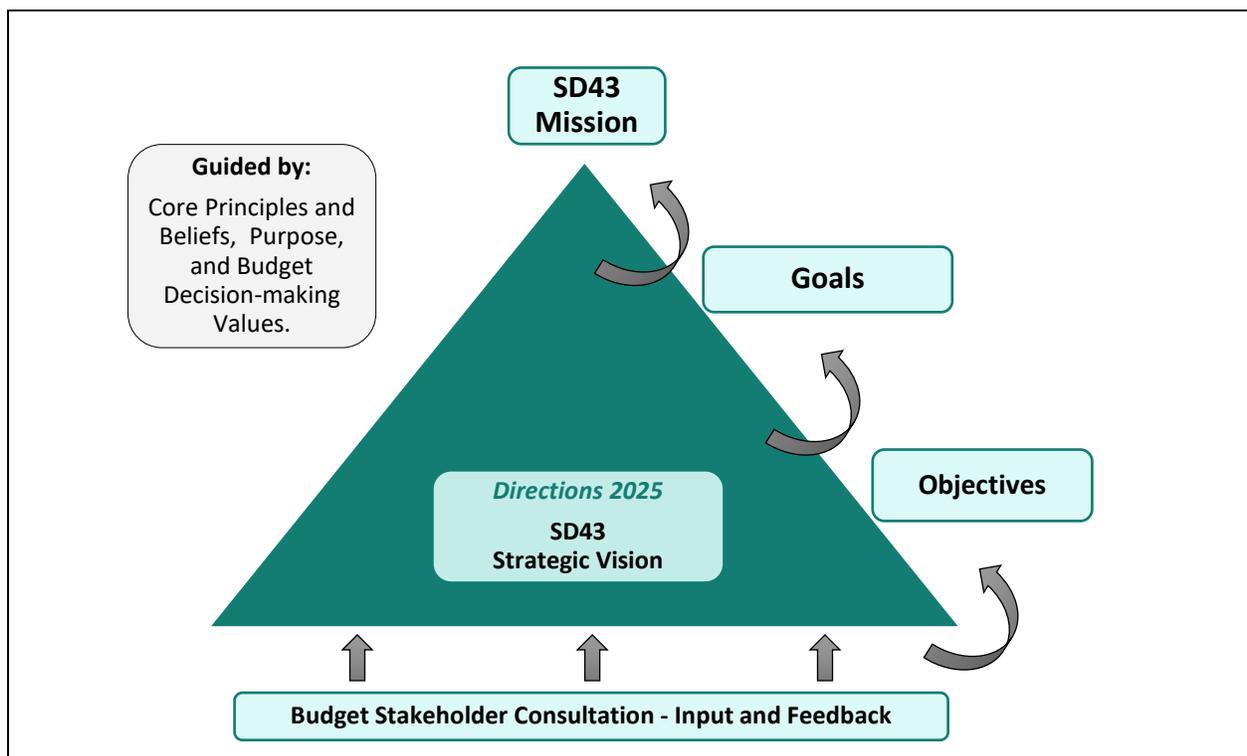
Aligning Budget Planning & Resource Allocation with Directions 2025

The School 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 School 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 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 and 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.
- Applying Surplus Reserve policy to ensure stability post Pandemic and ongoing future financial stability.
- Utilizing funds released from the Annuitization of Non-Teaching Pension and Solvency requirements to retain staffing and classroom resources.



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 thru 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

As per the School Act (Sec 113), School Districts are required to submit a balanced budget by June 30 each year. SD43 starts the budget process in early January with its consultation process and completes the process toward the end of April with the approval of the Preliminary Budget. One of the main reasons that the Budget has to be approved by the end of April is that SD43 has contractual obligations that stipulate a 60-day notification period to meet certain commitments, specifically, in relation to staffing layoff notification.

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 (PSAB) and the Ministry of Education, the School District of Coquitlam 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 designed for a specific use or program. These funds are received from the Ministry of Education and other source with restrictions on how they may be spent.

CAPITAL FUND: The capital fund includes a combination of Ministry capital grants, locally generated funds, 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

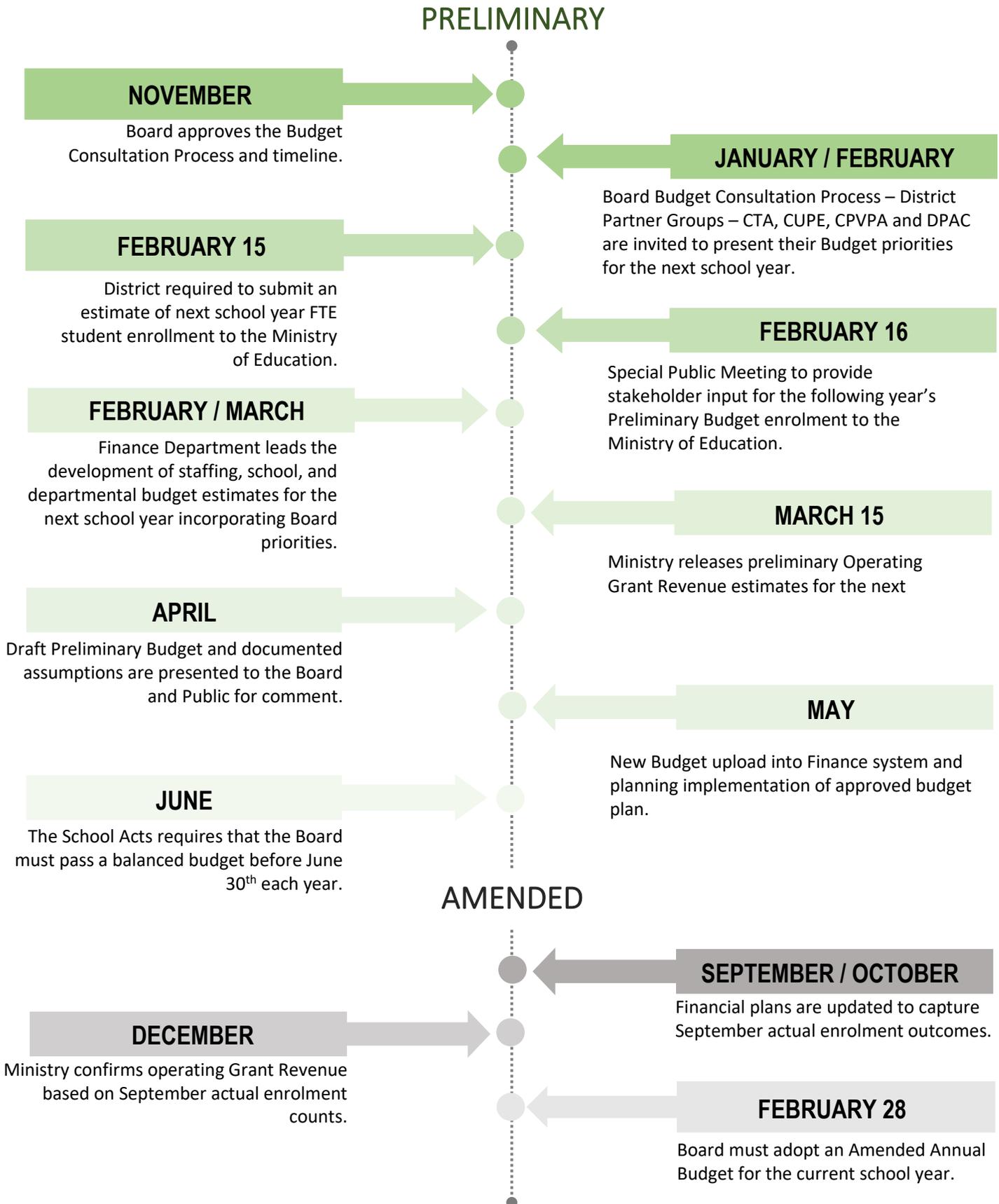
From April until February, the preliminary budget is continuously being updated for known changes in estimates and any new information or trends impacting the financial operations of the district. These changes are subsequently consolidated and form the Amended Budget which is required to be approved by the Board and submitted to the Ministry by February 28th of the fiscal year.

The district has a documented financial administration processes and proper budget controls based on best practices. In adherence to these processes and procedures, the Board allows management the appropriate flexibility to make necessary changes and fully maximize its financial resources and ensure previously unforeseen statutory and contractual requirements are met in a timely manner.

Financial updates are presented to the Board quarterly. These updates provide a high-level summary of the budget and actuals-to-date, significant financial variances, or changes from the previous quarter, staffing changes, and any other information that will assist the board in performing their governance duties.

At the end of the June 30 fiscal year, management prepares a financial statement discussion and analysis report (FSD&A) in addition to the annual financial statements. The FSD&A reports in detail the variances between the budget and actual financial results.

Budget Planning Cycle



ORGANIZATION



BUDGET 2021/22



MULTI-YEAR PLAN



INFORMATION



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 School District Leadership Team in informing and shaping the 2021/22 budget proposal.

BOARD MEETING	PRESENTATION TOPIC
April 7, 2020	Strategic Plan Achievements Update
	1019 Fernwood Avenue - Sale of Land
	2020/21 Five Year Capital Plan Bylaw
	Financial Audit Services Extension
April 21, 2020	2020/21 Preliminary Budget
	Supports for Vulnerable Students during COVID-19
	Food Security during COVID-19
	Approval of Annual Facilities Grant
May 26, 2020	Centennial/Glen Sale – Easement
	Continuity of Learning
	Assessment and Reporting
	3rd Quarter Financial Report
	SD43 Education Foundation - Donation Process
	Public Engagement at Board Meetings
	Minnehada Middle School Virtual Tour
	Non-Teaching Pension Plan Update
	Non-Teaching Pension Plan Audited Financial Statements
	Board/Authority Authorized Courses
June 16, 2020	2020-2021 International Education Student Enrolment
	Policy 23 - Operating Fund Financial Reserves
	Student Leadership Council: Accomplishments for the Year
	Graduation 2020 Update
	Directions 2025 Update
	Emergency Management Manual Update
	COVID-19 Financial Implications Report
	Enterprise Risk Management Update
	Policy 23 - Operating Fund Financial Reserves
	2021/2022 Five Year Capital Plan
	Irvine Elementary, Sheffield Elementary, ELC - Tender Update
2020 Eligible School Sites Resolution	
September 8, 2020	Former Lincoln School Site Proceeds - Capital Restriction
	Allocation of COVID-19 Reduced Expenses
	SD43's K-12 Restart Plan
	School Based Gradual Transitional Support Program
	International Education Review & Update
	Continuing Education Summer Report
	Construction Contract Awards
	K-12 Restart Plan - Custodial Services
K-12 Restart Plan - Health, Safety and Other Initiatives	
School Site Acquisition Charge Bylaw	
Consideration of Board of Education Meeting Arrangements	



BOARD MEETING	PRESENTATION TOPIC
September 29, 2020	Food Security: Recognition of Culinary Assistants
	School Opening Report
	Equity Scan Report
	Financial Statement Discussion & Analysis, Audited Financial Statements &
	Federal Funding Grant- K-12 Restart
	Staffing Report
October 13, 2020	Elections BC - Use of Schools
	AFG Summer Work & Classroom Conversions
	International Education Program Update
	Tech Twenty
	Directions 2025 Update
October 27, 2020	Directions 2025
	Action Plans for Learning and the Enhancing Student Learning Reporting Order
	Enrolment Report
	1st Quarter Financial Report
	Rental and Lease Department Annual Report
	Statement of Financial Information Report
	Early French Immersion Catchment Area Changes
November 24, 2020	Directions 2025
	2021/2022 Budget Process
	Catchment Area Changes (French Immersion)
	BCPSEA - Executive Compensation
January 19, 2021	Tech Twenty
	Grant Funding Update
	Framework for Enhancing Student Learning
	Child Care
	NTPP - Statement of Investment Policies and Procedures
	Childcare Task Force
February 9, 2021	Kindergarten Registration and Programs of Choice
	Mental Health Strategy & the Role of the Counsellor
	Graduation Rates
	Student Assessments 2021
	2nd Quarter Financial Report
	2021-2022 Budget Consultation Guide
	Policy 23 – Financial Reserves
	2020-2021 Amended Budget
March 2, 2021	Tech Twenty
	2021/2022 Student Enrolment Projections
	Provincial/Federal Safe Return to School Grant Funding Update
	Administrative Procedure 567 - Child Care
	Burke Mountain Secondary Advocacy



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 developing the budget. This allows the Board and the District Leadership Team and opportunity to consider incorporating these requests into the draft budget if funding permits.

Public Comments and Presentations

An important aspect of the budget process is to capture comments, concerns, issues, and requests raised at previous budget consultation meetings and through other interactions with stakeholders that may influence budget decisions. The feedback from Partner Groups and Stakeholders were documented, considered, and incorporated where appropriate in the 2021/22 Preliminary Budget.

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 2021/22 preliminary budget. The Board met with CTA, DPAC, CUPE and CPVPA and further held a Special Public Board meeting on February 16th for Stakeholder Input.

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

The District Leadership Team has considered these recommendations when developing the proposed Preliminary Budget for 2021/22 within the limitations of available funding and Directions 2025 criteria.



ORGANIZATION



BUDGET 2021/22



MULTI-YEAR PLAN



INFORMATION

BUDGET 2021/22

EXECUTIVE SUMMARY

Developing the 2021/22 budget was a greater challenge given the significant and continuing ongoing impact of the COVID-19 pandemic on all areas of the school district. The message from our stakeholder groups and the community was clear: retain existing staffing levels to the extent possible. The District agrees and is dedicated to meeting this request to the extent available funding allows. SD43 is also committed to ensuring adequate mental health supports are available for staff and students, which are needed now more than ever due to the social and emotional impact caused by the pandemic.

The Ministry of Education has indicated that all students will be able to return to school this September to regular in-class instruction. It is not certain however, as to the how many students will elect to return to in-class school, which in turn will impact Ministry funding and correlated staffing. It is also likely that 2021 summer learning programs will be impacted by continued provincial health, cleaning, and social distancing limitations. The District has anticipated and projected for additional 'pandemic overhang' expenses related to health, safety, and enhanced cleaning requirements.

The ongoing pandemic and resulting travel restrictions in place have significantly reduced the level of international education students' applications and enrollment for September 2021. Consequently, the 2021/22 budget reflects this reduction and the corresponding impact on staffing levels. While enrolment may improve for the second half of the school year, it is premature to budget for any potential enrolment increases.

Over the past three years, insufficient provincial grant funding to provide for collective agreement salary and wage increases, combined with the cost of health tax replacement of medical services premium, has resulted in an annualized \$3.5 million in funding shortfall for the 2021/22 budget.

During the 2020/21 school year, the school district received \$14.2 million in Provincial and Federal COVID-19 relief grant funding. These funds were primarily used for teacher and absentee staffing and provided the ability to postpone staffing reductions that otherwise would have been unavoidable. Additional custodian positions were required in 2020/21 to perform enhanced health, safety, and cleaning requirements. Funds to support these services will also not be forthcoming next year. However, the 'pandemic overhang' creates a need to retain the additional temporary custodial staff and associated cleaning and hygiene supplies for a one-year period, which has been incorporated into the budget.

Staffing reductions have been mitigated through two significant actions:

- Attaining 100% solvency funding status and annuitizing the Non-Teaching Pension Plan. Eliminating this funding risk allows us to repurpose this budget to mitigate staffing reductions.
- Accelerating the use of our accumulated financial reserves (surplus) as a supplemental and transitional cushion, providing the opportunity for the international education (IE) program to re-establish its enrolment in subsequent years.

