

To: **Board of Education**

From: Budget Committee of the Whole

Re: **PRELIMINARY BUDGET 2015/16 -2016/17**

Date: April 29, 2015

(Public Board Meeting)

Decision

BACKGROUND/RATIONALE:

The attached Preliminary Budget 2015/16 – 2016/17 is presented to the Board for approval at the recommendation of the Budget Committee of the Whole and contains budget balancing proposals developed by considering the feedback received through the budget process (Attachment A).

On April 8, 2015, the Proposed Preliminary Budget 2015/16 – 2016/17 was presented at the Public Board meeting for information. The Education Partners and the Public were invited to provide feedback on the proposed budget in writing or at the April 15, 2015 Budget Committee of the Whole meeting.

At the April 15, 2015 Budget Committee of the Whole meeting the Board received input from two individuals. Written submissions were also received. The majority of feedback received focused on the proposed changes to regular student transportation, clerical support model changes in large elementary schools, and the impact the proposed changes to teaching allocations will have in the elementary schools.

In addition, Education Partners and the Public were invited to provide feedback on the proposed student transportation changes in writing (including an online survey) or at the April 22, 2015 Transportation meeting. The feedback collected is summarized in the attached Transportation Survey summary (Attachment B).

The attached "Government Funding per Student" summarizes the changes to the provincial funding from 2002-2003 to 2015-2016 and outlines the things we currently cannot fund and what we have protected (Attachment C).

RECOMMENDATION:

THAT the Board approve:

- 1) the transfer of \$0.79 million from the contingency reserve to operating to assist in funding 2015/16 Preliminary Operating Budget and the transfer of \$0.96 million from the contingency reserve to operating to assist in funding 2016/17 Preliminary Operating Budget; and further;
- 2) the proposed contingency reserve uses (totaling \$2.51 million) as outlined in the Preliminary Budget 2015/16 for implementation and incorporation in the Board's Budget Bylaw for 2015/16; and further;
- 3) the preliminary operating budget balancing proposals for 2015/16 as outlined in the Preliminary Budget 2015/16 for implementation and incorporation in the Board's Budget Bylaw for 2015/16; and further;
- 4) the discontinuation of regular student transportation services effective September 2016 for savings of \$0.65 million to be included in the Administrative Savings Plan for the Ministry of Education.



PRELIMINARY BUDGET

2015/16 - 2016/17

MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT NO. 42
APRIL 29, 2015

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OVERVIEW

School District No. 42 meets the learning needs of approximately 14,000 students of all ages in Maple Ridge and Pitt Meadows, and is defined by its determination to keep student learning and growth at the heart of all its decisions.

All decisions made by the Maple Ridge – Pitt Meadows School District are guided by its vision and core values, and are based on research and consultation. Similarly, the district's initiatives and resources are all aligned to support its firm commitment to continuous improvement, teaching and learning, effective use of technology, building and sustaining community and partner group relationships, and designing effective and sustainable support systems.

Due to many cost pressures beyond its control, the Maple Ridge - Pitt Meadows School District faced an operating budget funding shortfall of \$5.02 million dollars for the 2014/15 school year. The reasons for this shortfall included declining enrollment, the CUPE wage increase, increased costs for benefits, inflation, utilities rate increases, and the use of reserves to fund previous budget shortfalls. The implementation of reductions of this magnitude has led to financial and staffing challenges that created instability in the system.

For 2015/16 and 2016/17, the province tasked all school districts with finding administrative savings. For the Maple Ridge - Pitt Meadows School District, the administrative savings target set by the Ministry of Education over two years is \$1.34 million. Given this requirement for multi-year savings, this document contains proposed budget changes that will be implemented over two years.

The *Proposed Preliminary Budget* for 2015/16 and 2016/17 was presented to the board for information and the initiation of the public consultation process on April 8, 2015. Feedback was received at the Budget Committee of the Whole meeting on April 15, 2015, the Student Transportation meeting on April 22, 2015, an online student transportation survey from April 9 to April 24, 2015, and through written submissions. The budget balancing proposals included in this document reflect the feedback collected through the consultation process.

INTRODUCTION

School District No. 42 (Maple Ridge – Pitt Meadows) is estimating that, due to several cost pressures beyond its control, it will be facing an operating budget funding shortfall of \$1.68 million for 2015/16, followed by a budget funding shortfall of \$1.44 million for 2016/17.

In accordance with the School Act, school districts in the province must approve a balanced budget and submit it to the Ministry of Education by June 30, 2015. The Maple Ridge – Pitt Meadows School District will develop a balanced budget that supports its vision, and that considers not only its shared priorities but also the needs of its community of learners.

This report provides background information for the budget process, as well as the preliminary operating budget proposals for one-time use of contingency reserve, cost reduction and revenue generation that will form the basis of the 2015/16 Operating Budget and the 2015/16 - 2016/17 Administrative Savings Plan.

In this document you will find:

- Historical information on the 2008/09 to 2014/15 amended (final) annual operating budget, as well as comparative enrolment, staffing, revenue and expenditure information;
- Overview of the special purpose funds and capital funds held by the district;
- 2015/16 operating base budget information, including major assumptions made when building the base budget;
- Summary of the 2015/16 operating base budget information, including major assumptions made when building the base budget;
- Summary of the 2015/16 revenue and expenditures by type and the projected 2015/2016 operating shortfall;
- Three-year operating budget projections for 2015/16 to 2017/18;
- Preliminary operating budget proposals for one-time use of contingency reserve and budget balancing proposals for cost reduction and revenue generation for 2015/16 and 2016/17 totaling \$2.16 million, which is lower than the estimated budget funding shortfalls for the two years by \$0.96 million. This structural shortfall will have to be addressed in 2017/18.

As required by the Ministry of Education and Public Sector Accounting Standards (PSAB), The Maple Ridge – Pitt Meadows School District tracks and reports revenue and expenditures under three separate funds: the operating fund, the special purpose fund and the capital fund.

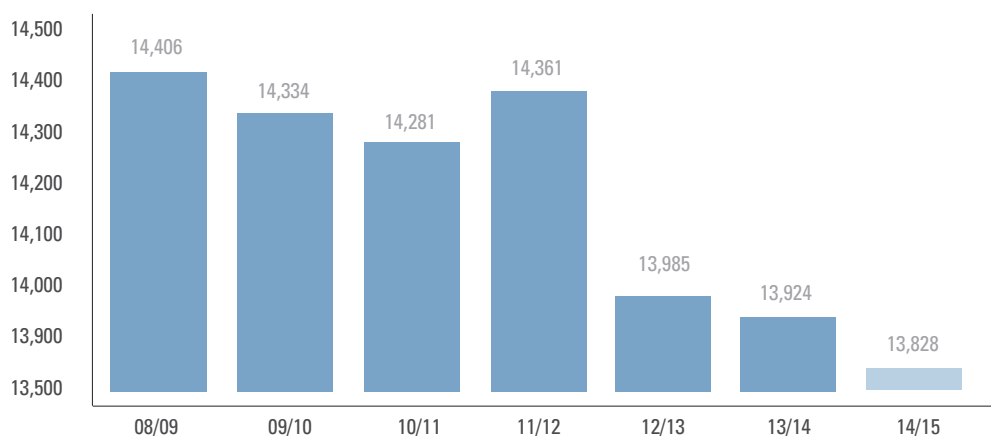
- **Operating fund:** The operating fund includes operating grants and other revenues used to fund instructional programs, school and district administration, facilities operations, and maintenance and transportation.
- **Special purpose fund:** The special purpose fund is comprised of separate funds established to track revenue and expenditures received from the Ministry of Education and other sources that have restrictions on how they may be spent (e.g. Annual Facilities Grant, Community LINK, School Generated and Learning Improvement Fund).
- **Capital fund:** The capital fund includes capital expenditures related to facilities (purchases and enhancements) and equipment (purchases) that are funded by Ministry of Education capital grants, operating funds, and special purpose funds.

BUDGET BACKGROUND INFORMATION

Enrolment History

The enrolment information presented in this section is based on actual full year enrollment for 2008/09 to 2013/14, and estimated enrolment for 2014/15.

The enrolment history for regular, distributed learning, summer school, and adult learners is presented in the following chart. Despite the introduction of all-day kindergarten in 2011/12, funded enrolment has decreased **by 578 FTE** since 2008/09.