The very successful International Education program that the district has developed over the years has been adversely affected by the Pandemic. This program supports enhanced teacher staffing and programming that benefits all students in the district and provides sustainability to staffing levels through its contribution to our accumulated financial reserves. It will likely take a few years to rebuild the program to the level it was prior to the Pandemic.

Our 3rd Quarter Financial assessment, when reported out in May 2021, will likely reflect that \$1.5 million of the \$1.75 million restricted surplus that was set aside in 2019/20 to address anticipated educational impacts of the pandemic for 2020/21, was not required. The provincial and federal one-time special purpose funding grants offset the need to fully utilize these restricted funds and are therefore available and proposed for use in 2021/22. The District is also forecasting a current year underspend that can be utilized for 2021/22 without negatively impacting the accumulated financial reserves policy.



STAFFING

The following tables summarize the staffing adjustments proposed for the Preliminary Budget. The district has attempted to mitigate the overall number of staffing reductions for 2021/22 by offsetting increments that can be supported under the Classroom Enhancement Fund and using additional surplus funds.

Unfortunately, the continued underfunding of operating grants from the Ministry of Education, combined with the impact of COVID-19 on our international education (IE) revenues, will mean that there will be some staffing reductions required in 2021/22 that are unavoidable. Our intention is to retain as many teachers as possible while minimizing shortages related to staffing Teachers Teaching on Call (TTOC) and to continue providing the same array of educational offerings and services to our students within a balanced budget.

Below is a summary of staffing, represented in Full Time Equivalents (FTE) for all three funds, (Operating, Special Purpose Funds and Capital). Details with respect to the proposed changes for each staffing group is provided further below.

All Groups - Summary

All Groups	Actual 2019/20	Amended 2020/21	Preliminary 2021/22	Change from prior year
Teachers	2,046.89	2,027.24	1,996.22	(31.02)
Support	552.13	575.03	569.94	(5.09)
Educational Assistants	644.64	654.39	661.39	7.00
Administrators	127.00	127.00	128.00	1.00
Other Professionals	74.00	74.00	74.00	0.00
TOTAL	3,444.66	3,457.66	3,429.55	(28.11)

Teachers

Staffing Group – TEACHERS	Actual 2019/20	Amended 2020/21	Preliminary 2021/22	Change from prior year
Teachers – Funded through Operating Fund	1,675.45	1,613.88	1,640.08	26.20
Teachers – Funded through International Ed (IE)	124.00	62.00	50.00	(12.00)
Teachers - Classroom Enhancement Fund (CEF)	233.80	271.50	292.50	21.00
Teachers - Special Purpose Funds (excl CEF)	13.64	13.64	13.64	(0.00)
Teachers - COVID - one time funding	0.00	66.22	0.00	(66.22)
TOTAL	2,046.89	2,027.24	1,996.22	(31.02)

Teacher Staffing: Net Change: -31.02 FTE

- +13.5 FTE – Funded thru usage of surplus.
- +12.7 FTE – Funded thru CEF positions approved during 2020-21 that were previously supported with Operating funds.
- -12.0 FTE – Reduction in teacher staffing funded through IE as a result of decreased enrollment.
- +21.0 FTE – Estimated increase in CEF staffing for classroom additions and best-efforts requirement.
- -66.22 FTE – Reduction in positions funded thru one-time Safe Return to School

As illustrated in the table below, when comparing the change in overall teacher staffing to pre-COVID levels, most of the reductions are related to enrollment decreases in International Education. Reductions in non-international related staffing were more than offset by increases in CEF related staffing.

Staffing Group - TEACHERS	Actual 2019/20	Preliminary 2021/22	Variance
Teachers – Funded through Operating Fund	1,675.45	1,640.08	(35.37)
Teachers – Funded through International Ed (IE)	124.00	50.00	(74.00)
Teachers - Classroom Enhancement Fund (CEF)	233.80	292.50	58.70
Teachers - Special Purpose Funds (excl CEF)	13.64	13.64	0.00
Teachers - COVID - one time funding	0.00	0.00	0.00
TOTAL	2,046.89	1,996.22	(50.67)

Support Staff

Staffing Group - SUPPORT	Actual 2019/20	Amended 2020/21	Preliminary 2021/22	Change from PY
Support – Operating Fund	544.37	546.23	561.54	15.31
Support - Special Purpose Funds	6.76	7.40	7.40	0.00
Support - COVID - one time funding	0.00	20.40	0.00	(20.40)
Support – Capital Fund	1.00	1.00	1.00	0.00
TOTAL	552.13	575.03	569.94	(5.09)

Support Staffing: Net Change: -5.09 FTE

- +10.0 FTE – Increase in custodial for continuation of enhanced cleaning for 2021-22
- +5.0 FTE – Increase in custodial staffing due to increase in floor space at various locations.
- +1.0 FTE – Increase in clerical for new Sheffield Elementary.
- +1.31 FTE – Increase clerical (CE, Encompass, Como Lake Middle)
- -2.0 FTE – Decrease in clerical positions funded through International Education.
- -19.0 FTE – Decrease temporary Custodians hired thru one-time COVID funding.
- -1.4 FTE – Decrease temporary Security Runners/Delivery hired thru one-time COVID funding.

Educational Assistants

Staffing Group - EDUCATIONAL ASSISTANTS	Actual 2019/20	Amended 2020/21	Preliminary 2021/22	Change from PY
Educ. Assistants – Operating Fund	551.94	561.61	572.61	11.00
Educ. Assistants - Classroom Enhancement Fund	33.00	33.00	33.00	0.00
Educ. Assistants - Special Purpose Funds (excl CEF)	59.70	55.78	55.78	0.00
Educ. Assistants - COVID - one time funding	0.00	4.00	0.00	(4.00)
TOTAL	644.64	654.39	661.39	7.00

**Educational Assistants (includes LISW and Youth Workers):** Net Change: +7.0 FTE

- +10.0 FTE – Increase in Educational Assistants due to increases in level 2 students.
- +3.0 FTE – Increase in Learning Inclusion Support Workers due to increase in level 2 students.
- -2.0 FTE – Decrease in Youth Workers positions funded through International Education.
- -4.0 FTE – Decrease in temporary Educational Assistants hired thru one-time COVID funding.

Administrators

Staffing Group - ADMINISTRATORS	Actual 2019/20	Amended 2020/21	Preliminary 2021/22	Change from PY
Administrators – Operating Fund	124.50	124.50	125.50	1.00
Administrators - Classroom Enhancement Fund	1.00	1.00	1.00	0.00
Administrators - Special Purpose Funds (excl CEF)	0.50	0.50	0.50	0.00
Administrators – Capital Fund	1.00	1.00	1.00	0.00
TOTAL	127.00	127.00	128.00	1.00

Administrators: Net Change: +1.0 FTE

- +1.0 FTE – Increase in Principal position - new Sheffield Elementary.

Other Professionals

Staffing Group - OTHER PROFESSIONALS	Actual 2019/20	Amended 2020/21	Preliminary 2021/22	Change from PY
Other Professionals – Operating Fund	69.00	69.00	69.00	0.00
Other Professionals – Capital Fund	5.00	5.00	5.00	0.00
TOTAL	74.00	74.00	74.00	0.00

Other Professionals: Net Change: None



OPERATING FUND BUDGET

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

Operating Budget Overview

The starting point of developing a Preliminary Budget begins by creating a “base budget”. The base budget reflects what revenue and expenses for 2021/22 would be if the school district were to maintain the same level of service for the current fiscal year. The base budget is built on the Board approved 2020/21 Amended Annual Budget and was adjusted for:

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

Operating Budget Summary.

The following table provides a summary of the operating revenues and expenditures for the previous year (Actuals 2019/20), the current year (Amended Budget 2020/21) and the next year (Preliminary Budget 2021/22). The variance reflects the changes in revenues and expenditures in the Preliminary Budget compared to the current year. The table also reflects the transfers to the Capital Fund for capital needs and the usage of accumulated surplus for each year.

	Actuals 2019/20	Amended Budget 2020/21	Preliminary Budget 2021/22	Variance
Revenues				
Provincial Grants - MOE, Operating Grant	295,265,782	301,603,759	304,301,190	2,697,431
Provincial Grants - Other MOE grant and MCFD	51,072	51,072	51,072	-
Offshore Tuition Fees	33,973,625	18,257,000	14,262,000	(3,995,000)
Rentals and Leases	1,117,464	724,375	1,381,996	657,621
Investment income	2,567,574	1,551,047	1,151,047	(400,000)
Other Revenue	1,315,687	965,394	965,394	-
Total Revenue	334,291,204	323,152,647	322,112,699	(1,039,948)
Expenses				
Salaries and Benefits	292,421,335	290,036,229	297,327,297	7,291,068
Services and Supplies	27,702,879	30,275,847	28,385,402	(1,890,445)
Total Expenses	320,124,214	320,312,076	325,712,699	5,400,623
Current Period Surplus (Deficit)	14,166,990	2,840,571	(3,600,000)	(6,440,571)
Capital Purchases and Transfers	(7,509,807)	(7,500,000)	(2,500,000)	5,000,000
Use of Appropriated Surplus	-	4,659,429	6,100,000	1,440,571
Budgeted Surplus (Deficit)	6,657,183	-	-	-



Enrolment

Below is the School District's February 12th submission of estimated student enrolment for 2021/22 as at September 2021.

September Enrolment Summary	2019/20	2020/21	2021/22E	Variance
K-12 Standard (Regular) Schools FTE	30,343.31	30,286.88	30,309.00	22.13
Continuing Education FTE	6.38	0.81	6.00	5.19
Alternate Schools FTE	339.00	303.00	300.00	(3.00)
Distributed Learning FTE	200.13	584.69	510.00	(74.69)
Total Est. School-Age Enrolment	30,888.81	31,175.38	31,125.00	(50.38)
Level 1 Special Needs	23.00	24.00	24.00	0.00
Level 2 Special Needs	1,171.00	1,258.00	1,284.00	26.00
Level 3 Special Needs	341.00	348.00	320.00	(28.00)
English Language Learning (ELL)	4,867.00	5,060.00	5,030.00	(30.00)
Indigenous Education	1,286.00	1,243.00	1,261.00	18.00
Adult Education	55.94	34.31	37.50	3.19

The September count is the primary count for the school district and makes up the largest component of the Operating Grant from the Ministry of Education. The enrollment projections have taken the following into consideration:

- Change between intake of newly enrolled kindergarten cohort and those that are graduating.
- Net migration of students from and to other districts, other provinces, and other countries.
- Development in the Burke Mountain area that will likely produce increased enrollment.
- Impact of COVID-19 on students currently enrolled in Distributed Learning and Homeschooling and whether these students will return to their regular home school.
- Students in the Gradual Transitions program moving to distributed learning programs.

Based on the information available, the district is projecting a slight increase in our K-12 Standard school FTE offset by decrease in the Alternate and Distributed Learning FTE compared to the current year. This is due to uncertainty around students currently taking courses thru the Distributed Learning program (online courses) due to the Pandemic and whether these students will return to full-time in-class schooling or continue in the distributed learning path. Some enrollment-based funding is being held back to allow for the uncertainty in these projections.

Students with special needs and English Language Learning students are expected to decrease by 2 FTE and 30 FTE, respectively. Indigenous Education and Adult Education students are expected to increase slightly compared to the 2020/21 school year.

The district is currently planning to run the Summer Learning program but is still uncertain as to what format and instructional delivery model will be in place. The district anticipates finalizing plans by the end of April. This will depend on the guidelines provided by the Provincial Health Officer and the Ministry of Education. Expenses related to the program will be adjusted as needed.

Operating Revenues

Grant Revenue

Grant revenues have been adjusted to reflect the projected enrolment numbers submitted to the Ministry of Education on February 12th as summarized in the Chart above. Details of grant revenue by student category are illustrated in [Appendix B](#).

Grant Funding by Student	Actual 2019/20	Amended Budget 2020/21	Preliminary Budget 2021/22	Variance
Basic Allocation				
Standard Schools	226,603,858	228,968,775	238,986,465	10,017,690
Continuing Education	47,609	6,143	47,310	41,168
Alternate Schools	2,531,652	2,290,680	2,365,500	74,820
Distributed Learning	1,220,763	3,566,594	3,243,600	(322,994)
Home School Students	3,250	24,250	24,250	0
Course Challenges	45,668	35,400	36,900	1,500
Enrolment Based Funding (September)	230,452,799	234,891,841	244,704,025	9,812,184
Level 1 Special Needs	975,200	1,032,000	1,076,400	44,400
Level 2 Special Needs	23,654,200	25,663,200	27,323,520	1,660,320
Level 3 Special Needs	3,495,250	3,584,400	3,440,000	(144,400)
English Language Learning (ELL)	7,276,165	7,691,200	7,972,550	281,350
Indigenous Education	1,864,700	1,864,500	1,973,465	108,965
Adult Education	266,990	165,489	188,625	23,136
Equity of Opportunity Supplement	1,076,932	894,262	945,064	50,802
Supplement for Unique Student Needs	38,609,437	40,895,051	42,919,624	2,024,573
Supplement for Salary Differential	7,120,628	7,784,980	7,773,209	(11,771)
Supplement for Unique Geographic Factors	2,009,253	2,225,991	2,347,587	121,596
Curriculum and Learning Support Fund	613,105	277,999	280,578	2,579
Funding for Other Enrolment Count	9,742,986	10,288,970	10,401,374	112,404
July Enrolment Count	1,904,026	123,878	1,688,400	1,564,522
February Enrolment Count	3,194,498	2,281,390	2,769,110	487,720
May Enrolment Count	904,179	904,207	710,975	(193,232)
Funding for Other Enrolment Count	6,002,703	3,309,475	5,168,485	1,859,010
Adjustment to MOE Operating Grant	0	0	(1,467,400)	(1,467,400)
Ministry of Education Operating Grants	284,807,924	289,385,337	301,726,108	12,340,771
Other Ministry of Education Grants				
Funding for Graduated Adults	2,084,184	1,627,367	1,627,367	0
Pay Equity	706,353	706,353	706,353	0
Teacher Labour Settlement Funding	3,694,685	8,948,339	0	(8,948,339)
Early Career Mentorship	0	695,000	0	(695,000)
Other MOE and Provincial Grants	3,972,635	241,362	241,362	0
Other Ministry of Education Grants	10,457,857	12,218,421	2,575,082	(9,643,339)
Grand Total Ministry of Education Grants	295,265,781	301,603,758	304,301,190	2,697,432

As reflected in the table above, the Operating Grant is expected to increase by \$12.3 million. \$215k of this is directly related to enrollment increases. The balance of the \$12.1 million is from funding rate increases to cover contractual wage increments for Support Staff for next year and Teacher labour settlement for 2020/21 and 2021/22. The 2020/21 Teacher labour settlement funding from the Ministry was provided through a supplementary grant of \$8.9 million, which has now been 'rolled into' the operating grant and makes up a substantial portion of the funding increase. To further complicate the matter, the Ministry had previously included wage settlements for the Classroom Enhancement funded (CEF) teachers in the \$8.9 million but is now providing this funding directly as part of the CEF Special Purpose Funds.

The other major change in grant funding of note is the removal of the one-time Early Career Mentorship grant of \$695k. The use of these funds is with the consent of the CTA. Any unspent funds remaining from this grant at the end of 2020/21 will be restricted for use in the following year, in accordance with direction from the Ministry of Education.