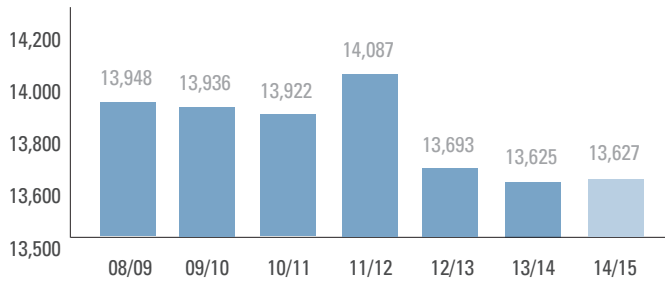


In the same time period, there have been changes in subcategories of students. While Students with Special Needs, English Language Learners, Aboriginal Education, and International Education have increased, enrolment numbers for Distributed Learning have declined.

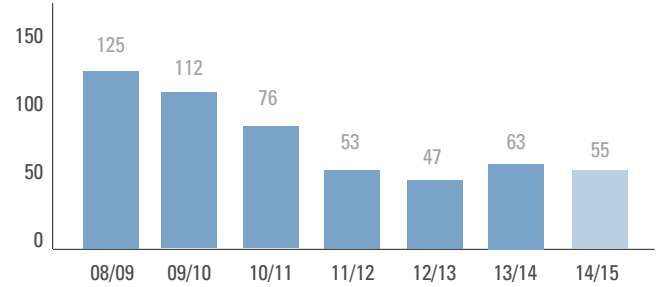
- **Students with Special Needs:** (Levels 1 and 2) +92 full time equivalent students; (Level 3) +18 full time equivalent students. Total increase 110 full time equivalent students (17.4%)
- **English Language Learners:** +53 full time equivalent students (17.6%)
- **Aboriginal Education:** +206 full time equivalent students (21.4%)
- **Distributed Learning:** -70 full time equivalent students, a decline of 56%
- **International Education:** Increased by 61 students since 2008/09 with peak enrolment in 2009/10.

The enrolment history for various categories of students follows.

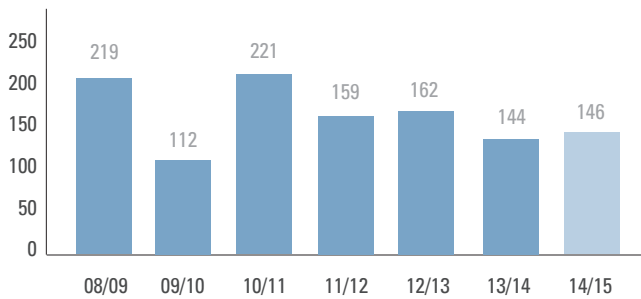
ENROLMENT HISTORY:
Regular & Alternate Education



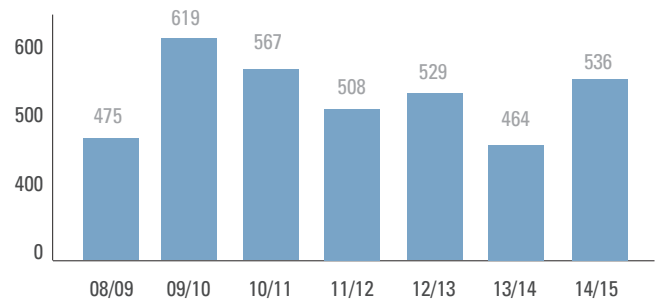
ENROLMENT HISTORY:
Distributed Learning



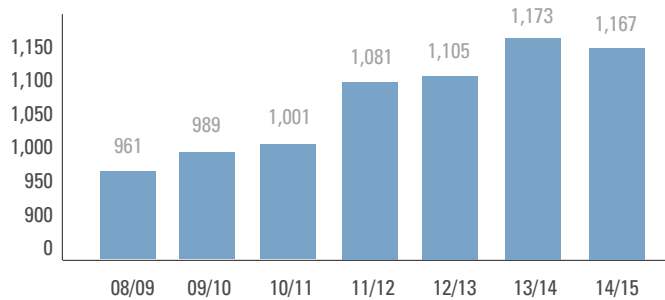
ENROLMENT HISTORY:
Continuing Education



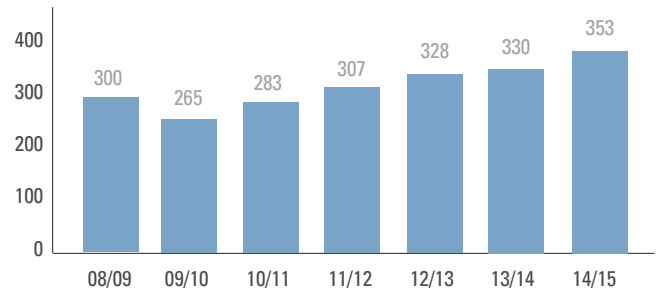
ENROLMENT HISTORY:
International Education



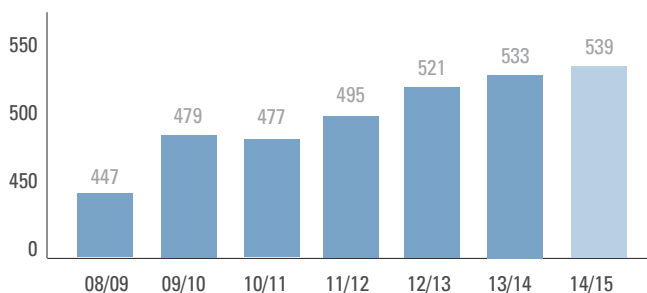
ENROLMENT HISTORY:
Aboriginal Education



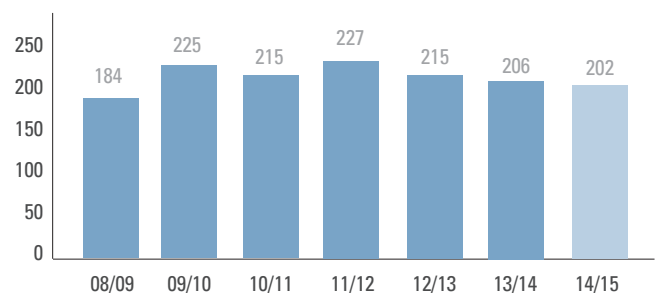
ENROLMENT HISTORY:
English Language Learners



ENROLMENT HISTORY:
Students with Special Needs (Level 1 & 2)



ENROLMENT HISTORY:
Students with Special Needs (Level 3)



Source: 2008/09– 2013/14 Funding Allocation System – Full Year, 2014/15 - Funding Allocation System December 2014.
International Education enrolment revised to reflect historical September 1701 counts.

Operating Budget Revenue and Expenditures

The information presented in this section is based on comparative final operating budget information for the years 2008/09 to 2014/15.

Since 2008/09, both revenue and expenditures have increased due to labour settlement costs and a corresponding increase in provincial funding. In the same time period, expenditure reductions have been made to compensate for student enrolment decline and increased costs not funded by the province. The following table summarizes the revenues and expenditures submitted as part of the Amended (Final) Annual Budgets.

	2008/09 Final Budget	2009/10 Final Budget	2010/11 Final Budget	2011/12 Final Budget	2012/13 Final Budget	2013/14 Final Budget	2014/15 Final Budget
Operating Revenue	121.14	124.16	126.15	128.38	126.10	126.29	126.38
Prior Year Operating Surplus	4.39	3.60	2.92	2.67	4.14	2.52	2.68
Operating Expenses	(124.67)	(127.12)	(128.31)	(130.28)	(128.41)	(127.30)	(125.18)
Transfers to Other Funds	(0.40)	(0.65)	(0.75)	(0.59)	(1.83)	(1.51)	(3.88)
Reduction in Unfunded Liability	(0.45)						
Budgeted Surplus	0.00	0.00	0.00	0.18	0.00	0.00	0.00

Source: 2008/09 - 2014/15 Amended Annual Budget Submissions
2011/12 amount of surplus \$0.18 was an actual budgeted surplus

From 2008/09 to 2014/15, budgeted revenues have increased by \$5.24 million. This increase is mainly due to provincial grants received to fund negotiated labor settlement costs for all employee groups. Annually, grants from the provincial government account for over 90% percent of the revenues.

For the same period, other revenues have declined by approximately \$0.53 million. Although a number of factors have changed, the principal changes relate to investment income and to a change in the accounting treatment of International Education fees. While prior to 2012/13, monies collected for medical fees and homestay costs were treated as revenue when received and as an expense when paid, beginning in 2012/13, the money was treated as a liability and is now no longer recorded as either revenue or expense. The revenue and expense estimates included in the 2014/15 final budget have been adjusted to reflect expense savings and the funding claw back related to the teachers' job action; they are therefore not comparable with prior year revenue and expense budgets.

The budgeted expenses by function are shown in the graphs below.

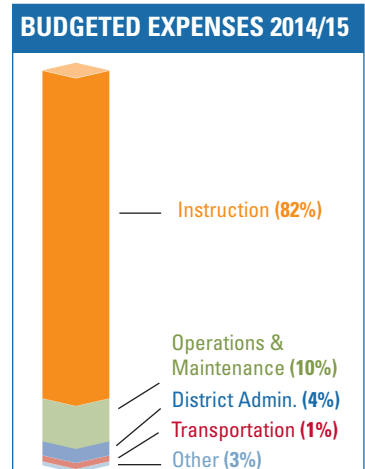
Each year, approximately 84% of the district's expenses are allocated to instruction. Operations and maintenance, district administration, transportation, the reduction of unfunded employee future benefits, capital assets purchased from operating and interfund transfers account for the remainder of the expenses.

For the time shown, SD42 has spent approximately 90% of its budget on salaries and benefits. The balance is used to cover supplies, utilities, services and other costs.

BUDGETED OPERATING EXPENSES BY FUNCTION (\$ millions)

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Instruction	105.74	108.59	109.84	111.38	109.51	108.06	105.93
District Administration	5.72	5.26	4.99	4.64	4.56	5.06	5.03
Operations and Maintenance	11.93	11.93	12.26	13.01	13.08	13.00	13.13
Transportation	1.28	1.34	1.23	1.25	1.26	1.18	1.09
Other	0.85	0.65	0.75	0.59	1.83	1.51	3.88
Total	125.53	127.77	129.06	130.87	130.24	128.80	129.06

Source: 2008/09 - 2014/15 Amended Annual Budget Submissions



Operating Budget Staffing

From 2008/09, total staffing in the Maple Ridge – Pitt Meadows School District has decreased by approximately 41.87 FTE. However, there are an additional 28.43 FTE positions funded from the Learning Improvement Fund (LIF/LIFT UP).

While teaching staff, principals/vps, support staff, and other professionals positions have been reduced due to general enrolment decline and funding shortfalls, education assistants have increased, principally due to higher enrolment of students with special needs.

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2014/15 with LIF/LIFT Up
	FTE	FTE	FTE	FTE	FTE	FTE	FTE	
Teachers	825.21	819.53	818.42	825.41	813.40	771.95	763.35	783.78
Principals/VPs - Admin	47.48	44.75	43.36	43.04	42.79	42.10	39.48	39.48
Principals/VPs - Teaching	11.73	11.50	12.07	12.65	13.31	11.90	10.70	10.70
Other Professionals	32.00	32.25	31.27	30.19	30.00	30.00	30.50	30.50
Education Assistants	248.01	257.79	260.02	266.89	285.32	293.34	300.81	308.81
Support Staff	319.42	318.27	324.07	329.83	323.17	316.22	297.14	297.14
Trustees	7.00	7.00	7.00	7.00	7.00	7.00	7.00	7.00
	1,490.85	1,491.09	1,496.21	1,515.02	1,514.99	1,472.51	1,448.98	1,477.41

Source: 1530 report submissions for each year as restated to reflect calculation of budgeted hours per week divided by full time hours per week per position, child care worker FTE removed for all prior years as paid from Special Purpose Funds. 2013/14 has been restated to remove FTE attached to custodial and labourer banks as well as contract instructors at International Education and Ridge Meadows College. Above teacher and educational assistant FTEs include Learning Support Communities funding of \$525,000/yr that is allocated between teachers and education assistants as required annually. Principal/VP FTEs have been split to show the admin and teaching components of the positions. 2014/15 P/VPs have been restated to reflect ongoing allocations. Temporary staffing is not included.

The following table provides a history of staffing changes by employee group from 2008/09 to 2014/15. The principals and vice principals group is being separated in school based administrators and district based administrators. The other professionals, exempt and district based principals and vice principals category includes administrators working in Human Resources, Information Technology, Student Support Services and Aboriginal Education, confidential and management staff.

Since 2008/09, the employee groups experiencing the largest staffing reductions are school-based principals and vice principals (15.1%), followed by support staff (7%) and other professionals, exempt and district principals and vice principals (6.6%).

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15 FTE	% change vs 08/09	2014/15 with LIF FTE	% change vs 08/09
	FTE	FTE	FTE	FTE	FTE	FTE				
Teachers	825.21	819.53	818.42	825.41	813.40	771.95	763.35	-7.5%	783.78	-5.0%
Principals/VPs - School	53.20	51.25	51.43	50.68	50.10	48.00	45.18	-15.1%	45.18	-15.1%
Other Professionals/Exempt/District P/VPs	38.00	37.25	35.27	35.19	36.00	36.00	35.50	-6.6%	35.50	-6.6%
Education Assistants	248.01	257.79	260.02	266.89	285.32	293.34	300.81	21.3%	308.81	24.5%
Support Staff	319.42	318.27	324.07	329.83	323.17	316.22	297.14	-7.0%	297.14	-7.0%
Trustees	7.00	7.00	7.00	7.00	7.00	7.00	7.00	0.0%	7.00	0.0%
	1,490.85	1,491.09	1,496.21	1,515.02	1,514.99	1,472.51	1,448.98	-2.8%	1,477.41	-0.9%

As shown in the following table, the only employee group that has increased since 2008/09 is CUPE staffing. The increase of 4.3% is principally due to the increased education assistant staffing required to support the increased enrolment of students with special needs, partially offset by a decrease in support staff due to general enrolment decline and general budget reductions.

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	% change	2014/15	%
	FTE	FTE	FTE	FTE	FTE	FTE	FTE	vs 08/09	with LIF	change
									FTE	vs 08/09
Teachers	825.21	819.53	818.42	825.41	813.40	771.95	777.75	-5.8%	798.18	-3.3%
CUPE	567.43	576.06	584.09	596.72	608.49	609.56	583.55	2.8%	591.55	4.3%
Principals/VPs /Other Professionals	91.20	88.50	86.70	85.88	86.10	84.00	80.68	-11.5%	80.68	-11.5%
Trustees	7.00	7.00	7.00	7.00	7.00	7.00	7.00	0.0%	7.00	0.0%
	1,490.84	1,491.09	1,496.21	1,515.01	1,514.99	1,472.51	1,448.98	-2.8%	1,477.41	-0.9%

Source: 1530 report submission for each year as restated

The following table provides a history of students-to-staff ratios for each staffing category. This is a broad measure of the ability of staff to support the needs of students and the district.

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2014/15 with
	FTE	FTE	FTE	FTE	FTE	FTE	FTE	LIF/Lift UP
Teachers	17.88	17.85	18.07	18.00	17.66	18.52	18.80	18.31
Principals/VPs	310.78	326.83	341.06	345.13	335.74	339.57	363.46	363.46
Principals/VPs - Teaching	1,258.38	1,271.78	1,224.90	1,174.68	1,079.48	1,201.34	1,340.72	1,340.72
Other Professionals	461.08	453.50	472.96	492.00	478.89	476.53	470.44	470.44
Education Assistants	59.49	56.73	56.87	55.66	50.35	48.74	47.70	46.46
Support Staff	46.19	45.95	45.63	45.03	44.46	45.26	45.26	48.29
Trustees	2,107.78	2,089.36	2,112.60	2,121.98	2,052.39	2,042.29	2,049.78	2,049.78
	9.90	9.81	9.88	9.80	9.48	9.71	9.90	9.71

Source: 1530 report submission for each year as restated

The staff-to-student ratio has improved modestly during the period but the changes have not been equal across employee groups.

Staff-to-student ratios have improved for the following positions:

- **Educational Assistants** (down 21.9%) This substantial improvement is mainly due to the increased number of education assistants employed to support students with special needs.

Staff-to-student ratios have not improved for the following positions:

- **Teachers** (up 2.4%)
- **Principals and Vice-Principals** (up 16.9% in admin component and also up 6.5% in teaching component)
- **Other Professionals** (up 2%)
- **Support Staff** (up 4.5%)

Special Purpose Funds Budget Background Information

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 in a timely manner.

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. Treasury Board Restricted Contribution Regulation 198/2011, issued in November 2011, defines a restricted contribution as “a contribution that is subject to a legislative or contractual stipulation or restriction as to its use other than a contribution or part of a contribution that is of, or for the purpose of acquiring, land.”

The following grants meet the definition of a restricted contribution per Treasury Board Regulation 198/2011:

- Annual Facility Grants (AFG) (excluding amounts paid via bylaw certificates of approval)
- Learning Improvement Fund (LIF)
- Community LINK Grants
- Official Languages in Education French Programs Grants (OLEP)
- Special Education Equipment Grants
- StrongStart Centre Grants
- Ready Set Learn Grants
- School Generated Funds (restricted contributions only)
- Earnings and disbursements of endowments (excluding capital)
- Interest earned on any of the above funds

Operating and Capital funds cannot be transferred to special purpose funds.

Annual Facility Grant (AFG)

This fund was established to account for Ministry of Education grants and expenditures relating to annual facility maintenance projects.