Changes in Grant Funding

While the ministry does not explicitly detail or explain how the funding rates increase correlate to wage settlement increments, the table below captures the changes to the Operating Grant and the funding that would have been required to keep the district whole if enrollment levels stayed exactly the same as prior year. Although the Ministry increased the basic per-student grant funding by \$325 and funding rates for Unique Student needs and other Supplemental funds, the district is underfunded by a total of \$541,000 or \$18 per FTE for the upcoming year. Cumulatively, the district has been underfunded by \$3.5 million over the past three years.

Enrollment Driven Funding	Amount (\$)	2020/21 FTE	Per Student	Inc (Decr)
Basic grant per student increase - \$7,560 to \$7,885		30,591	325	
Inclusion into basic grant:				
2% CUPE wage increase for 2021/22	1,025,592	30,591	(34)	
2% Teacher wage increase for 2021/22	3,459,120	30,591	(113)	
Increase (decrease) in Basic Per Student Grant			178	5,457,261
Incremental grant: Unique Student needs	Rate adj (\$)	2020/21 FTE	Total Change	Inc (Decr)
Special Needs - Level 1	1,850	24	44,400	
Special Needs - Level 2	880	1,258	1,107,040	
Special Needs - Level 3	450	348	156,600	
English Language Learning	65	5,060	328,900	
Indigenous Education	65	1,243	80,795	
Adult Education	207	34	7,103	
Increase (decrease) in Unique Student needs grants			56	1,724,838
Changes in Other Supplemental Funding		2020/21	2021/22	Inc (Decr)
Equity of Opportunity Supplement		894,262	945,064	50,802
Teacher Salary Differential		7,784,980	7,773,209	(11,771)
Geographical Factor Funding		2,225,991	2,347,587	121,596
Supplement for Education Plan		277,999	280,578	2,579
Teacher wage increment from PY rolled into per student grant		8,948,339	0	(8,948,339)
Removal of CEF wage increment included in above funding - to be directly funded thru CEF in Special Purpose Funds		0	1,062,000	1,062,000
Net Increase (Decrease) in Supplemental Funding			(252)	(7,723,133)
ESTIMATED INCREASE (DECREASE) in GRANT FUNDING			(18)	(541,034)

Other Revenues

International education revenues have been adjusted based on a level of 800 students due to the continued impact of the pandemic on student registrations. This is further exacerbated by travel restrictions, added cost for quarantine requirements upon arrival, and delay in obtaining study/visa permits. The expected decrease in international students will result in a corresponding reduction in teacher staffing of approximately 12 FTE teachers, 2 youth worker positions and 2 clerical positions.

While the full impact and duration of COVID 19 related effect is unknown, the district is taking a conservative position on International Education Revenues for the 2021/22 school year. This is consistent with our measured approach to not rely on IE revenues until they are realized, and then to utilize any incremental revenues from mid year enrolment in subsequent years, as part of the multi-year accumulated reserves policy.

Investment revenues have been reduced to reflect the on-going lower interest rates. SD43 will continue to invest available cash with the Ministry's central deposit pooling program to continue maximize interest earnings, however they have also further reduced their interest rate from 1.45% to .95%. The district will explore other alternatives in which safe investments can be made, while balancing risk and maximizing investment income.

Rental Revenues are expected to begin recovering as school operations return to Stage 1. However, it is unlikely that revenues will return to the same level as it was prior to the Pandemic as it will also take time to fully recover. Accordingly, rental revenues have been adjusted to 75% of a normal pre-pandemic year.



Operating Expenses

Salaries and Benefits

Budgeted operating salaries by type and benefits are detailed below:

	Actuals 2019/20	Amended Budget 2020/21	Preliminary Budget 2021/22	Variance
Salaries				
Teachers	150,054,192	143,457,355	147,717,242	4,259,887
Administrators	15,598,806	16,721,948	17,147,491	425,543
Educational Assistants	20,427,433	21,733,258	23,476,403	1,743,145
Support Staff	25,920,449	26,408,338	27,597,384	1,189,046
Other Professionals	6,637,703	7,320,415	7,582,291	261,876
Substitutes	7,035,146	9,070,506	8,899,882	(170,624)
Benefits	66,747,606	65,324,409	64,906,604	(417,805)
Total Salaries and Benefits	292,421,335	290,036,229	297,327,297	7,291,068

Teacher salaries have been adjusted to reflect a 2% wage increment and step increments for teachers moving to the next step on the Teacher Salary Grid.

Education Assistant and **Support staff** wages have been adjusted to reflect the 2% for the wage increase effective July 1st, 2021 per the collective agreement negotiated under the Provincial Framework Agreement for Support Staff Unions.

Exempt staff (Principals, Vice Principals and Other Professionals) salary increases are not funded by the Ministry of Education. The School District has set aside funds to allow for expected step increments for eligible staff and a general wage increase of 2%.

Substitute costs will decrease slightly because of the reduction in teacher staffing. The School District will continue to retain some TTOC's on a continuing contract basis, especially those with specialized degrees.

All salaries have been adjusted to take into consideration the staffing changes as detailed in the staffing changes section above.

Benefits

All benefit lines have been adjusted to reflect changes in staffing levels and expected benefit rate increases (those that are wage sensitive).

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. At the same time, the year's maximum pensionable earnings (YMPE) is projected to rise from **\$55,900** to **\$72,500** by 2023. The incremental cost associated with the change in contribution rate increase and the maximum pensionable earnings for the 2021/22 year is estimated at 9.5% over the previous year or \$663,019.

	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%

Employment Insurance (EI): 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 is estimated at 3.9% over the prior year or \$80,660.



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 reduced staffing levels) is \$39,226.

Health and Dental Premiums: Health and Dental premium rates are reviewed annually and adjusted based on usage and claims experience. Due to the lower usage because of the Pandemic and reduced staffing levels premium increases are expected to be modest and have been incremented \$100,000.

WorkSafeBC: WSBC rates are increasing by an average of 1.07% which translates into \$246,361 in additional costs.

Teacher Pension Plan (TPP): The current contribution rate of 11.3% for the TPP will remain unchanged for the 2021/22 school year. The budget for the TPP has been adjusted to reflect changes in salaries.

Municipal Pension Plan (MPP): The current contribution rate of 9.72% for the MPP will remain unchanged for the 2021/22 fiscal year. The budget for the MPP has been adjusted to reflect changes in salaries. On March 29th, 2021, the Municipal Pension Plan Board of Trustees announced that they have reached an agreement with plan partners to make changes to the plan design that will take effect on January 1, 2022. Full details will not be provided until October 2021 and as such, the 2021/22 budget has not been adjusted.

Non-Teaching Pension Plan (NTPP): The NTPP pre-2016 solvency deficiency obligations of \$48.8 million required annual servicing costs of \$3.5 million. A new actuarial valuation filed with the regulator in September 2019 captured; a) the NTPP to MPP (Municipal Pension Plan) transfer and related solvency obligations, b) ongoing solvency deficiency contributions and c) strong investment returns, resulting in a reduced solvency deficiency of \$25 million. This results in a reduction of the required solvency payment to \$2.5 million annually. In early 2021, the NTPP attained 100% Solvency and the school district is now in the process of annuitizing this plan. Elimination of the solvency funding requirement translates to a savings of \$3 million in benefit costs and has been repurposed towards classroom instruction.

All other benefit costs have been held at the 2021/22 budget levels.

Services and Supplies

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 fund of \$500,000 is held in the Supplies budget to address unanticipated, emergent issues should they arise during the year.

	Actuals 2019/20	Amended Budget 2020/21	Preliminary Budget 2021/22	Variance
Services and Supplies	27,702,879	30,275,847	28,385,402	(1,890,445)

Service and supply expense budgets for 2021/22 are anticipated to decrease through the implementation of some operational efficiencies and the reduction of expenses directly related to reduced International Education program costs. Supplies budget has been adjusted for the continuation of additional cleaning and hygiene costs associated with “pandemic overhang” that were previously covered by the one-time safe return to school grants.

Utilities expenses have remained relatively consistent over the past few years and combined with implementation of energy efficiency initiatives in schools, and progressive purchasing arrangements, has resulted in reducing energy costs and offsetting rate increments, such that no budget increases are required for 2021/22.



2020/21 SURPLUS

Our forecast for the current year is indicating that there will likely be an excess of revenues to expenditures for 2020/21. While it is too early to determine the full amount of this potential excess, the proposed budget includes incremental usage of accumulated surplus as a supplemental and transitional cushion to mitigate some of the staffing reductions that would otherwise be required to allow the International Education program to re-engage and re-establish enrollment.

Accumulated Reserve Policy and Utilization

The School Board has established an Accumulated Operating Reserve Policy as part of its multi-year financial approach for stable and sustainable organization health;

To the extent that there is an excess of revenues to expenditures (operating surplus) in any fiscal year that:

- a) Any surplus in excess of 2% of total operating revenues will be set aside into an unallocated fund for subsequent use as determined by the Board;
- b) 25% of the balance of the operating surplus funds be directed to one-time opportunities primarily associated with technology, educational initiatives and deferred maintenance of facilities; and
- c) 75% of the balance of operating surplus funds be allocated equally over the subsequent three fiscal years, but no more than the aggregate surplus budgeted in the year (excluding one-time funding from the unallocated fund). Any excess of funds will be set aside into the unallocated fund.
- d) This Policy will be reviewed annually by the Board.

This approach provides for consistent financial allocations for staffing as achieved in previous years while reducing volatility by smoothing peak surplus years. An unallocated reserve provides a funding source for onetime 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. This will be crucial as changes in the funding formula unfold.

SPECIAL PURPOSE FUND BUDGET

Special Purpose Funds consist of targeted 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 11-12% of the School Districts expenses and are made up approximately 20 different funds as summarized below. A full description of each of the Special Purpose Funds has been provided in [Appendix D](#).

	A. Budget 2020/21	P. Budget 2021/22	Variance
Deferred Revenue, beginning of year	13,053,763	11,560,661	(1,493,102)
Total Contributions Received	62,478,190	51,103,660	(11,374,530)
Less: Allocated to Revenue or Recovered by MOE	(63,971,292)	(51,930,486)	12,040,806
Deferred Revenue, end of year	11,560,661	10,733,835	(826,826)
Total Allocated to Revenue	63,660,133	51,930,486	(11,729,647)
Total Expenses	63,660,133	51,930,486	(11,729,647)
Net Revenue (Expense)	0	0	0

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	A. Budget 2020/21	P. Budget 2021/22	Change
Annual Facilities Operating Grant (AFG)	1,139,623	1,139,623	0
Official Languages Education in French Programs (OLEP)	407,467	418,950	11,483
CommunityLINK (CLINK)	1,524,858	1,550,630	25,772
Strong Start (SS)	416,000	416,000	0
Ready Set Learn (RSL)	112,700	112,700	0
Learning Improvement Fund (LIF)	1,046,395	1,055,631	9,236
Classroom Enhancement Fund - Staffing (CEF)	30,666,881	34,967,064	4,300,183
Classroom Enhancement Fund - Overhead (CEF)	2,194,412	2,194,412	0
Classroom Enhancement Fund - Remedies (CEF)	2,021,976	-	(2,021,976)
Contractual Reserves	259,624	258,474	(1,150)
School Generated Funds (SGF)	4,500,000	5,000,000	500,000
Provincial Resource Program -Day Treatment (PRP)	150,081	150,081	0
Sick Leave Trust (SLT)	312,000	312,000	0
Settlement Workers in Schools (SWIS)	824,405	815,597	(8,808)
Language Instruction for Newcomers (ELSA/LINC)	2,061,647	2,102,880	41,233
Apprenticeship Program	200,000	200,000	0
Mental Health in Schools	47,000	47,000	0
First Nation Student Transportation Fund	37,285	37,285	0
IRCC Career Program	239,333	239,333	0
FED C19 - K-12 Restart **(NEW)	11,847,069	-	(11,847,069)
PROV C19 - K-12 Restart **(NEW)	2,392,034	-	(2,392,034)
Others (Scholarships, Interest, Staff Development)	77,400	86,000	8,600
Total	62,478,190	51,103,660	(11,374,530)

Classroom Enhancement Fund

Background:

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. A summary of the CEF funded staff and cost is captured in the table below.

	Amended 2020/21		Preliminary 2021/22		Variance	
	FTE	\$	FTE	\$	FTE	\$
Teachers	271.50	29,506,239	292.50	33,716,647	21.00	4,210,408
TTOC's		1,160,642		1,250,417	-	89,775
EA's	33.00	1,649,769	33.00	1,696,563	-	46,794
Administrators	1.00	448,643	1.00	401,849	-	(46,794)
Other Expenses		96,000		96,000	-	-
Remedy Costs		2,021,976		-	-	(2,021,976)
TOTAL	305.50	34,883,269	326.50	37,161,476	21.00	2,278,207

The school district is required to record and report actual costs incurred to the Ministry of Education at year end. If actual costs incurred are less than the approved amount, any unspent amounts are adjusted by the Ministry.

The Ministry initially allocates CEF funding based on 90% of the prior year budget. In mid October, school districts submit their final staffing plans that reflected actual staffing. Submissions are reviewed by ministry staff and final allocations are confirmed along with the Operating grant in December 2021. 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 above.

CEF funding is made of three separate components: Teacher Staffing, Overhead Costs and Remedy.

	Amended 2020/21		Preliminary 2021/22		Variance	
	FTE	\$	FTE	\$	FTE	\$
Teacher Staffing	271.50	30,666,881	292.50	34,967,064	21.00	4,300,183
Overhead Costs	34.00	2,194,412	34.00	2,194,412		
Remedy		2,021,976				(2,021,976)
TOTAL	305.50	34,883,269	326.50	37,161,476	21.00	2,278,207

Pending additional information for 2021/22, 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 21 FTE teaching staff that will assist in offsetting the reduction in operating grant underfunding and international education revenues. Budgeting for these additional 21

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 do Individual Education Plans (IEP's).

Initial remedy funding will be based on actual October 2021 remedies incurred, as was the case in 2020/21, and adjusted for actual expenses as they occur.

Provincial - Safe Return to School Fund

In 2020/21, the Ministry of Education provided \$2.4 million in one-time grant funding as part of its Restart Plan to safely bring K-12 students back to school. The funding provided was used for hiring custodial staffing for additional cleaning requirements, hand hygiene, cleaning supplies, masks and computer and assistive technology. As operations return to Stage 1, it is highly likely that the additional cleaning requirements will continue till early in the new year and accordingly, the district is planning on retaining 10 custodial positions and budgeting for additional expenses for supplies in the Operating Fund.

Federal - Safe Return to Class Fund

In addition to the Provincial Safe Return to School Fund, the Federal government also provided \$11.8M in additional funding to assist with bringing students and staff back to school. The funding provided was used for teacher staffing, learning resources and supports, mental health supports for students and staff, health and safety training, additional cleaning requirements, improved air systems, installing barriers, purchasing masks, additional transportation costs and addressing the needs of indigenous and vulnerable students. This was a one-time grant and accordingly, any expenses incurred in 2020/21 will be captured within the operating budget.



CAPITAL FUND BUDGET

The Capital Fund includes capital expenditures related to land, buildings, computer hardware and software, vehicles and equipment that are funded from the Ministry of Education 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 table below is a summary of the Revenues and Expenditures estimated for the 2021/22 Preliminary Budget.