The Provincial Budget 2015 includes a province wide Annual Facility Grant (AFG) allocation of \$121.4 million for 2015/16. The AFG allocation is comprised of both a special purpose fund allocation and a bylaw capital allocation. \$2 million of the AFG allocation for special purpose fund allocation will be contributed by school districts to continue funding the Capital Asset Management System (CAMS), and an additional \$10.9 million will be contributed to fund a portion of the one-time costs associated with the Next Generation Network (NGN). The remainder is allocated to districts and is intended to fund maintenance and repairs of school district facilities.

The AFG special purpose funding allocation for the Maple Ridge - Pitt Meadows School District for 2015/16 is \$561,550. The district's contribution for CAMS is \$44,051 and the contribution for NGN is \$239,987, leaving \$277,642 to be allocated by the board for facility maintenance projects. The AFG bylaw capital allocated to the Maple Ridge - Pitt Meadows School District for 2015/16 is \$2,112,016.

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.

The Maple Ridge - Pitt Meadows School District must provide the Ministry with 2015/16 AFG project and spending plans prior to April 30, 2015. The plans will include a list of the AFG projects and expenditures the district will undertake between April 1, 2015 and March 31, 2016. The proposed allocation and corresponding capital bylaw was approved by the board at the April 8, 2015 public board meeting, and will be included in the 2015/16 budget bylaw.

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 can allocate these funds to improve the learning conditions for all students and support teachers in meeting student needs.

LIF is comprised of two components: the support staff component and the Teacher Education Fund. For 2015/16, the provincial level LIF allocation is \$100 million. Based on the new collective agreements with teachers and support staff, 80% of LIF must be spent on teachers and the remaining 20% on support staff. In accordance with the Learning Improvement Fund regulation (B.C. Reg. 53/12) grants may be used for:

- provision of additional teaching staff, teacher assistants and other para professionals;
- additional teaching time and services to students;
- professional development training of teaching staff to address challenging learning conditions.

The total LIF grant for the Maple Ridge - Pitt Meadows School District for 2015/16 is \$2,481,560.

Districts are required to submit a spending plan to the Ministry of Education by October 31, 2015 for approval. To develop the spending plans, district staff work collaboratively with both the MRTA and CUPE.

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 in BC. Under the current BC Action plan of the “Canada-British Columbia Agreement on Minority Language Education and Second Official Language Instruction 2013-2014 to 2017-2018,” each school district’s funding is set based on the 2012-2013 enrolments.

French funding is given under seven different grants, and the school district is able to transfer funds within those grants. All French funding is to be spent by June 30th of each year. The school district receives 70% of the funding in the spring of each year, and the 30% balance in the summer of the following year after it has submitted a report outlining how the funds were spent and what benefits were derived from this funding.

The total OLEP funding for 2015/16 will be \$231,726.

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.

Total Community LINK funding for 2015/16 will be \$535,798.

Specialized Equipment Grant Fund

Specialized Equipment Grant funding is allocated by the Ministry of Education to school districts to provide specialized equipment to students who meet one of the following funding criteria:

- Physically Dependent
- Moderate to Profound Intellectual Disabilities
- Physical Disabilities or Chronic Health Improvement
- Visual Impairment
- Deaf or Hard of Hearing
- Autism Spectrum Disorder

The school district has not been advised of the funding amount for 2015/16 and funds will only be spent once received from the Ministry of Education.

StrongStart

The Ministry of Education funded StrongStart program allows parents to participate with their young child (aged birth to five) in play-based early learning activities, including stories, music and art. At no cost to families, this early learning drop-in program helps prepare children for success in kindergarten.

The Maple Ridge - Pitt Meadows School District has 8 StrongStart centers, located at the following elementary schools: Blue Mountain, Davie Jones, Eric Langton, Fairview, Glenwood, Hammond, Harry Hooze and Highland Park.

The school district's total StrongStart funding for 2014/15 was \$ 256,000.

The funding for 2015/16 has not been announced; however, a change in funding is not expected.

Ready Set Learn

The Ready Set Learn special funding provided by the Ministry of Education 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 help develop positive connections between families, the school system and local community agencies.

The total funding for the district in 2014/15 was \$49,000.

The funding for 2015/16 has not been announced; however, a change in funding is not expected.

Youth Education Support Fund

The Maple Ridge - Pitt Meadows School District is a registered charity. Donations received from community members are recorded in the Youth Education Support Fund (YES Fund). The funds raised are used to support programs and initiatives throughout the school district, which include: playground equipment, breakfast and hot lunch programs, and other school-specific programs.

As the funding for the Youth Education Support Fund is based on community donations, the funding amount for 2015/16 is difficult to estimate.

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 Maple Ridge - Pitt Meadows School District administers over 25 different scholarships or 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.

Special Purpose Funds Deferred Contributions, Revenue and Expenditures

(\$ millions)	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Deferred Contributions July 1st	(11.84)	(9.94)	(7.30)	(5.90)	(2.20)	(2.46)	(2.46)
Received Contributions							
Provincial Grants	(4.42)	(2.65)	(2.22)	(1.96)	(3.45)	(2.78)	(2.64)
Provincial Grants - Other	-	(0.42)	-	-	-	-	-
Other	(5.12)	(4.93)	(4.90)	(4.00)	(4.32)	(4.31)	(4.80)
Investment Income	(0.05)	(0.04)	(0.05)	(0.01)	(0.02)	(0.03)	(0.01)
District Entered - Teacher 12 month pay program	(1.17)	(1.36)	(1.41)	-	-	-	-
District Entered - Teacher 12 month pay program	1.07	1.15	1.36	1.51	-	-	-
Total Contributions Received	(9.69)	(8.25)	(7.22)	(4.46)	(7.79)	(7.12)	(7.45)
Recognition to Revenue							
Provincial Grants	6.40	5.91	3.85	3.47	3.19	3.24	3.28
Other Revenue	5.14	4.95	4.73	4.24	4.33	4.27	4.85
Investment Income	0.05	0.03	0.05	0.01	0.01	0.02	0.01
Transfer to Restricted Ministry of Education Capital	-	-	-	-	-	0.03	-
Total Recognition to Revenue	11.59	10.89	8.63	7.72	7.53	7.56	8.14
Expenses							
Wages and Benefits	0.86	0.83	1.08	1.16	2.52	2.44	2.57
Service and Supplies	6.18	5.61	5.81	4.75	4.61	4.38	4.97
Total Expenses	7.04	6.44	6.89	5.91	7.13	6.82	7.54
Capital Purchases and Other	4.55	4.45	1.74	1.81	0.40	0.74	0.60
Total Expenses and Capital Purchases	11.59	10.89	8.63	7.72	7.53	7.56	8.14
Deferred Contributions June 30th	(9.94)	(7.30)	(5.90)	(2.64)	(2.46)	(2.02)	(1.77)

Source: 2008/2009 to 2013/14 Audited Financial Statements and Amended Budget for 2014/15

Since 2008/09, special purpose fund revenues have decreased by \$3.45 million. This decrease is due mainly to the change in how the annual facility grant funds are allocated. Starting in 2011/12, the annual facility grant funds are allocated between special purpose funds and bylaw capital. Also related to the funding change, capital purchases and other have decreased by \$3.95 million compared to 2008/09.

Capital Fund Budget Background Information

The capital fund includes capital expenditures related to land, buildings (purchases and enhancements), computer hardware and software, vehicles and equipment that are funded from Ministry of Education capital grants (bylaw capital, Ministry of Education restricted capital), land capital, local capital, operating funds, 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. This deficit does not require prior approval from the Minister of Education.

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 funded by the Ministry of Education, capital portion of the Annual Facility Grant, carbon neutral capital project funding, playground equipment funding, and other project funding paid through a COA.

Ministry of Education Restricted Capital

Ministry of Education restricted capital represents the Minister's portion (usually 75%) of the proceeds on disposal of land and buildings, and any bylaw project surpluses on completed projects. The Minister's permission must be received to spend these funds. The balance in the fund at June 30, 2014 was \$1.45 million.

Land Capital

The balance in the Land Capital Reserve Fund is comprised of School Site Acquisition Charges (SSAC), which municipalities collect on behalf of school districts to help school boards pay for future school sites. Municipalities collect these charges for each new residential parcel to be created and new multiple family residential units to be constructed on an existing parcel. The funds may be used **only** to purchase Ministry approved sites for new schools.

The balance in the fund at June 30, 2014 was \$4.57 million.

Local Capital Reserve (Contingency Reserve)

The board's Contingency Reserve is comprised of previous years' operating surpluses, which are transferred to the Local Capital Reserve (LCR). With board approval, the funds in the LCR can be used to assist in funding the Operating Budget. The LCR can also be used to fund major initiatives that are not funded by the province. In 2014/2015, the contingency reserve was used by the board to fund the implementation of the new student information system (\$0.44 million) and utility conservation projects (\$1.1 million).

In February 2015, a budgeted surplus of \$2.29 million was transferred to the contingency reserve. The current available balance in the contingency reserve is \$5.45 million.

2015/16 CONTINGENCY RESERVE	
	(\$ millions)
Balance as of June 30, 2014	4.70
New Student Information System Implementation	(0.44)
Energy Management Plan Funding	(1.10)
Transfer from Operating of Budgeted Available Surplus	2.29
Contingency Reserve Available as of March 31, 2015	\$5.45

Capital Fund Revenue and Expenditures

FUND BALANCE - CAPITAL (\$ millions)	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15
Balance July 1st	\$53.57	\$57.38	\$61.18	\$62.11	\$59.48 *	\$61.60	\$64.09
Amortization of Deferred Capital Contributions	5.00	4.97	4.94	5.26	5.59	5.28	5.42
Capital Assets Purchased	3.91	3.11	1.74	1.81	2.03	1.82	1.37
Capital Assets - WIP	0.62	1.27	-	-	-	-	-
Interfund Transfer - Local Capital	0.63	0.86	0.80	0.59	1.76	2.93	0.42
Amortization of Capital Assets Expense	(6.27)	(6.36)	(6.52)	(6.88)	(7.49)	(7.87)	(7.89)
Site Adjustment	(0.03)	-	-	-	-	-	-
Capital Lease Interest Expense	(0.07)	(0.05)	(0.03)	(0.02)	(0.02)	(0.02)	(0.01)
Capital Lease Payment	-	-	-	-	0.25	0.35	0.24
School Capital Contribution	0.02	-	-	-	-	-	-
Balance at June 30th	\$57.38	\$61.18	\$62.11	\$62.87	\$61.60	\$64.09	\$63.64

Source: 2008/2009 to 2013/14 Audited Financial Statements and Amended Budget for 2014/15

* 2012/13 opening balance was restated for prior period adjustments related to amortization of capital assets.

2015/16 BASE OPERATING BUDGET

The Base Operating Budget reflects the estimated revenue and expenses for 2015/16 if the school district were to maintain the same level of service it provided for the 2014/15 school year. The Base Operating Budget is based on the board-approved 2014/15 Amended Annual Budget. It has been adjusted for:

- projected enrolment changes;
- projected changes to revenue and staffing due to changes in enrolment;
- projected changes to revenue due to funding formula changes;
- estimated changes to employee salaries and benefits;
- estimated changes to services, supplies and utilities due to inflation;
- adjustments for one time revenue or expenditures included in the prior year budget.

These projections have been prepared in accordance with public sector accounting standards (PSAB) without not for profit provisions.

2015/16 Operating Budget Assumptions

The base budget estimates for 2015/16 are based on the forecasts and assumptions that follow.

Enrolment

In February 2015, the school district submitted its Ministry funded enrolment estimates to the Ministry of Education. The enrolment forecast is used by the Ministry of Education to determine funding for the school district. For 2015/16, the school district is forecasting changes in Ministry funded student enrolment as follows:

- K-12 enrolment is forecasted to decline 59 full time equivalent students;
- Alternate schools enrolment forecasted to decline 12.25 full time equivalent students;
- Distributed Learning enrolment is forecasted to increase 31 full time equivalent students;
- Students with special needs enrolment is forecasted to increase by 1.0 full time equivalent students for Level 1 students, increase by 3 full time equivalent students for Level 2 students, and decrease by 7 full time equivalent students for Level 3 students;
- English Language Learners enrolment is projected to increase by 10 full time equivalent students;
- Aboriginal education student enrolment is estimated to decrease by 60 full time equivalent students.

Graduated Adults enrolment is estimated to decline 15.375 full time equivalent students (from 21.875 FTE to 6.5 FTE). This estimated decline is related to the change in Ministry of Education funding policy for graduated adults that limits funding to foundation courses only.

International Education student enrolment is projected to be 481 full time equivalent students for 2015/16. This is 24 FTE greater than the 2014/15 preliminary enrolment estimates and 39 FTE lower than the actual student FTE for 2014/15.

Operating Revenue

Operating Grant

Operating Grant calculations are based on the preliminary operating grants announced by the Ministry of Education on March 12, 2015.

The Ministry of Education will be providing a total of \$4.826 billion in operating grants to boards of education for the 2015/16 school year. In recognition of the increased costs related to negotiated contract settlements with teachers and support staff unions, the funding per FTE has been increased in all categories of funding for 2015/16. In addition, the base per pupil allocation has been increased by \$47 per FTE. The following table shows the change in per FTE funding for 2015/16 for all enrolment counts and supplemental funding.

FUNDING CATEGORY	Projected Student FTE 2015/16	Per FTE Rate Increase		Funding Change	
		Labour Settlement	Other	Labour Settlement	Other Funding
Basic Allocation September					
Standard Schools	13,325.56	\$211	\$47	\$2,811,694	\$626,301
Continuing Education	15.13	\$211	\$47	\$3,191	\$711
Alternate Schools	230.00	\$211	\$47	\$48,530	\$10,810
Distributed Learning	28.00	\$179		\$5,012	-
Homeschoolers	3.00			-	-
Course Challenges	58.00		\$8	-	\$464
Supplemental Funding September					
Unique Student Needs					
ELL	363.00	\$40		\$14,520	-
Aboriginal	1,107.00	\$35		\$38,745	-
Special Education					
Level 1	13.00	\$1,100		\$14,300	-
Level 2	525.00	\$550		\$288,750	-
Level 3	190.00	\$300		\$57,000	-
Adult Education	36.00	\$135		\$4,860	-
Vulnerable Students					
Salary Differential					
Unique Geographic Factors				\$2,230	-
Supplement for the Education Plan				-	
Summer School Funding					
Summer Learning Gr 1-7	18.00	\$6		\$108	
Summer Learning Gr 8-9	320.00	\$6		\$1,920	
Summer Learning Gr 10-12	402.00	\$12		\$4,824	
February Enrolment Count					
Continuing Education - school age	10.50	\$211	\$47	\$2,216	\$494
Continuing Education - adults	25.00	\$135		\$3,375	-
Distributed Learning					
Gr K - 9	-	\$89		-	-
Secondary Gr 10 - 12	34.00	\$179		\$6,086	-
Adults	5.00	\$135		\$675	-
Special Needs					
Level 1	-	\$550		-	-
Level 2	5.00	\$275		\$1,375	-
Level 3	5.00	\$150		\$750	-
Newcomer Refugees	-	\$106	\$23	-	-
ELL (Newcomer Refugees only)	-	\$20		-	-
May Enrolment Count					
Continuing Education - school age	25.00	\$211	\$47	\$5,275	\$1,175
Continuing Education - adults	35.00	\$135		\$4,725	-
Distributed Learning					
Gr K - 9	-	\$60		-	-
Secondary Gr 10 - 12	16.00	\$179		\$2,864	-
Adults	3.00	\$135		\$405	-
TOTAL				\$3,323,430	\$639,955

The Ministry of Education has retained a \$55.5 million provincial holdback for 2015/16. This provincial holdback will be used by the Ministry of Education to cover any incremental operating costs associated with Next Generation Network (currently estimated to be \$19.5 million). The remaining \$36 million are retained to ensure that there are enough funds to cover any variances from preliminary enrolment estimates.

The Maple Ridge - Pitt Meadows School District is approximately 2.4% - 2.6% of the provincial enrolment and/or funding envelope. It is prudent, however, to estimate holdback expectations conservatively, as funding mandates could change mid-year and could therefore change eligibility criteria for these funds.

Administrative Savings Target

In the Provincial Budget 2015, the K-12 sector has been tasked with identifying administrative and related efficiencies as part of government's plan of expenditure management. In 2015/16, \$29 million in savings are targeted, along with a further \$25 million in 2016/17 and future years. These savings are to be limited to non-instructional budgets as defined in the Administrative Savings Plan template prepared by the Ministry of Education. For the Maple Ridge - Pitt Meadows School District, the amount of administrative savings that must be found in the 2015/16 budget is \$719,652. For 2016/17 and 2017/18, the estimated administrative savings target for our school district is \$1,340,042.

Other Revenue

Other sources of revenue have been adjusted to reflect known factors.

Staffing

The Maple Ridge – Pitt Meadows School District estimates that the forecasted enrolment changes will result in a reduction of 0.50 FTE teachers, additional 0.50 FTE school clerical staff and additional 2.50 FTE education assistants. Other staffing changes have not been forecasted at this time.