Capital Revenue and Expense	A. Budget 2020/21	P. Budget 2021/22	Variance
Revenues	14,825,000	15,125,000	300,000
Expenses	18,050,000	18,550,000	500,000
Capital Surplus (Deficit) for the year	(3,225,000)	(3,425,000)	(200,000)
Transfers from Operating Fund	7,500,000	2,500,000	(5,000,000)
Change in Accumulated Surplus	4,275,000	(925,000)	(5,200,000)
Opening Accumulated Surplus - Capital	199,806,847	225,255,557	25,448,710
Closing Accumulated Surplus - Capital	225,255,557	223,405,557	(1,850,000)

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 grant fund, or any other grant designated by the Ministry of Education. The reserve is designated for local capital expenditures and the entire 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. \$5.6 million will be provided by the Ministry of Education for 2021/22.

Transfer of Operating Funds

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.

Ongoing renewal of technology infrastructure is funded from the operating fund and subsequently capitalized through a transfer to capital. Annually, \$500,000 is set aside as a stabilizing provision for fluctuations in major hardware purchases that can occur from one year to another.

Capital Developments

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

Sheffield (Partington Creek) Elementary: This new school to be located in the Burke Mountain area of Coquitlam is currently under construction, with an expected opening date of September 2022.

Education Learning Centre

The new Educational Learning Centre (ELC) will be located at the Winslow Centre Campus and will consolidate functions that are currently performed at multiple facilities throughout the district. As of this report date, construction is 25% complete, with an anticipated occupancy date of March 2022.

Middle/Secondary Burke Mountain School: This site for a middle and secondary school includes the provision for the City of Coquitlam to develop the play field infrastructure, which was provided by Wesbild, a land developer. All required planning reports have been submitted to the Ministry. The Board is strongly advocating for Ministry financial support for this much needed school in a growing community.

Other capital developments currently in progress include:

Facility Name	Project Description	Est. Completion Date
Centennial Secondary – NLC Building	Seismic Replacement	Fall 2021
Irvine Elementary	Seismic Replacement	Spring 2023
Moody Elementary	Seismic Replacement	TBD
Panorama Heights Elementary	4 Classroom Addition	Fall 2021
Pinetree Way Elementary	Envelope Replacement	Summer 2022
Roy Stibbs Elementary	Envelope Replacement	Summer 2022



FINANCIAL STABILITY 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 does help to soften or reduce some of these risk exposures. Following are several risks that continue to be preeminent.

Covid-19

COVID-19 has changed the world in which we live and affects everyone. It has changed how SD43 delivers education, how it operates the school district and how we socialize and interact with each other. Despite all indications that instruction and education will return to 'normal' in September 2021, the District believes it will continue to have an impact on school operations, for at least this next year.

- It is not certain as to the comfort and level of safety that students and parents will have in fully returning to school, which does impact grant funding levels and related staffing.
- It is likely that summer learning will continue to be impacted.
- Schools will likely require a continuation – to some degree – of health, safety, and enhanced cleaning protocols for part of this next year.
- The one-time 2020/21 grant funding totaling \$14.4 million will not be repeated for this next year.

International Education

The School District is heavily reliant on International Education programs to provide a significant source of additional revenue funding to reduce the gap on grant funding shortfalls. This was never more apparent than this current year and in planning for next year. In recent years, the Board has moved to adopt best practices in this area which requires the School District to realize the net income from these programs (and especially 2nd semester enrolment) before deploying these funds into educational services for the benefit of all students in the school district.

- Continued travel restrictions and visa delays have negatively impacted the program and it is likely to take several years to recover.
- International Education provided enriched staffing and education programming benefiting all students annually. This will be reduced as an outcome of lower enrolment.
- International Education also provides much of the funds that underpins the accumulated financial reserves policy, which provides ongoing stability and sustainability. This is likely to be reduced in future years.

Grant Revenue

Underfunding of Wage Settlement and Employer Health Tax

The Operating Grant Revenues is the single largest source of funding for the school districts operating expenses. The Ministry of Education provides funding based on student enrollment, unique student needs as well as some other supplemental funds. Over the past three years salary and wage settlement grant funding for teachers, education and support staff has not been adequate to fully fund the collective agreement requirements. In addition, the employer health tax which replaced the medical services premium program, and the additive costs were not fully covered by grant revenues. On an annual basis this amounts to \$3.5 million for the 2021/22 preliminary budget.

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. Benefit costs are also rising and are contractual in nature and cannot be reduced or avoided.



Grant Funding Model Implementation

During 2018 the Ministry of Education initiated a review of the current 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 of Education announced that it would implement the recommendations in two phases. Phase 1 recommendations will be implemented in the 2020/21 school year. The recommendations are primarily associated with accountability and financial matters, however the implementation of a new grant – Equity of Opportunity - which replaced the Vulnerable Student grant resulted in reduced funding. Phase II recommendations, primarily associated with funding equity, will be implemented later. 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 as grants are redistributed to other school districts.

Classroom Enhancement Fund (CEF)

Classroom Enhancement Funding resulted from the restoration of collective agreement language associated with class size and class composition. In 2020/21 the total CEF budget – excluding remedy costs – totaled \$32.8 million. The Ministry of Education at the time of the March funding announcement only provides 90% of this amount for budget planning purposes. At risk at the time of this budget is \$3.1 million. Additional funding requirements are not confirmed until December 2021, well after staffing contracts have been confirmed and classroom organization has been completed.

Facilities – Capital Funds

As the District has noted in previous reports, tackling system stresses to address increased demand for enrolment space in elementary schools, especially in the northeast sector of the School 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.

Additionally, the requirement to comply with collective agreement restored language places an increased burden and demand on class space. Unrestricted local capital is essentially nil ('0') leaving the 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 enhance and augment available provincial funding for facility requirements. The need to provide for an adequate surplus to address this risk is critical. (Recommendation #20 & 22 of the Report of the Funding Model Review Panel).



Student Mental Health and Vulnerable Children

The issues of mental health and that of vulnerable children was a concern to SD43 well before the pandemic. COVID-19 has worsened these issues as socialization, personal interaction and program delivery have been severely impacted. The degree to which school districts can provide these services and supports is challenged, 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.

Ministry of Education Mandate Letter

With the most recent Provincial election a new Ministerial mandate letter was issued in November 2020. 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:

- *Work with the Minister of Children and Family Development and the Minister of State for Child Care to integrate child care into the broader learning environment by developing a strategy to move delivery of child care into the Ministry of Education by 2023.*
- *Support the Minister of State for Child Care and the Minister of Children and Family Development to work toward providing universal access to before and after school care, prioritizing care on school grounds so parents know their children are safe at one place for the full work day.*
- *To help make sure students are properly fed for learning, work with school districts to create more local school meal programs based on district data and priorities, and work with the Minister of Agriculture, Food and Fisheries 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.*

The integration of before and after school childcare will likely have a profound operational and financial impact on school operations. None of the impact of these elements are included in the current or multi-year financial forecasts at this time.



ORGANIZATION



BUDGET 2021/22



MULTI-YEAR PLAN



INFORMATION

MULTI-YEAR PLAN

MULTI-YEAR PLAN

The following table presents our three-year operating financial plan and spans 2019/20 – 2024/25.

(in thousands)	Actual 19/20	Amended 20/21	Preliminary Budget 21/22	Projected 22/23	Projected 23/24	Projected 24/25
Provincial Grants - Ministry of Education						
Operating Grant, Ministry of Education	284,808	289,385	303,194	310,098	317,122	324,652
Other Provincial Grants	10,458	12,218	1,108	2,563	2,588	2,593
Provincial Grants - Other (MCFD)	51	51	51	51	51	51
Other Revenue						
Continuing Education	586	355	355	400	450	500
Offshore Tuition Fees	33,974	18,257	14,262	17,762	23,712	29,862
Miscellaneous	730	611	611	700	700	700
Rentals and Leases	1,117	724	1,382	1,600	1,650	1,700
Investment Income	2,568	1,551	1,151	1,000	1,100	1,200
TOTAL OPERATING REVENUE	334,291	323,153	322,113	334,175	347,373	361,258
Salaries						
Teachers	150,054	143,457	147,717	151,942	157,128	162,662
Principals and Vice Principals	15,599	16,722	17,147	17,490	17,840	18,632
Educational Assistants	20,427	21,733	23,476	24,214	25,039	25,888
Support Staff	25,920	26,408	27,597	27,648	28,201	29,078
Other Professionals	6,638	7,320	7,582	7,734	7,889	8,046
Substitutes	7,035	9,071	8,900	9,650	9,750	9,850
Employee Benefits	66,748	65,324	64,907	67,241	69,332	71,759
Total Salaries and Benefits	292,421	290,036	297,327	305,919	315,179	325,915
Services & Supplies	27,703	30,276	28,385	29,134	30,124	31,114
TOTAL OPERATING EXPENSES	320,124	320,312	325,713	335,053	345,303	357,029
NET REVENUE (EXPENSE)	14,167	2,841	(3,600)	(878)	2,070	4,229
Interfund Transfers	(7,510)	(7,500)	(2,500)	(2,000)	(2,000)	(2,000)
Use of Accumulated Reserves	-	4,659	6,100	3,750	3,750	3,750
Operating Surplus for the Year	6,657	-	-	699	3,639	5,788
Reserves (Deficit) Beginning of Year	26,827	33,484	28,825	22,725	19,674	19,563
Reserves Utilized	-	(4,659)	(6,100)	(3,750)	(3,750)	(3,750)
Reserves (Deficit) End of the year	33,484	28,825	22,725	19,674	19,563	21,601
Pension Stabilization Account	18,402	18,402	18,402	18,402	18,402	18,402
Internally Restricted	15,082	10,423	4,323	1,272	1,161	3,199
Reserves (Deficit) End of the year	33,484	28,825	22,725	19,674	19,563	21,601

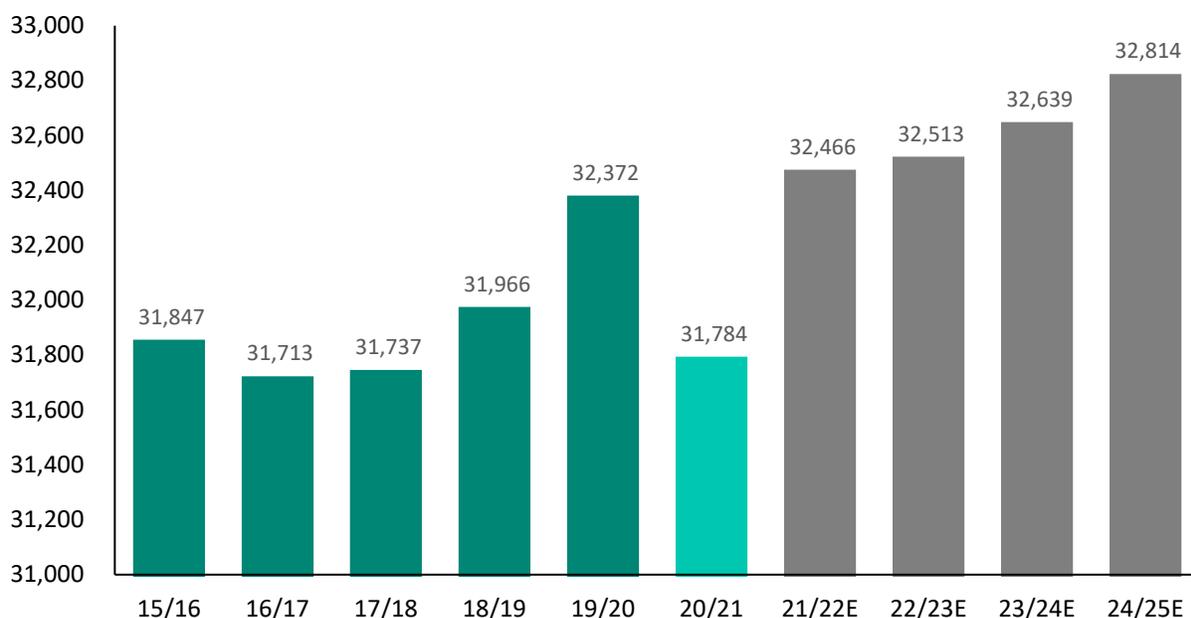
The detailed projections of the above assumptions are captured in the following pages. SD43 anticipates a steady recovery of International Education revenues over the next three years, and a nearly balanced budget by 23/24. The projections become less certain further into the future due to unknown changes in Ministry funding, inflationary increases, enrollment growth and recovery of international education revenues to pre-pandemic levels.

MULTI-YEAR PLAN ASSUMPTIONS

The multi-year operating plan spans the 2022/23 – 2024/25 fiscal years. Assumptions used are based on the most recent information available at the time this report was prepared. Future operating grant funding is based on the most recently announced formula and does not take into consideration any recommendations from the Funding model review that have not yet been implemented. The multi-year plan does however incorporate the effects that the COVID-19 pandemic had on the school district’s current year operations that are expected to linger for the next few years.

Enrolment

Student enrollment was significantly affected by the COVID-19 pandemic. Social distancing requirements, increased remote learning options, and modified in-class sessions resulted in a number of students electing online learning or homeschooling education paths. With BC’s vaccine roll-out plan currently underway, SD43 anticipates a return to pre-COVID enrollment levels. The table below captures the school district’s historical and forecasted enrollment. The enrollment includes summer learning as well as the regular enrollment counts that take place in September, February, and May. Enrollment levels for 2020/21 are lower than normal as a result of the pandemic and restrictions on the school’s ability to provide its regular summer learning program.



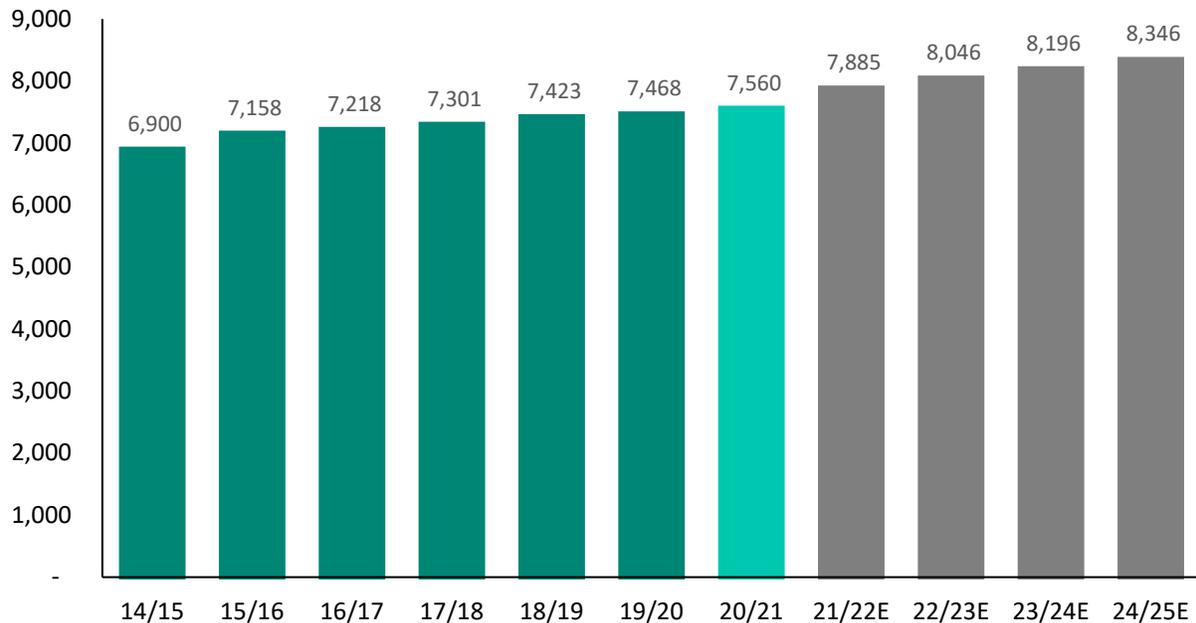
Total School-Age and Adult Funded FTE Enrolment

- Subject to any new developments with the COVID-19 pandemic, relatively stable increases are predicted in subsequent years.
- While growth does appear to be occurring at the elementary grades, this is offset by declining enrolment at the upper grades, keeping enrolment relatively stable at a slight growth rate.
- Information used to determine enrollment is provided by the Ministry of Education, independent sources of demographic information, and SD43 internal resources.
- All data indicators, including housing development data collected from the municipalities, point to continued student enrolment growth over the short to medium term.