Changes in Salary and Benefit Costs

Salaries and benefit budgets are estimated to increase by \$0.51 million due to salary increments for teaching staff and related benefits.

New Collective Agreements with the Maple Ridge Teachers Association (MRTA) and Canadian Union of Public Employees (CUPE) were ratified in 2014. The new agreement with MRTA provided for general wage increases for MRTA members of 2% effective September 1, 2014, and 1.25% effective January 1, 2015. The ongoing wage increase for MRTA members of 3.28% and the extended health benefit improvements are estimated to create additional ongoing salary and benefit costs of \$3.09 million. The new agreement with CUPE provided for general wage increases for CUPE staff of 1% effective July 1, 2015 for an estimated salary and benefit cost increase of \$0.22 million.

Benefit costs not related to the new Collective Agreements are estimated to increase by \$0.29 million. The estimated increase is related to the following:

- **CPP:** Up \$45,500 due to a forecasted increase in the maximum pensionable earnings from \$52,500 to \$53,600 (YMPE).
- **EI:** Up \$21,100 due to a forecasted increase in the maximum insurable earnings from \$48,600 to \$49,500 (YMPE).
- **MSP:** Up \$52,900 due to a 4% rate increase.
- **WCB:** Up \$21,800 due to a 7% increase in premiums from 0.70 per 100 to 0.75 per 100.
- **Extended Health:** Up \$233,900 due to 40% increase for teachers and 7.6% increase for CUPE.
- **Dental:** Up \$70,000 due to 6.58% increase for teachers and 1.37 % for CUPE.
- **Life Insurance:** Up \$1,400.

There are no provisions in the 2015/16 budget for general wage increases or benefit improvements for principals, vice-principals, management and exempt staff.

Non-salary cost increases

Services and Supplies

An inflationary adjustment of 1.6% (CPI Vancouver) has been applied to all non-salary budgets, excluding utilities, with an estimated cost increase of \$160,000.

Utilities

Expected cost increases in utilities include:

- **Electricity:** Annualization of April 1, 2015 rate increase of 6% and an additional 4% effective April 1, 2016. Total estimated increase of \$61,960.
- **Organics Waste Ban:** An estimated cost increase for garbage disposal of \$70,000.
- **Water and Sewer:** An estimated cost increase of \$6,012

There is no provision in the 2015/16 budget for increases to IT budgets that are required to ensure equipment replacement on a regular schedule. The estimated additional budget allocation required is \$0.45 million.

The following one-time items have been removed from the base budget:

- Board approved use of contingency reserve \$0.82 million.
- Schools and projects rollovers of \$1.86 million.
- One-time transfer to contingency reserve \$2.29 million.
- One-time teacher job action related revenue claw back and expense reductions.
- One-time revenue including Ministry of Education holdback allocation (\$1.05 million) and International Education revenue (\$0.92 million).
- One-time savings (\$0.66 million) including one-time staffing savings related to teacher salaries and benefits, offset by one-time expenses (\$0.56 million) related to the International Education program.

2015/16 Projected Operating Budget Shortfall

Based on the provincially mandated administrative savings, projected cost increases and enrolment changes for 2015/16, the operating budget shortfall is estimated at \$1.68 million.

2015/16 PROJECTED OPERATING SHORTFALL		
		(\$millions)
Salary and benefit changes	Schedule 1	(0.80)
Inflation and other costs	Schedule 2	(0.30)
Enrolment driven changes	Schedule 3	(0.12)
Funding formula changes	Schedule 4	0.65
Other factors	Schedule 5	(0.39)
Projected Operating Budget Shortfall		(0.96)
Administrative Savings Target		(0.72)
Projected Operating Budget Shortfall		(1.68)

Schedule 1 2015/16 PROJECTED CHANGE IN SALARIES AND BENEFITS

	(\$millions)
Estimated salaries and benefits cost of teacher increments	(0.51)
Benefit changes	
Increase in CPP & EI ¹	(0.06)
Increase in non-statutory benefits ²	(0.19)
Increase in WCB ³	(0.02)
Employee Future Benefits	(0.02)
	(0.29)
Total Projected Change in Salaries and Benefits	(0.80)

1. CPP and EI rates are forecasted to remain the same but YMPE and MEI are to increase
2. Dental, Extended Health and MSP are forecasted to increase
3. WCB forecast to increase from 0.70 per 100 to 0.75 per 100

Schedule 2 2015/16 PROJECTED CHANGE IN SERVICES, SUPPLIES AND UTILITIES

	(\$ millions)
Estimated inflation provision ¹	(0.16)
Utilities ²	(0.14)
Total change in services, supplies and utilities	(0.30)

1. General inflation 1.6%
2. Increases forecasted for BC Hydro - April 1, 2015 increase of 6% and 4% effective April 1, 2016, estimate of Organics Waste Ban costs, and small adjustment to Water & Sewer cost.

Schedule 3 2015/16 PROJECTED ENROLMENT DRIVEN CHANGES

	Rate 2014/15	2014/15 FTE	2015/16 FTE	Change FTE	Budget Change \$ million
Regular and Continuing Ed. School Aged	\$6,900	13,641.94	13,570.69	(71)	(0.49)
Distributed Learning	\$5,851	14.13	28.00	14	0.08
Adults	\$4,430	36.00	36.00	-	-
Special Education					
Level 1	\$36,600	12.00	13.00	1	0.04
Level 2	\$18,300	522.00	525.00	3	0.05
Level 3	\$9,200	192.00	190.00	(2)	(0.02)
English Language Learner	\$1,340	353.00	363.00	10	0.01
Aboriginal Education	\$1,160	1,167.00	1,107.00	(60)	(0.07)
February Enrolment					
Continuing Education					
School Aged FTE	\$6,900	10.50	10.50	-	-
Adult FTE	\$4,430	25.00	25.00	-	-
Distributed Learning					
K-9	\$2,926	3.88	-	(4)	(0.01)
10-12	\$5,851	20.00	34.00	14	0.08
Adult	\$4,430	5.00	5.00	-	-
Special Education					
Level 1	\$18,300	-	-	-	-
Level 2	\$9,150	5.00	5.00	-	-
Level 3	\$4,600	10.00	5.00	(5)	(0.02)
May Enrolment					
Continuing Education					
School Aged FTE	\$6,900	25.00	25.00	-	-
Adult FTE	\$4,430	35.00	35.00	-	-
Distributed Learning					
K-9	\$1,950	4.00	-	(4)	(0.01)
10-12	\$5,851	5.00	16.00	11	0.06
Adult FTE	\$4,430	3.00	3.00	-	-
Other Changes in Operating Grant Funding					
Unique Geographic Factors				-	-
Salary Differential				-	-
Other changes in grants				-	-
Total Changes in Operating Grant Funding					(0.30)
Graduated Adults	\$4,430	21.88	6.50	(15)	(0.07)
International Education	\$12,500	457.00	481.00	24	0.29
Total Revenue Changes					(0.08)
Enrolment Driven Staffing Changes			FTE		
Education Assistants				2.50	(0.11)
Teachers				(0.50)	0.05
Clerical				0.50	(0.03)
Enrolment Driven Supplies Changes					0.01
Enrolment Driven Aboriginal Education Budget Changes					0.04
Total Expense Changes					(0.04)
TOTAL ENROLMENT DRIVEN CHANGES					(0.12)

Schedule 4 2015/16 FUNDING FORMULA CHANGES

	(\$ millions)
Labour Settlement Costs	
Teachers wage and benefit negotiated increases 2014/15	(2.62)
Teachers wage and benefit negotiated increases 2015/16	(0.47)
CUPE wage and benefit negotiated increases	(0.22)
Total Labour Settlement Costs	(3.31)
Ministry of Education Labour Settlement Funding	3.32
Increased Per-Pupil Funding	0.64
Total Funding Formula Changes	0.65

Schedule 5 2015/16 PROJECTED OTHER CHANGES TO THE BUDGET

	(\$ millions)
2013/14 Surplus carry forward	(2.68)
2014/15 One-Time Revenue and Expenditures	
School and projects rollover budgets in Amended Budget	1.86
One-time transfer to contingency reserve	2.29
One-time job action related	
Revenue ¹	4.14
Expenses ²	(4.19)
Miscellaneous one-time revenue ³	(1.91)
Reverse one-time savings and expenses	0.10
Total Other Changes	(0.39)

¹ One-time revenue loss including \$3.82 million for teacher wages and benefits, \$0.23 million for summer school, \$0.07 million for Ridge Meadows College and \$0.03 for facilities rentals.

² One-time job action expenses include \$3.89 million for teacher wages and benefits, \$0.15 million replacement.