Revenues

Grant Revenues

Per student grant funding will likely only increase to cover negotiated wage settlement increases. As illustrated on page 15, per student funding is inadequate to cover these expenses in the 2021/22 fiscal year. The chart below provides additional details on the estimated enrollment levels for the next three years and the corresponding funding per FTE, adjusted to include negotiated wage increments.



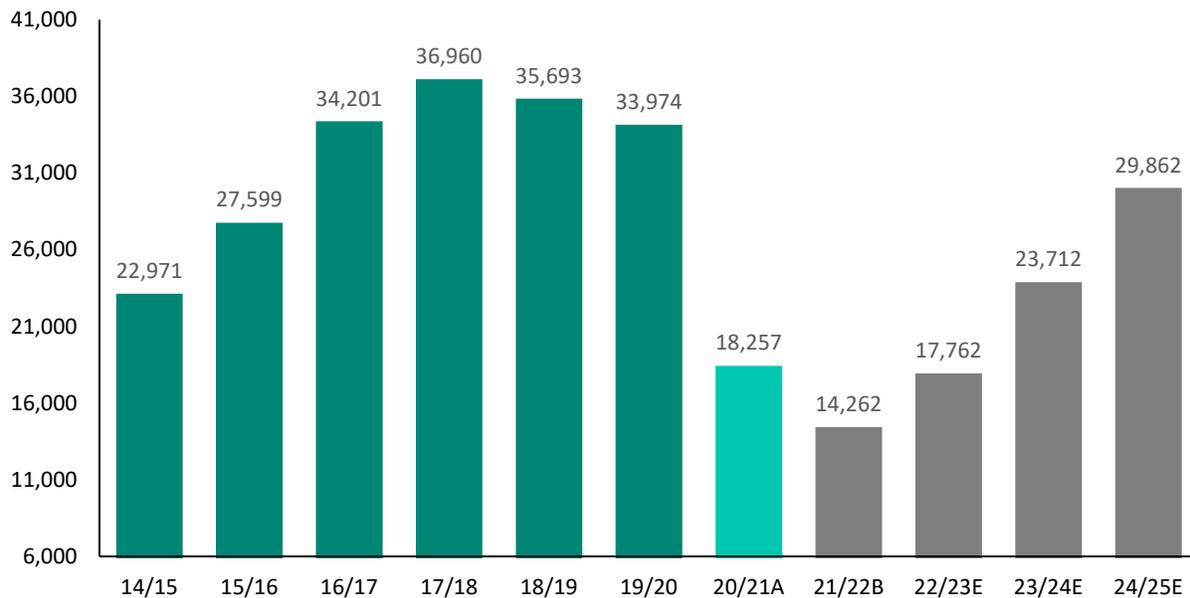
At this time, the base per student funding is forecasted to remain at \$7,885 for 2021/22. SD43 has budgeted for anticipated funding increases to cover contractual wage increases for Teachers and support staff (CUPE and EA's) through fiscal years 2022/23 – 2024/25.

	FTE Sept Enrolment			Per Student Funding		
	22/23E	23/24E	24/25E	22/23E	23/24E	24/25E
Basic Allocation - Standard Schools	30,543	30,668	30,843	8,046	8,196	8,346
Basic Allocation - Continuing Education	6	6	6	8,046	8,196	8,346
Basic Allocation - Alternate Schools	325	325	325	8,046	8,196	8,346
Basic Allocation - Distributed Learning	300	300	300	6,360	6,360	6,400
Home School students (Headcount)	97	97	97	250	250	250
Course Challenges (Number of)	150	150	150	246	246	246
Supplement for Unique Student Needs				-	-	-
Level 1 Special Needs	24	24	24	45,350	45,950	46,600
Level 2 Special Needs	1,300	1,320	1,340	21,330	21,530	21,710
Level 3 Special Needs	330	330	330	11,000	11,400	11,750
English Language Learning (ELL)	5,050	5,050	5,050	1,615	1,640	1,675
Indigenous Education	1,275	1,280	1,285	1,615	1,650	1,700



International Education Revenue

The International Education program enrolment (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 Coquitlam School District. The effects of the COVID-19 pandemic are clear, as revenues took a significant hit in the current year. It is anticipated that international education revenues will take a number of years to return to customary levels, assumed for the 2024/25 fiscal year.



*in '000s

**The above includes all tuition and fee-based International Education

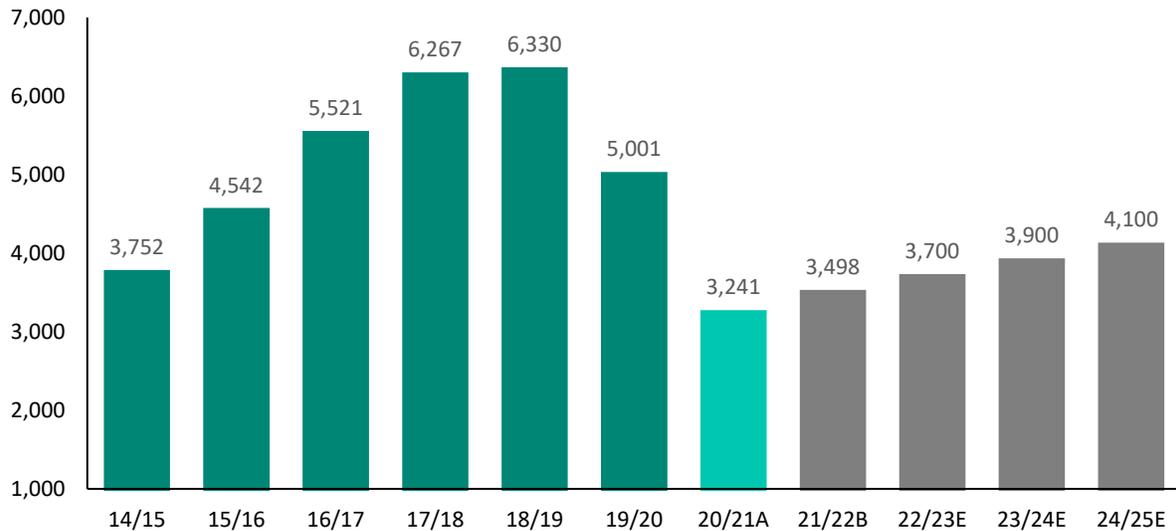
Other assumptions considered when calculating the budget and multi year projection:

- There are no immediate plans to increase International Education tuition over the next 4 years. Market factors including global COVID-19 vaccination campaigns, IRCC study permit changes, Canadian relations with foreign countries, can all affect if, how, and when the SD43 decides to increase international student tuition fees.
- 2nd Semester enrolment and other international education revenues are not recognized until the count is confirmed and all tuition fees are paid.
- In order to budget adequate staffing, benefits, and expenses, IE enrolment and related revenues are reset each year to a base student enrolment level. This means the three-year plan estimates for revenues and expenses will likely change annually as updated for actual student enrollment.

Other Revenues

The district has a four other revenue sources of in addition to 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 all four revenues.



*in '000s

Other assumptions considered when calculating the budget and multi-year projections:

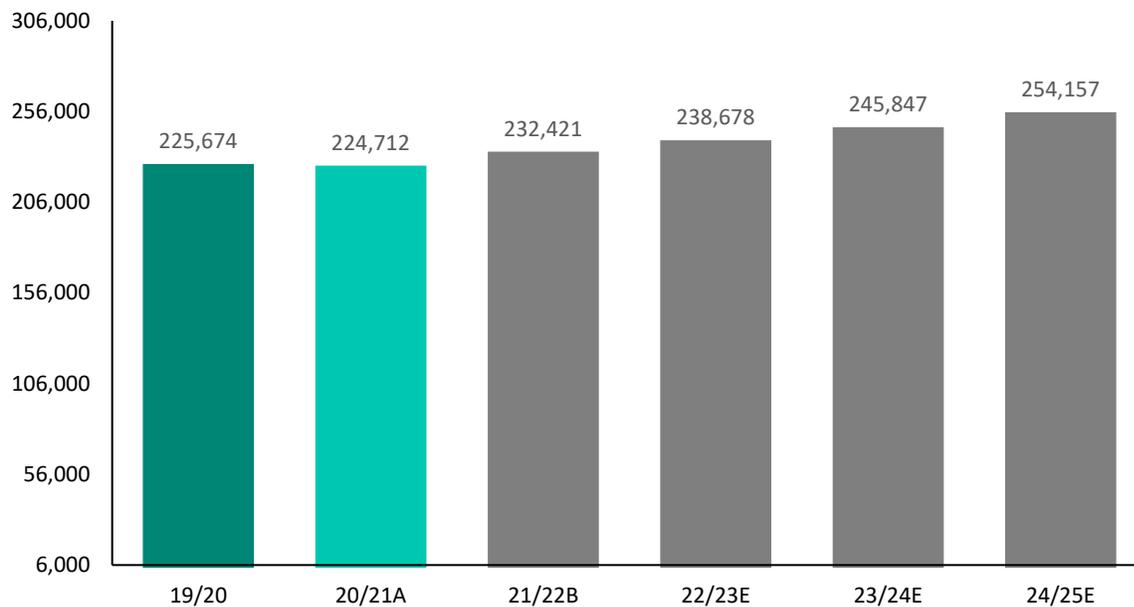
- Vocational and other fee-based programs offered by the Continuing Education Department are expected to start recovering over the next 4 years as the impact of COVID-19 diminish.
- Rental and Lease revenues will recover to 75% of pre-COVID levels in 2021/22 and continue to grow at rates slightly above inflation, returning to normal levels by 2024/25.
- Investment Income will remain low as a result of lower projected interest rates (an outcome of COVID-19 economic impacts). However, the focus will be to continue to maximize investment income by investing cash with the provincial governments central deposit program and seeking alternative risk adverse investments.
- Miscellaneous Income will see increases in line with inflation expectations.



Expenses

Salaries

The table below represents total salaries for all staffing groups (Teachers, Principals and Vice Principals, Educational Assistants, Support Staff, Other Professionals and Substitutes).



*in '000s

Other assumptions considered when calculating preliminary budget plus three-year projections:

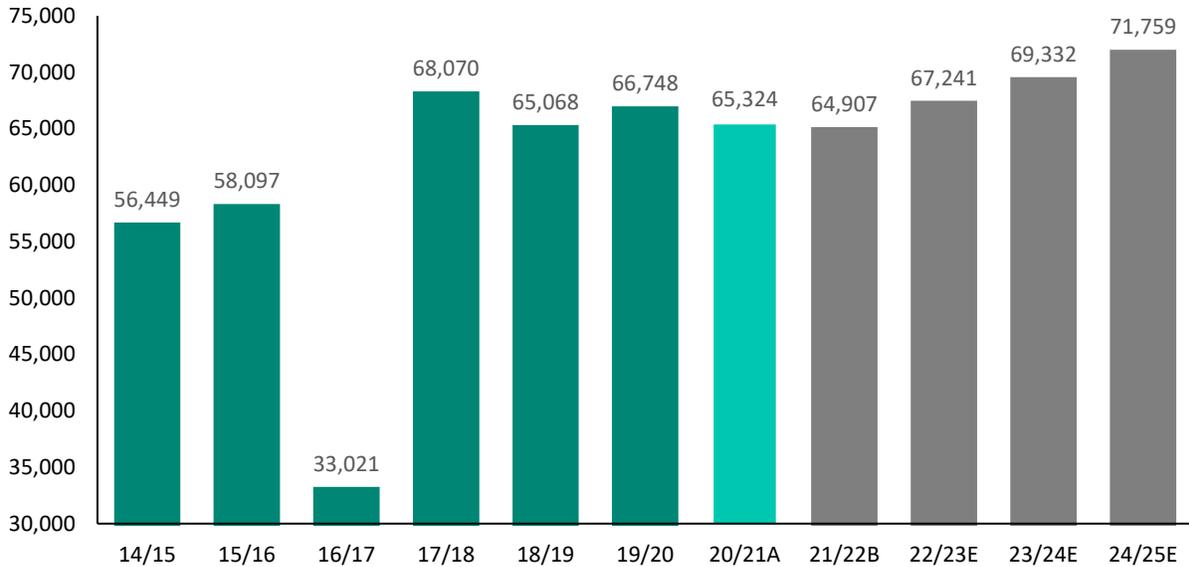
- The increase in teacher salaries will increase annually at a 2%, (and continue after the current collective agreement expires in 2021/22)
- Teacher pay step increments average \$1.5 to \$1.8 million based upon years of service as they move through the 10-step salary grid.
- Other Professionals and Principal & Vice Principal salaries will increase annually consistent with similar levels to those attained under collective labour settlement agreements.
- Educational Assistants and Support Staff will have salary increases consistent with the Provincial Framework agreed to in 2019 at 2% annually.
- Substitute Costs are assumed to continue recovering from the decline in 2020/21 as a result of the COVID-19 pandemic. The decrease stemmed from the move to a hybrid online learning platform in 2020/21 as a result of COVID-19.

Benefits

All benefit lines have been adjusted to reflect changes in staffing levels and expected benefit rate increases. Variable benefit expenses will increase at rate consistent with wage increases and staffing additions. As illustrated in the graph on the following page, benefit costs reduced in FY17 as an outcome of the recognition of closing the post retirement group benefit plan (PRGB) associated with individuals who retired from the School District in the NTPP retiree program. The closing of this plan to new enrollees and the subsequent provisioning of retiree health benefits with the MPP program allowed for the elimination of unfunded employee future benefits as well as the recognition (as an expense reduction) the release of liabilities associated with the PRGB program.



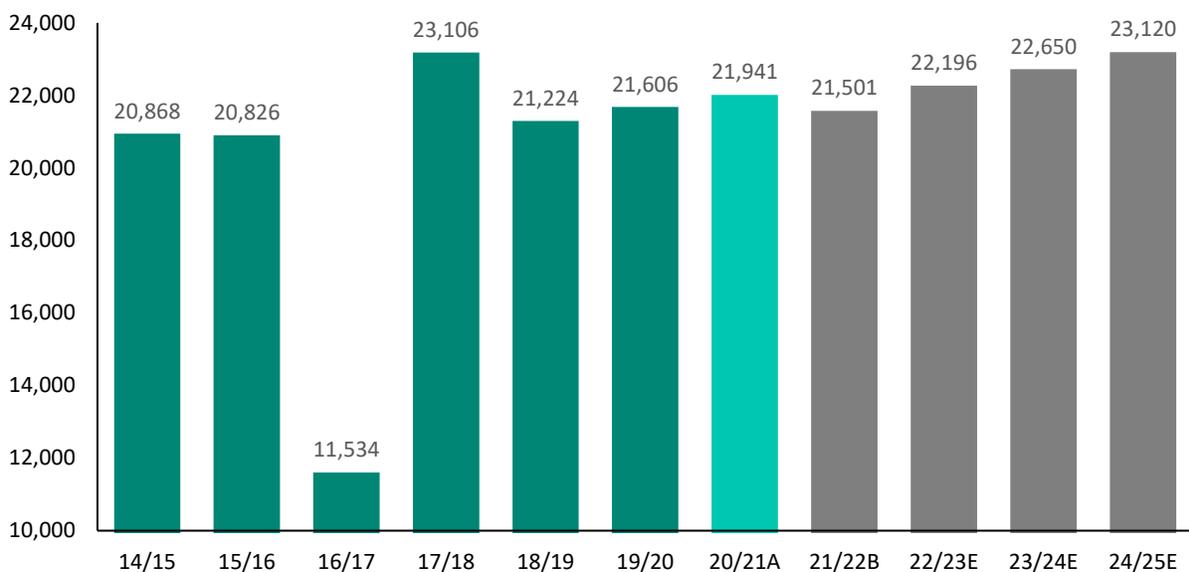
TOTAL BENEFIT COST (in '000s)



The increase in benefit expenses for FY18 is associated with one-time costs associated with the transfer of active NTPP employees to the MPP which will not be repeated in subsequent years. In early 2021, the NTPP achieved 100% solvency, as a result, the benefits budget from 2021/22 onwards has been adjusted to reflect the removal of ongoing solvency deficiency payment requirement.

As a result, the benefit trend as a percentage of salaries has been moderated from a growth level above 30% of salaries, to a level that is projected to be range bound close to 29% of salaries.

AVERAGE BENEFIT COST PER FTE





Benefits assumptions for the financial plan are as follows:

- a) **Canada Pension Plan (CPP):** Effective Jan. 1, 2019, employers and employees will see their respective CPP contributions increase from the current level of 4.95% to 5.95% by 2023, for a total of **11.9%** up to the year’s maximum pensionable earnings (YMPE). At the same time, the YMPE is projected to rise from **\$55,900** to **\$72,500** by 2020. The schedule of CPP increases over the next 4 years are detailed:

	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%

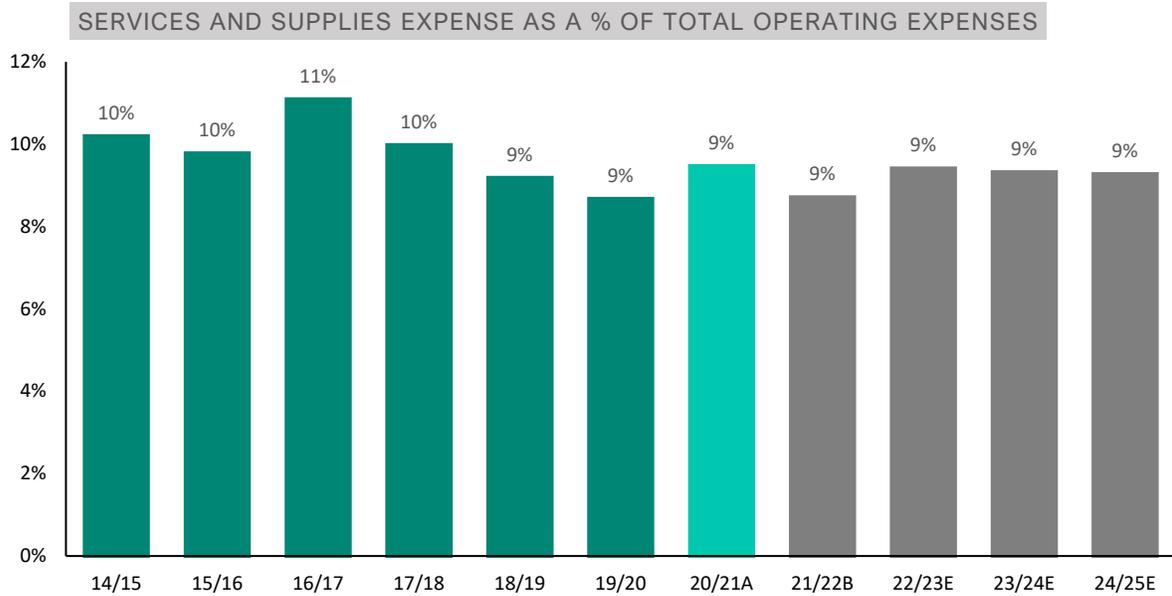
In 2024, a second phase will be introduced that creates a secondary contribution rate - YAMPE (Yearly Additional Maximum Pensionable Earnings) for earnings up to 14% over the annual YMPE.

- b) **Employment Insurance (EI):** rates are determined on a calendar year basis and are expected to increase related to increases in maximum Insurable earnings.
- c) **Employer Health Tax (EHT):** The Provincial Government introduced this new tax effective January 1, 2019 at a rate of 1.95% of payroll. The District does not anticipate any increases to the EHT rate in the next 4 years.
- d) **Teacher Pension Plan (TPP):** The TPP current contribution rate of 11.3% for the TPP will remain unchanged for the 2021/22 school year. The budget for the TPP has been adjusted to reflect changes in salaries. It is assumed the rate will not change over the course of this financial projection.
- e) **Municipal Pension Plan (MPP):** The current contribution rate of 9.72% for the MPP will remain unchanged for the 2021/22 fiscal year. The budget for the MPP has been adjusted to reflect changes in salaries. On March 29th, 2021, the Municipal Pension Plan Board of Trustees announced that they have reached an agreement with plan partners to make changes to the plan design that will take effect on January 1, 2022. Full details will not be provided until October 2021 and as such, the projections are based on the existing rate.
- f) **Non-Teacher’s Pension Plan (NTPP) Solvency:** The NTPP pre-2016 solvency deficiency obligations of \$48.8 million required annual servicing costs of \$3.5 million. In early 2021, the NTPP attained 100% Solvency and the school district is now in the process of annuitizing this plan. Elimination of the solvency funding requirement translates to a savings of \$3 million in benefit costs which is repurposed towards classroom instruction. In addition, if the annuitization projected is successful, there will be an initial one-off benefit expense that would be offset by use of the Pension Stabilization Account, such that the PSA will all but be eliminated in future years. This has not reflected this within the multi-year financial plan at this time.
- g) **Health and Dental Premiums:** Health and Dental premium rates are reviewed annually and adjusted based on usage and claims experience. These benefits normally increase based on historic trends of approximately 6.0%. Due to the Pandemic the district experienced a lower usage in 2020/21. Premium increases are expected to be very modest in 2021/22 but are expected to return to normal levels by 2023/24.



Service and Supplies

Service and supply expenses are assumed remain relatively stable - well below the level of 'targeted' inflation and 2020/21 provincial average of 11.17%. The District anticipates expenses remaining relatively stable at around 9%.



Interfund Transfers

Interfund transfers are funds that are 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.

In addition, a transfer from Operating to Capital is assumed to be required in order to record capital items purchased with operating funds.

Accumulated Reserves (Surplus)

It is assumed that IE revenues will return to customary levels - projected for 2024/25. IE previously provided an average of \$4 million annually toward the accumulated reserves which provided financial stability and certainty for a rolling three-year period. Given the negative impact of COVID-19 on our IE revenues, there is a current projected underfunding in the next couple of year. This may result in the District reducing expenses by way of staffing, obtaining additional Ministry grants, or generating other sources of revenues.

Staffing

Staffing levels depend on, and 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.

	19/20	20/21A	21/22E	22/23E	23/24E	24/25E
Teachers	1,799.45	1,675.88	1,690.08	1,704.33	1,727.94	1,753.73
Principals/Vice-Principals	124.50	124.50	125.50	125.50	125.50	128.50
Other Professionals	69.00	69.00	69.00	69.00	69.00	69.00
Education Assistants	551.94	561.61	572.61	579.01	587.01	595.01
Support Staff	544.37	546.23	561.54	551.54	551.54	557.54
SUB-TOTAL	3,089.26	2,977.21	3,018.73	3,029.38	3,060.99	3,103.78

The following assumptions were used in the budget plus three-year financial plan:

- Teacher staffing levels are expected to trend towards pre-COVID levels by 2024/25
- Staffing levels are expected to increase in correlation to growth in student enrolment and students with special needs. While most staffing changes are related to enrolment, changes in demographics can affect teacher/student requirements.
- Additional staffing has been identified in each of the three projected years to address new school requirements – administration and support staff.
- Other staffing improvements may occur if other sustainable funding sources are identified.

The table below shows year-over-year staffing changes per group. Staffing levels are projected to trend toward pre-COVID as International Education enrollment is re-established.

	19/20	20/21A	21/22E	22/23E	23/24E	24/25E
Teachers	8.70	(123.57)	14.20	14.25	23.61	25.79
Principals/Vice-Principals	0.00	0.00	1.00	0.00	0.00	3.00
Other Professionals	0.00	0.00	0.00	0.00	0.00	0.00
Education Assistants	17.00	9.67	11.00	6.40	8.00	8.00
Support Staff	(2.21)	1.86	15.31	(10.00)	0.00	6.00
SUB-TOTAL	23.49	(112.05)	41.52	10.65	31.61	42.79

The reduction of 10.00 FTE support staff in 2022/23 are the temporary caretakers being added in 2021/22 for continuation of COVID-19 enhanced cleaning. All other staffing additions in 2022-23 to 2024/25 are a result of student enrolment increases.

NOTE: The table above does not include staffing funded through Special Purpose Funds which accounts for a significant number of Teacher positions. As illustrated below, the increase in SPF offset most of the reductions in 2020/21. The 45.22 decrease in 2021/22 reflects the reversal of 66.22 FTE teaching positions added with one-time COVID funding in 2020/21 offset by the projected increase of 21 CEF teachers.

	19/20	20/21A	21/22E	22/23E	23/24E	24/25E
SPF Teachers	247.44	351.36	306.14	306.14	306.14	306.14
SPF Teachers (year-over-year)	22.01	103.92	(45.22)	0	0	0



ORGANIZATION



BUDGET 2021/22



MULTI-YEAR PLAN



INFORMATION

INFORMATION



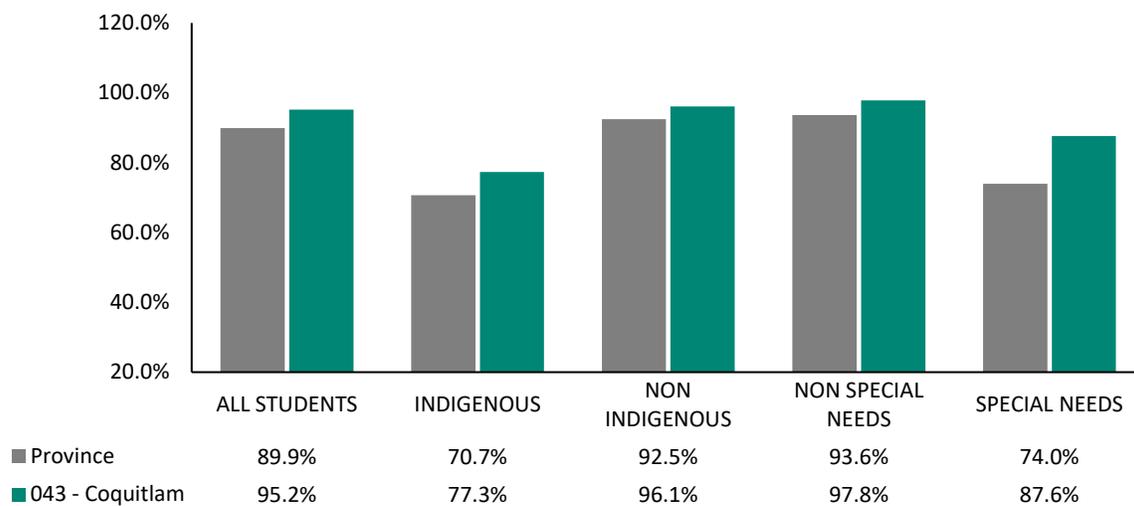
Student Achievement

Through the budget process, the Board will continue to maintain a high achieving and sustainable organization for the long-term which is built on our past successes. SD43 will seek new and innovative ways to deliver its services to ensure that budgets are maximized and quality learning for all students.

SD43 has a history of high levels of student success. The 2019 Achievement Levels released by the Ministry of Education in early 2020, show that our student achievement results exceed provincial norms on every measure.

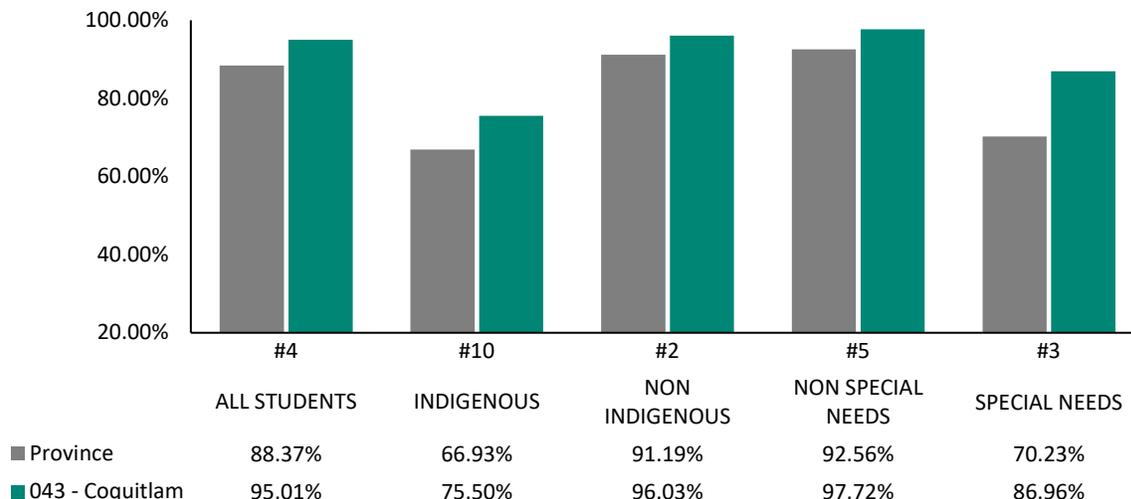
The Board's goals are, and will continue to be, focused on helping students acquire a series of attributes to help them become Learners, Thinkers, Innovators, Collaborators, and Contributors. Our budget process will provide the answers needed for the difficult task of meeting our financial pressures while ensuring the continued success of our students.

The graph below reflects our student performance and ranking in all provincially measured areas against school districts for 2019/20.



* Based on Six-Year Completion and Grade 12 Graduation rates from the Ministry of Education's Report on Student Achievement

The graph below reflects BC resident student performance against all school districts combined provincial average over the past 5 years.