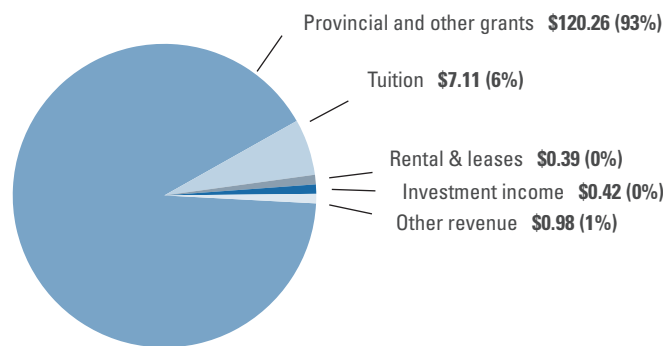
³ One-time revenue items, including Ministry of Education 2014/15 holdback release of \$1.05, International Education Revenue, Adult Education Guarantee, and Summer School.

2015/16 Base Operating Budget Revenue

The majority of school district revenues are received from the provincial government in the form of the Ministry of Education Operating Grant and other provincial grants (93%). The level of provincial funding consequently has a significant impact on the educational services and programs that can be offered.

Because the primary determinant of provincial funding is enrolment, a forecasted decline in enrolment puts pressure on programs and services. Outside of provincial grants, International Education fees are the primary source of revenue, which accounts for 6% of total revenue. The projected base operating budget revenue for 2015/16 is \$129.16 million. See figure 1.

FIGURE 1 2015/16 BASE OPERATING BUDGET REVENUE BY SOURCE (\$ millions)



2015/16 Base Operating Budget Expenditures

The projected expenditures for the 2015/16 Base Operating Budget total \$130.84 million, which is \$1.68 million more than the projected revenue.

Approximately 85% of the operating budget will be spent on instruction related costs. This includes school-based teachers, education assistants, school administrators and school based support staff and supplies.

Maintenance accounts for 10%, district administration is 3% and transportation is 1%. The remaining 1% is spent on capital purchases.

Approximately 90% of the budget is spent on salaries and benefits, while services, supplies and utilities represent 10%. The graphs below show the allocation of expenses by function and type of expenditure.

FIGURE 2 2015/16 BASE OPERATING BUDGET BY FUNCTION (\$ millions)

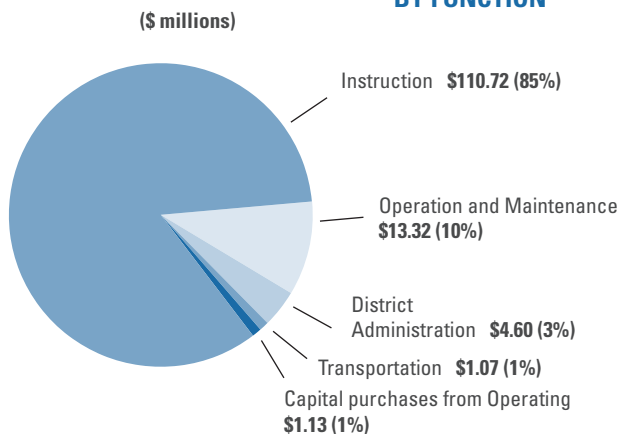
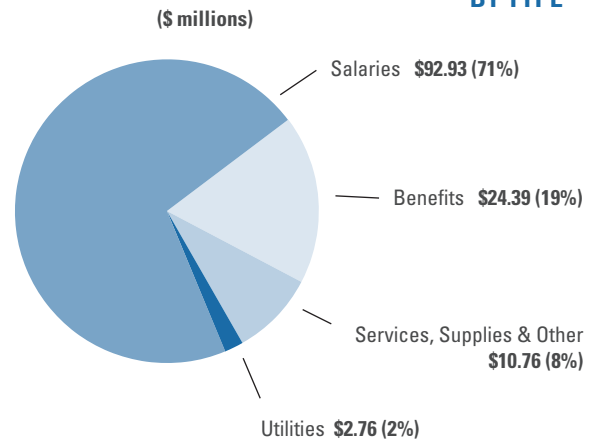


FIGURE 3 2015/16 BASE OPERATING BUDGET BY TYPE (\$ millions)



2015/16 Base Operating Budget Staffing

The base budget adjustments will result in a net increase of 13.77 FTE. The following table provides a summary of the staff adjustments by employee group.

2015/16 BASE OPERATING BUDGET PROJECTION STAFFING (FTE) BY TYPE

	2014/15	Adjustments	2015/16 Base
Teachers	763.35	5.63	768.98
Principals/Vice-Principals	45.18	1.00	46.18
Other Professionals, Exempt, District P/VPs	35.50	0.01	35.51
Education Assistants	300.81	6.60	307.41
Support Staff	297.14	0.53	297.67
Trustees	7.00	-	7.00
	1,448.98	13.77	1,462.75

Teachers - a decrease of 0.5 FTE due to the enrolment change, 4.23 FTE increase staffing not allocated in 2014/15, and remainder are temporary transfers and annualizations.

Principals/Vice Principals - an increase of 1 FTE - transfer of Riverside Principal from District Principal to school based.

Other Professionals, Exempt, District P/VPs - decrease 1 FTE transfer to P/VPs offset by 1 FTE increase for temporary Manager of Energy and Environmental Sustainability partially funded by BC Hydro.

Education Assistants - increases of 2.5 FTE due to enrolment increase and 6.96 FTE represents the annual FTE for positions created during 2014/15 offset by a decrease of 3.09 FTE related to temporary allocations.

Support Staff - an increase of 0.50 FTE due increased enrolment and the remainder are temporary transfers.

2015/16 RISK TO THE BASE BUDGET ESTIMATES

Revenue

The provincial operating grant included in these estimates may not be the same as the operating grant distributed by the Ministry of Education in 2015/16. The main factors that create variances of provincial funding are actual funded enrolment as at September 30, 2015, and provincial holdback distributions made during 2015/16. Also, the Ministry of Education may decide to change its funding policy or the funding formula, which would impact the amounts distributed to school districts.

Expense

The staffing levels included in these estimates are based on projected student enrolment. Any material change to student enrolment or the distribution of students by school may impact the staffing levels required in 2015/16.

The salaries and benefits estimates are based on estimated average salaries for teachers, specific salaries for other employee groups, and known benefit rate changes. Variances in average teacher salaries will impact these estimates. These estimates do not include any provisions for management and exempt wage increases and benefit improvements that would have been funded from existing budgets. Also, actual substitute costs may vary significantly from the costs estimated based on historical trends.

The budget allocations for IT infrastructure are not sufficient to ensure regular refresh of hardware. Any major hardware replacement required during 2015/16 will have to be funded from the contingency reserve.

Contingency

The operating budget estimates do not contain any contingency for unforeseen or unbudgeted costs that may arise, or for costs budgeted on estimates whose final values are impacted by external events or prices. The board's only emergency fund is the contingency reserve fund, which has a current balance available of \$5.45 million.

Next Generation Network Operating Cost

For 2015/16, the Ministry of Education retained operating funding totaling \$19.5 million to cover any incremental costs associated with the Next Generation Network. The precise cost and funding allocation for our school district has not yet been announced. This budget does not contain any cost or revenue increases related to the Next Generation Network as it is assumed that any additional costs will be fully funded by the Ministry of Education by distributing the \$19.5 million to all school districts affected by the increased cost.

Pending Provincial Litigation

There is a risk to the base budget estimates from the January 27, 2014 BC Supreme Court decision regarding government's response, as per the Education Improvement Act, 2012, to a previous court ruling which had concluded that government had infringed on the freedom of association of BC Teachers Federation members when it legislated specific provisions out of the teachers' contract back in 2002. The government appealed the decision and the court ruling is pending.

THREE-YEAR OPERATING BUDGET PROJECTIONS

The following table presents a three-year operating budget projection for the Maple Ridge – Pitt Meadows School District. The projections are high-level estimates based on assumptions about major budget change factors over the next three years. These assumptions are:

- that there will be no further changes in the per student operating grants from the province or in provincial funding;
- that all future cost increases related to the MRTA and CUPE collective agreements will be fully funded by the province;
- that there will be no change in other provincial funding (AFG, Community LINK, Pay Equity);
- for 2016/17 a general enrolment decline of 53.31 FTE school age regular student FTE is projected followed by a projected enrolment increase of 58.62 FTE in 2017/18. Also, the enrolment decline trend for Aboriginal Education is projected to continue with a decline of 40 FTE in 2016/17 and a further 30 FTE in 2017/18. Slight increases are projected for Level 2 students with special needs (5 FTE each year) and ELL (10 FTE each year);
- that the decline in general student enrolment over the next three years will result in a 3.23 FTE reduction in teacher staffing;
- that there will be continued cost increases for employee benefits that will not be provincially funded;
- that there will be a CPI inflation for supplies and services, amounting to approximately \$160,000 for 2015/16 and \$180,000 for the years 2016/17 and 2017/18;
- that there will no change to the Ministry mandated administrative savings for 2016/17 and 2017/18;
- that there will be no net cost increases for exempt wage increases, or that any increases will be funded by the province;
- that there will be no increases in service levels and budget allocation requirements;
- that all proposed one-time and ongoing proposals for 2015/16 and 2016/17 will be implemented.