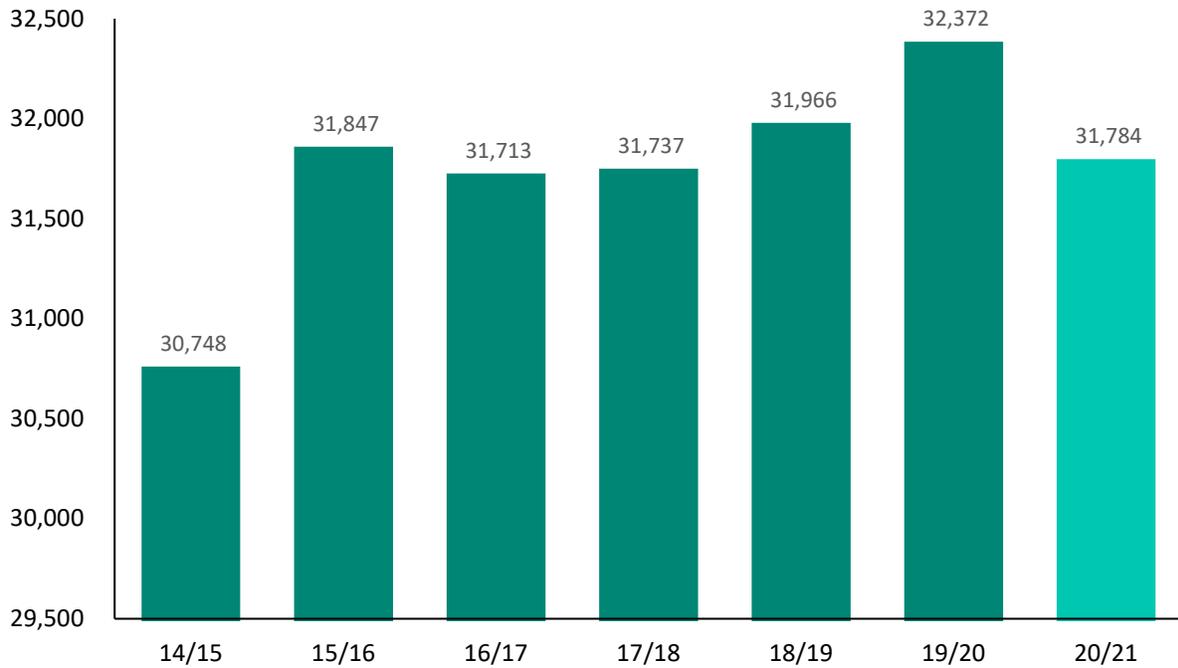


Enrolment History

This section presents the full-year enrolment information for the following school years:

- 2014/15 to 2019/20 actual enrolment
- 2020/21 Summer learning and September actual enrolment and February and May estimates

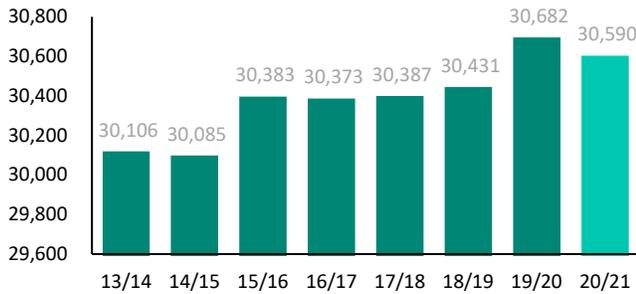
The graph below shows that since 2014/15, there has been a consistent increase in full-time equivalent (FTE). This includes data for regular, distributed learning, adult learners, and summer school. The decrease enrollment levels in 2020/21 is due to a drop in summer learning resulting from the pandemic. The district has been seeing a steady growth in enrollment since 2017/18.



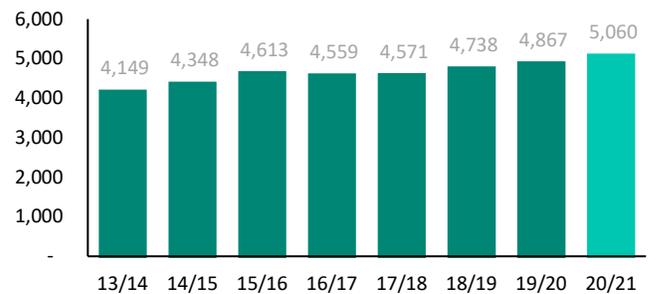
Further breaking this down into its sub-categories, it can be noted that although distributed learning; student with unique needs; English language learners; and Indigenous education have increased, enrolment numbers for alternative learning and adult education has decreased. Enrolment history for various categories of students can be found in the following page.

Enrolment History

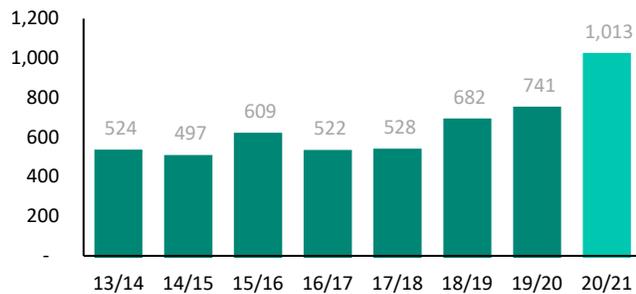
Regular & Alternate Education



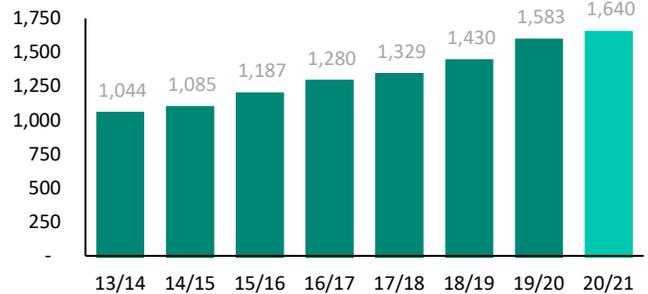
English Language Learners



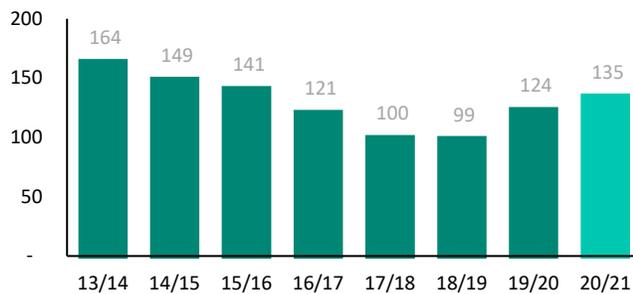
Distributed Learning



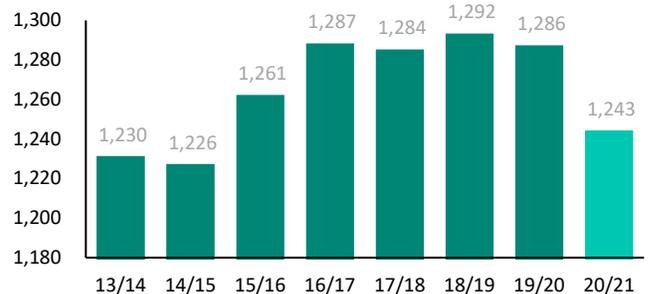
Unique Student Needs (Level 1, 2, & 3)



Continuing Education



Indigenous Education



As shown in the above enrolment history illustrations, the most significant change experienced in school year 2020/21 is the increase in Distributed Learning. This is the result of the impact of Covid-19 as more students elected to participate in online based learning than in-class based learning. This is also evidenced in the decrease in SD43's Regular & Alternate Education and Indigenous Education. Despite the challenges presented by COVID-19, enrolment for English Language Learners, and students with Unique Needs for levels 1, 2, and 3 remained consistent.



OPERATING BUDGET HISTORIC STAFFING SUMMARY

School District operating staffing levels peaked in the 2012/13 school year – the year the school district incurred a deficit. Staffing reductions occurred in the following two years and more recently have returned to similar or better than previous staffing levels. This chart reflects staffing levels as reported to the Ministry of Education.

The board continues to closely monitor its staffing priorities and level of financial risk to meet the changing needs of the district. As indicated through Directions 2025, one of the board’s goal is to ensure that human, financial, and physical resources are sustainable to foster a maintainable educational organization.

Staffing Group	2014/15	Amended 2020/21	Preliminary 2021/22	Variance Y/Y	Variance 7 Years
Teachers	1,603.95	1,613.88	1,640.08	26.20	36.14
Teachers - International Ed	82.21	62.00	50.00	(12.00)	(32.21)
Teachers - Sub-total	1,686.16	1,675.88	1,690.08	14.20	3.93
Educational Assistants	331.91	465.97	475.97	10.00	144.06
LISW	0.00	31.00	34.00	3.00	34.00
Youth & Support Workers	22.42	44.00	42.00	(2.00)	19.58
Library Assistants	7.97	9.57	9.57	0.00	1.60
Career Advisors & TA's	6.07	11.07	11.07	0.00	5.00
Educational Assistants - Sub-total	368.37	561.61	572.61	11.00	204.24
Clerical	174.51	198.48	198.79	0.31	24.28
Custodians	192.50	188.00	203.00	15.00	10.50
Maintenance	63.40	95.40	95.40	0.00	32.00
IT	27.00	31.00	31.00	0.00	4.00
Noon Hour	23.50	27.35	27.35	0.00	3.85
Cafeteria	15.96	6.00	6.00	0.00	(9.97)
Support Staff – Sub-total	496.87	546.23	561.54	15.31	64.67
Administration	108.50	124.50	125.50	1.00	17.00
Other Professionals	45.10	69.00	69.00	0.00	23.90
TOTAL	2,705.00	2,977.21	3,018.73	41.51	313.73



SPECIAL PURPOSE FUNDS BUDGET HISTORIC STAFFING SUMMARY

As illustrated in the table below, there has been a 75% increase (302.38 FTE increase) in total special purpose funds (SPF) staffing levels with the biggest increase being made up in the teachers' category. Specifically, teachers staffing levels increased by 495% since 2014/15 with 96% of the change resulting from CEF teachers. This is due to the Government introducing the Classroom Enhancement Fund (CEF) in 2017/18. More information on the CEF can be found under *Special Purpose Fund Budget* on page 25. Educational Assistants have also increased by 493% since 2014/15 which correlates with the increase in SPF teacher staffing.

Staffing Group	2014/15	Amended 2020/21A	Preliminary 2021/22E	Variance Y/Y	Variance 7 Years
Teachers	51.48	351.36	306.14	(45.22)	254.66
Educational Assistants	9.12	58.10	54.10	(4.00)	44.98
Youth & Support Workers	34.08	32.50	32.50	-	(1.58)
Career Advisor & TA's	-	2.18	2.18	-	2.18
EA's - Sub-total	43.20	92.78	88.78	(4.00)	45.58
Clerical	6.26	7.40	7.40	0.00	1.14
Additional Caretakers	-	19.00	-	(19.00)	-
Additional Delivery/Security Runners	-	1.40	-	(1.40)	-
Support Staff - Sub-total	6.26	27.80	7.40	(20.40)	1.14
Administration	0.50	1.50	1.50	-	1.00
Other Professionals	-	-	-	-	-
TOTAL	101.44	473.44	403.82	(69.62)	302.38

APPENDIX A - Budget Stakeholder and Partner Group Meeting Summary 2021/22

Item #	Partner Group	Stakeholder / Request		Budgetary Request - What we Heard	How we Responded
Teachers - Non-Enrolling/Learning Services					
1	CTA	CTA - Tier one Learning Supports	⊕	Preserve existing levels in Learning Services and as funds become available, consider adding more tier one support in schools: Counsellors, Learning assistance Teachers, Language Teachers, and Skill Development (non-enrolling teachers) to help vulnerable learners and getting them to graduation.	Non enrolling teachers' ratios are established in the teacher collective agreement as restored by MOU #17. SD43 continues to provide incremental non-enrolling teachers as priorities are established and funding permits.
2	CPVPA	CPVPA - 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 especially at the Elementary and Middle levels.	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. During the 2019/20 budget process, 10 FTE teachers were added to Middle Schools to support the curriculum changes. In 2020/21 an additional 14 EA/LISW positions were added: which addressed aspects of this concern.
3	CTA	CTA - Mentoring	⊕	Continue with mentoring program and technology mentoring teams (this has given our school district a competitive advantage in attracting staff and these supports translate into better support for students).	We agree that SD43's investment in the mentorship program is an important component that is supporting Goal #1 - Intellectual Development and Goal #2 Human and Social Development. We want to continue these programs as funding permits based on priorities of all needs of the school district.
Teachers - General					
4	CTA	CTA - Teacher Staffing	⊕	Maintain stability in the existing teacher staffing levels. The current times have brought uncertainty, disruption, and impacts on work flexibility	While we do not want to reduce any positions, the teacher layoff process is defined by the Collective Agreement. The ability to avoid teacher layoffs and continue to retain staff is dependent on funding and staffing priorities and the level of financial risk SD43 can undertake.
5	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 issue of a lack of TTOC availability is experienced throughout the province. SD43 has hired a number of permanent TTOC's to assist in alleviating this issue. We have been in communication with the CTA on ways to address this issue. We will continue to promote SD43 to teacher graduates as an exceptional place to work.

Administration					
6	CPVPA	CPVPA - Admin staffing & Relief time	⊕	Maintain existing Administrative staffing levels, if possible, retain the additional time (0.1) added in the 2020/21 year to support Elementary School Administrators, continue to incrementally reduce teaching time. Add VP time at Middle Schools	The 2019/20 budget included an addition of 1.80 FTE teachers to reduce administrator teaching time. SD43 has systematically reduced Administrator's teaching time and increased head teachers over the past few years.
Support Staff					
7	CUPE	CUPE - Trades	⊕	Bring back painting apprentice positions.	While this is a collective bargaining matter, there have been discussions with the union with respect to this. Given the current financial implications, we are open to further conversations to find a workable solution.
8	CUPE	CUPE- Custodian Leadhand	⊕	Add 1 full time Custodial lead hand to help cover weekdays.	There is an existing agreement in place on staffing levels that takes into consideration unique building features within the school district.
9	CUPE	CUPE - Custodians	⊕	Restore the caretaking formula that was in place in 2012 to a base of 191.	Any changes to the base would be a collective agreement matter.
10	CUPE	CUPE - Custodians		Retain the extra caretaking staff in place at elementary schools added in response to COVID 19. This level of cleaning and hygiene will be required in future years.	The funding for these extra caretaking positions were provided on a one-time basis from the Provincial and Federal Government in response to COVID-19. We have been advised that it is unlikely that any of these funds will be made available beyond this school year. We do plan to increment some additional caretaking in the 2021/22 budget.
11	CUPE	CUPE - EA's	⊕	Add 15 - 35 hour EA positions at middle schools to provide better access to students for activities falling outside of the bell schedule	As part of the Service Improvement Allocation, an agreement was reached with the union to increase 1 District EA Facilitator, 10 IBS positions (Inclusion Support Team) and 21 EA positions at Secondary schools from 30 to 35 hours during the last bargaining session. 14 EA/LISW positions were added in the 2020/21 year and additional increases for this next year will require an assessment based on needs in consideration with other staffing priorities.
12	CUPE	CUPE - Clerical/SIS - Elementary	⊕	Add a District level SIS operator to support Elementary Schools and generally increase clerical allotments at Elementary level.	SD43 continues to work with the Union to find the right balance of clerical staffing in schools which also requires flexibility from the current agreed protocols and agreement. Clerical staffing continues to be retained at its highest level since before the 2012/13 peak when the financial deficit occurred. Clerical staffing is added when the need is assessed, and funding is available.
13	CUPE	CUPE - Clerical/SIS Middle	⊕	Increase Como Lake Middle SIS position to 35 hours to equal a 1.0 FTE position. Add 20 hour secretary II positions at middle schools with higher enrollment levels (Maple Creek, Scott Creek, Minnehada, and Eagle Mtn).	

14	CUPE	CUPE - Clerical Draw	⊕	Increase draw time for Clerical to a level prior to the 2012-2013 deficit reductions	The 2020/21 clerical draw budget is higher than the referenced 2012/13 school year. The draw time pool is held at the District level to provide support to schools where the need is the greatest
15	CUPE	CUPE - Clerical - Other	⊕	Add a 20-hour position in Facilities due to increase in number of projects.	Management does not believe that the existing workload levels support increasing staffing in this area at this time.
16	CUPE	CUPE - Youth Workers	⊕	Convert Youth Worker position shared between Como Lake and Moody Elementary to full-time at each location and add 1 full-time YW position at Suwa'lkh - Total of 2.0FTE	We will continue to review staffing levels and determine appropriate requirements based upon our financial and staffing priorities.
Services and Supply Budgets					
17	CUPE	CUPE - Trades		Need to replace vehicles and maintenance equipment - dump truck, vacuum excavator unit, mowers and brush cutter.	A vehicle and equipment replacement plan was initiated in January 2021. The district has completed its initial evaluation and prioritized the higher needs items against funding availability. The district is in the process of procuring some of the higher prioritized items and will continue to develop its plan for replacing other identified vehicles and equipment based on funding availability.
18	CUPE	CUPE - Trades		Need to improve maintenance facility overall, shed burned down, as yet not replaced, need heated space.	The Permitting process, which is outside the control of the school district, has contributed to delay in rebuilding the shed. The funds have appropriately been set aside for this project.
19	DPAC	School Maintenance	⊕	Update interiors of old schools beyond just painting and address maintenance related issues, including washroom facilities in a timely manner.	Funding for additional facility maintenance requests is balanced between the educational staffing requirements and funds available to provide required services and supplies. The Accumulated Reserves policy has assisted in providing supplemental funding to support school maintenance. The Ministry funded Annual Facilities Grant (AFG) is not sufficient to address identified maintenance needs.
20	DPAC	School Cleaning		Need to continue with same cleaning standards and levels post pandemic.	We will certainly try to retain the cleaning standards as much as we can, however, much of this was supported thru one-time pandemic relief funding which is not likely to be continued. This level of cleaning may not be possible without additional funding. We do plan to increment custodial staffing in the 2021/22 budget.
21	CPVPA	School Supplies	⊕	Increase School Supply budget funding to help address inflationary increases. Allocation for Elementary Schools, especially those with less than 200 students should be reviewed to provide better equity in funding allocation.	The school supply budget for 2020/21 was \$7.0 million. This incorporates expenses absorbed at the Board level in support of schools such as the KEV system, computing devices, janitorial equipment, etc. Schools retained over \$2 million in supply funds from prior years - an increase of over \$600,000 from the previous year. Allocation to elementary schools will be reviewed.
22	CUPE	CUPE - Clerical training	⊕	Set up a training budget to enable clerical training sessions on Pro-D days and after work.	Funding for Training has long been established and funds are provided annually to the Union for this purpose.

Other					
23	DPAC	Funding Model & Funding Adequacy	⊕	This continues to be a worry as there is a lack of future funding certainty. The ability to have funding resources to deal with the unknowns will be important - especially in dealing with the aftermath of the pandemic costs and implementation of phase II of the Ministry's funding model recommendations	We agree. The uncertainty is elevated for the 2021/22 year coming off a devastating pandemic, dealing with learning loss and increased anxiety. The potential delay in funding certainty will likely extend this concern.
24	DPAC	Bullying	⊕	Need to increase educational programs for students and increased training for staff, including playground supervisors. Adding counsellors to support struggling students should be considered. Address some of these issues as a community.	Staff are engaged daily in addressing this topic. In addition, the school's code of conduct and a summary of the District's policies on Code of Conduct (Policy 17), Violence, Intimidation and Possession of Weapons (Policy 18) and Suspension of Students (AP355) are sent annually to be signed by parents/students. The school code of conduct is reviewed with students at the beginning of the year and throughout the year as necessary.
25	DPAC	Emergency Prep	⊕	Administrator requests are still being made to PAC's for emergency preparedness supplies signalling that more needs to be done in this area and assure that all supplies that were provided to first responders have been replenished.	In June 2020, emergency classroom supplies restocking funding was provided throughout the school district. PPE supplies provided to first responders has been fully replaced. Additional funds were made available for the purchase of emergency preparedness kits. Lastly new emergency communications devices were provided to all schools. Each school is responsible for maintaining appropriate emergency supplies and there are established processes to ensure this is being maintained and addressed.
26	DPAC	Directions 2025		Directions 2025 represents the interest of parents extremely well and should provide the appropriate guidance in budget allocations going forward.	SD43 agrees that the refreshed vision sets the appropriate tone, focus and direction for the next five years.
27	DPAC	DPAC Budget Surplus		As a result of a budget surplus in their own accounts, DPAC will request SD43 financial support at a 50% REDUCTION while providing funding support to the Dulce Huscroft Scholarship Fund.	SD43 acknowledges and appreciates both the willingness to reduce the DPAC budget request for the 2021/22 school year as well as the increased support for the Foundation initiatives to strengthen the support to students.
28	Parent	Financial Literacy		Need to include and/or increase financial literacy into the curriculum, preferably beginning in middle school. Young adults often lack basic knowledge of money management skills and decision making.	Financial Literacy is included in Career's 10 and Life Connection courses in Secondary Schools. Staff will explore the opportunities to introduce concepts earlier in program learning.
29	Parent	Enhanced Budget Presentation		Improve the communication and linkages between the budget and Directions 2025 by providing a more specific narrative of how it supports the goals.	SD43 appreciates the provided comments and will work toward providing enhanced annual reporting of Directions 2025 accomplishments within existing staffing levels and budgetary time restraints.
30	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.

31	CTA	CTA - EFAP		The Employee and Family Assistance Program (EFAP) is not working well: its too limited in the number of times one can access counselling services	The EFAP is a short-term solution based program. It is not designed or intended for long term assistance or support. There is no limit to the number of visits however the EFAP counsellors are usually able to provide or suggest resources or coping tools to the individual seeking help. In most situations it is usually dealt with in 3 or less visits.
32	CTA	Coquitlam Music Teacher - Music		Retain and maintain status quo and assist in re-establishing stability of music programs and address loss in music programs post pandemic.	The 2021/22 Budget continues to retain funding to support music in SD43.
33	SLC	SLC - Mental Health		SLC Supports SD43 initiatives that enhance opportunities for students to access information and services to support student mental health and well-being including additional counselors. Consider a wellness week focus on the beginning of each school year during orientation week.	SD43 has added a dedicated Positive Mental Health Coordinator and has put nearly \$100k towards training and resources for educators and students to address mental health. SD43 will work with schools and SLC on the concept of wellness orientation and is committed to providing more mental health information to students.
34	SLC	SLC - Wi-Fi and Technology		SLC Supports SD43 initiatives that improve access to wi-fi signals and supports initiatives that improve student access to technology in schools, outside school hours, and for students who have limited access to technology at home.	The District recognizes the importance of reliable internet connectivity for educational and business purposes and has a \$700k annual infrastructure sustainability fund to provide continuous improvement activities in these areas. The school district has exceptional Wi-Fi and bandwidth; however, this can be impacted by the level of internet usage on sites that are non-educational. The District is committed to ensuring all students in grades 6-12 have full time access to personal technology and provides for the assignment of technology who cannot bring their own device to school. Further, the school district also works with non-profit community partners to provide technology for families in need.
35	SLC	SLC - Environmental Sustainability		SLC supports environmental sustainability practices - especially those related to the packaging of food distributed in schools (using biodegradable or recyclable packaging where possible).	We encourage SLC to approach school administrators to promote sustainable practices in their schools.

⊕ Items raised in the most immediate preceding year.

APPENDIX B - Estimated Operating Grants 2021/22 School Year

September 2021 Enrolment Count

	School-Age Enrolment	Funding Level	Funding	Total Supplement
Standard (Regular) Schools	30,309.0000	\$7,885	\$238,986,465	
Continuing Education	6.0000	\$7,885	\$47,310	
Alternate Schools	300.0000	\$7,885	\$2,365,500	
Distributed Learning	510.0000	\$6,360	\$3,243,600	
Home Schooling	97	\$250	\$24,250	
Course Challenges	150	\$246	\$36,900	
Total Enrolment-Based Funding (September)	31,125.0000			\$244,704,025

	Total Enrol. Change	Funding Level	Funding	Total Supplement
1% to 4% Enrolment Decline	-50.3750	\$3,943	\$0	
4%+ Enrolment Decline		\$5,914	\$0	
Significant Cumulative Decline (7%+)	520.1250	\$3,943	\$0	
Supplement for Enrolment Decline				\$0

	Enrolment	Funding Level	Funding	Total Supplement
Level 1 Special Needs	24	\$44,850	\$1,076,400	
Level 2 Special Needs	1,284	\$21,280	\$27,323,520	
Level 3 Special Needs	320	\$10,750	\$3,440,000	
English Language Learning	5,030	\$1,585	\$7,972,550	
Indigenous Education	1,261	\$1,565	\$1,973,465	
Adult Education	37.5000	\$5,030	\$188,625	
Equity of Opportunity Supplement			\$945,064	

Supplement for Unique Student Needs **\$42,919,624**

Variance from Provincial Average	\$1,244		
Estimated Number of Educators	1,731.250		\$2,153,675

	Enrolment	Funding Level	Funding	Total Supplement
FTE Distribution	31,162.5000	\$180.33	\$5,619,534	

Supplement for Salary Differential **\$7,773,209**

Supplement for Unique Geographic Factors **\$2,347,587**

Funding Protection **\$0**

Curriculum and Learning Support Fund **\$280,578**

September 2021 Enrolment Count, Total **\$298,025,023**

July 2021 Enrolment Count

	Enrolment	Funding Level	Funding	Total Supplement
Summer Learning Grade 1-7	4,010	\$224	\$898,240	
Summer Learning Grade 8-9	697	\$224	\$156,128	
Summer Learning Grade 10-12	1,286	\$448	\$576,128	
Supplemental Summer Learning Funding			\$57,904	
Cross-Enrolment, Grade 8 and 9	0	\$448	\$0	
Summer Learning, Total				\$1,688,400

February 2022 Enrolment Count

	Enrolment	Funding Level	Funding	Total Supplement
School-Age FTE - Continuing Education	6.0000	\$7,885	\$47,310	
Adult FTE - Continuing Education	48.0000	\$5,030	\$241,440	
K-Gr 9 School-Age FTE - Distributed Learning	0.0000	\$3,180	\$0	
Gr 10-12 School-Age FTE - Distributed Learning	350.0000	\$6,360	\$2,226,000	
Adult FTE - Distributed Learning	20.0000	\$5,030	\$100,600	
Level 1 Special Needs Enrolment Growth	0	\$22,425	\$0	
Level 2 Special Needs Enrolment Growth	10	\$10,640	\$106,400	
Level 3 Special Needs Enrolment Growth	0	\$5,375	\$0	
Newcomer Refugees	10.0000	\$3,943	\$39,430	
ELL Supplement - Newcomer Refugees	10	\$793	\$7,930	
February 2022 Enrolment Count, Total				\$2,769,110

May 2022 Enrolment Count

	Enrolment	Funding Level	Funding	Total Supplement
School-Age FTE - Continuing Education	5.0000	\$7,885	\$39,425	
Adult FTE - Continuing Education	35.0000	\$5,030	\$176,050	
K-Gr 9 School-Age FTE - Distributed Learning	0.0000	\$2,120	\$0	
Gr 10-12 School-Age FTE - Distributed Learning	70.0000	\$6,360	\$445,200	
Adult FTE - Distributed Learning	10.0000	\$5,030	\$50,300	

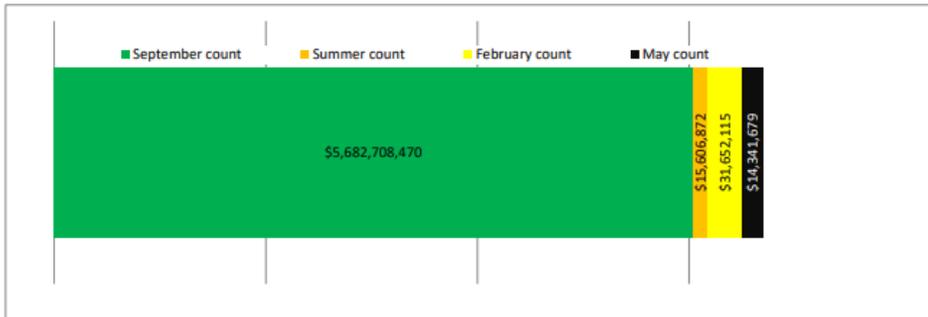
May 2022 Enrolment Count, Total **\$710,975**

2021/22 Full-Year Estimated Total **\$303,193,508**

Estimated 2021/22 Operating Grant from Indigenous Services Canada	\$0
Estimated 2021/22 Operating Grant from Ministry of Education	\$303,193,508

APPENDIX C - Overview of the 2021/22 Operating Grant Allocation Formula

Allocation of the total Operating Block and Enrolment counts (2021/22 estimated as at March 2021)



Funding Adjustments:

- Districts' preliminary allocations are adjusted after each of the enrolment counts; September 30th, 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

16% allocated to recognize unique student enrolment

8% allocated to recognize unique district factors

0.3% allocated to buffer the effects of declining enrolment

Basic Allocation

Common per student amount for every FTE student enrolled by school type

Standard School: \$7,885 per school age FTE	Continuing Education: \$7,885 per school age FTE
Alternate School: \$7,885 per school age FTE	Distributed Learning: \$6,360 per school age FTE

Unique Student

Additional per student funding to address uniqueness of district enrolment and support additional programming

Level 1 Special Needs: \$44,850 per student	Level 2 Special Needs: \$21,280 per student	Level 3 Special Needs: \$10,750 per student
English/French Language Learning: \$1,585 per student	Indigenous Education: \$1,565 per student	Adult Education: \$5,030 per FTE
Equity of Opportunity: Mental health; youth in care		

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				

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
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CSF Supplement – district receives a 15% funding premium on allocated funding

All Funding information estimated for the 2021/22 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 2020/21 AFG project spending plan prior to April 30, 2021. The plan will include a list of the AFG projects and expenditures the district will undertake between April 1, 2021 and March 31, 2022.

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.

Community LINK

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

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

StrongStart

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

Ready Set Learn

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

Learning Improvement Fund

The Learning Improvement Fund (LIF) was established by the province for the purpose of providing additional resources, specifically targeted to support complex classes that present challenging learning conditions. Districts are required to submit a spending plan to the Ministry of Education by October 2019 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.

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 Trust

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.

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)

These two programs are designed to assist the parents of newcomers and refugee children improve their English skills, learn about Canadian society, laws and health care, the job market and other important 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 in LINC/ELSA classes.

Mental Health in Schools - NEW

This new 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) - NEW

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

Federal Safe Return to Class Fund: K to 12 Restart – NEW

The Ministry of Education administered one-time federal funding intended to support incremental costs resulting from Covid-19. In general, funding may be used towards learning resources and supports, health and safety, transportation and before and afterschool child-care.

Provincial Safe Return to School Fund: K to 12 Restart – NEW

The Ministry of Education administered one-time provincial funding intended to support incremental costs resulting from Covid-19. In general, funding to be used towards reusable masks/face shields, computer and assistive technology, cleaning supplies and cleaning frequency and improved hand hygiene.

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 at 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



Contacting Management

This consultation guide is designed to provide the School District’s stakeholders with a general background of the framework in which the budget process leading to a Preliminary Budget occurs, to demonstrate increased transparent accountability to the public and the criteria under which the budget is developed.

If you have questions about this guide, please contact the Office of the Secretary–Treasurer/Chief Financial Officer at 604-939-9201.

You are encouraged to also review the Board’s strategic vision and plan [Directions 2025](#).

Providing Feedback and Input

The Board welcomes your feedback. Please email the Board at: budgetfeedback@sd43.bc.ca



***“To ensure quality learning opportunities for
all students of all ages”***

Achieve Student Success:

Our core work and common goal is educational excellence

Develop the Educated Citizen:

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

Foster a Sustainable Educational Organization:

Ensure that our human, financial and physical resources are sustainable

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