OPERATING BUDGET THREE-YEAR PROJECTIONS (\$ millions)

	2015/2016	2016/2017	2017/2018
Costs Not Funded by the Province			
Salary and benefit changes	(0.80)	(0.53)	(0.53)
Inflation	(0.30)	(0.18)	(0.18)
	(1.10)	(0.71)	(0.71)
Enrolment Driven Changes	(0.12)	(0.13)	0.24
Funding Formula Changes			
Increased per pupil funding	0.64		
Teachers wage and benefit increases	(3.09)	(0.37)	(0.73)
CUPE wage and benefit increases	(0.22)	(0.15)	(0.34)
Estimated MOE Labour Settlement Funding	3.32	0.52	1.07
	0.65	-	-
Surplus Carry Forward	(2.68)		
One-Time Revenue and Expenditures			
School and projects rollover budgets in Amended Budget	1.86	-	-
One-time transfer to contingency reserve	2.29		
One-time job action related			
Revenue	4.14		
Expenses	(4.19)		
Miscellaneous one-time revenue	(1.91)		
Reverse one-time savings and expenses	0.10		
	2.29	-	-
Total Projected Surplus / (Shortfall)	(0.96)	(0.84)	(0.47)
Administrative Savings Target	(0.72)	(0.60)	
Estimated Budget Funding Shortfall	(1.68)	(1.44)	(0.47)
Previous Year Use of Reserves to Fund Ongoing Expenditures		(0.79)	(0.96)
Revised Estimated Budget Funding Shortfall	(1.68)	(2.23)	(1.43)
Proposed Use of Reserves to Fund Ongoing Expenditures*	0.79	0.96	TBD
Proposed Ongoing Budget Changes	0.89	1.27	
	1.68	2.23	
Total Projected Surplus / (Shortfall)	0.00	0.00	(1.43)

*The proposed use of reserves to fund ongoing expenditures equals the provincial holdback received or expected to be received in previous years and held in the contingency reserve for use in future years. For 2016/17 the amount of provincial holdback will not be known until March 2016 therefore no estimate is included at this time for the 2017/18 budget.

PRELIMINARY OPERATING BUDGET BALANCING PROPOSALS FOR COST REDUCTION AND REVENUE GENERATION 2015/16 - 2016/17

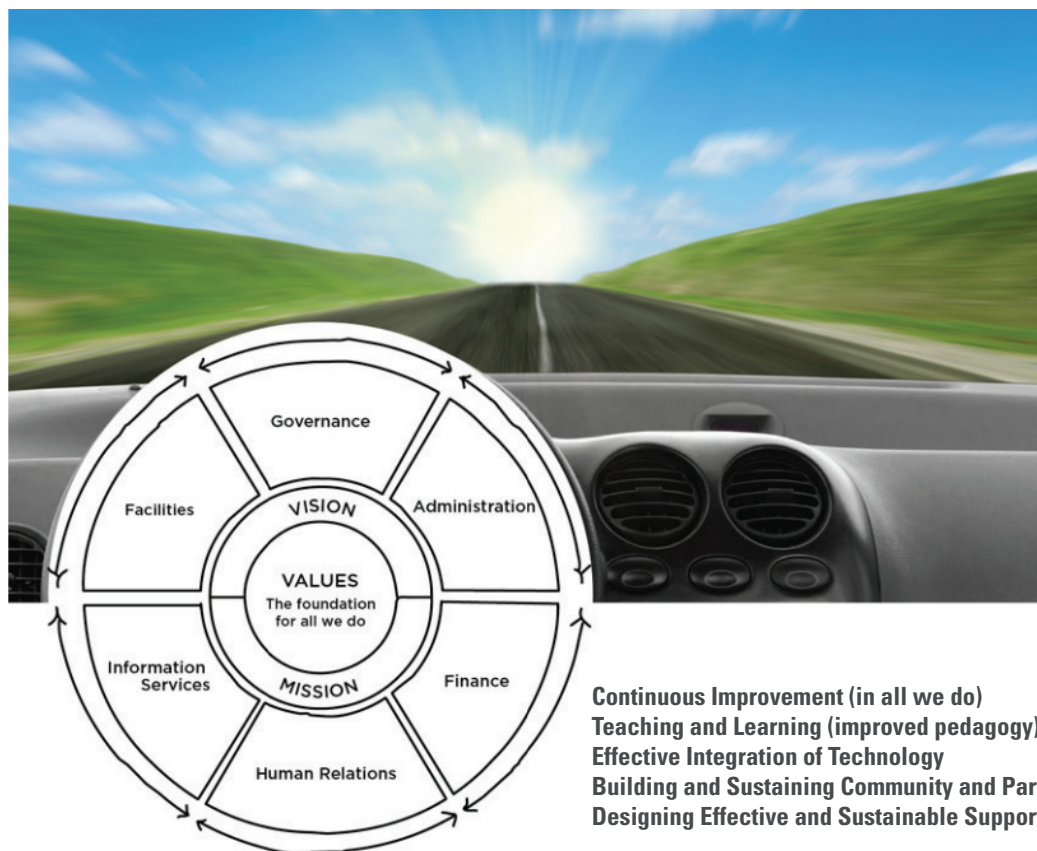
For 2015/16 and 2016/17, the province tasked all school districts with finding administrative savings. For the Maple Ridge - Pitt Meadows School District, the administrative savings target set by the Ministry of Education over two years is \$1.34 million. Given this requirement for multi-year savings, this section contains budget proposals that will be implemented over two years.

The estimated shortfall for 2015/16 of \$1.68 million, followed by an additional estimated shortfall for 2016/17 of \$1.44 million, represent a combined 2.4% of operating expenditures.

Since 2012, the board has had to implement significant changes in order to bridge over \$8 million in funding shortfalls. Each year, at budget time, our board attempts to keep cuts as far away from the classroom as possible. Over the past two years, we've implemented over 8% in administration budget reductions (\$0.80 million). In order to achieve a further \$1.34 million in non-instructional budget reductions over the next two years, we have to look at long-term strategic initiatives that leverage the existing contingency reserve to achieve ongoing savings.

The *Proposed Preliminary Budget* for 2015/16 - 2016/17 was presented to the board for information and the initiation of the public consultation process on April 8, 2015. The proposed operating budget changes included in the Proposed Preliminary Budget for 2015/16 - 2016/17 were developed through a review of all current school district budget allocations. The review included meetings with all partner groups, managers, principals and the board. The budget review process also aimed to ensure the alignment of budget allocations with the strategic directions set in the board's *Roadmap to Excellence*.

The proposed operating budget balancing changes in this section were developed based on the Proposed Preliminary Budget for 2015/16 - 2016/17 and the feedback was received at the Budget Committee of the Whole meeting on April 15, 2015, the Student Transportation meeting on April 22, 2015, an online student transportation survey from April 9 to April 24, 2015, and through written submissions.



ONE-TIME Use of Contingency Reserve Funds

This section contains proposed one-time budget changes identified in the budget process. These represent items that create temporary budget changes that can only be realized in 2015/16 and will not be available to assist in balancing future budget shortfalls. The use of one-time items to achieve a balanced budget creates a structural deficit. This means that if all proposed one-time budget changes are implemented and a balanced budget is adopted, a structural deficit of \$0.79 million will be created for 2015/16 and structural deficit of \$0.96 million will be created for 2016/17, and will have to be addressed in future budget cycles.

The contingency fund is the board's only fund for emergent expenditure. It is recommended that the board maintain a contingency reserve fund of 1% minimum of estimated operating expenditures (\$1.3 million). This contingency fund will assist the board in mitigating the impact of unexpected expenditures on district operations. The current available balance of the contingency reserve fund is \$5.45 million.

Use of Contingency Reserve to Fund One-Time Expenditures

1.1 School Teams

The goal of the school teams project is to have school teams engage in collaborative dialogue and planning to address the diversity of learning needs in classrooms, to develop interdependence within and between schools, and to provide opportunities for teacher/staff leadership.

In February 2015, the school teams project was initiated in the district involving teams from all schools. These teams were composed of at least 4 staff members from each school. Classroom teachers, support teachers, librarians, educational assistants, child care workers, principals, vice principals, union representatives and other non-enrolling staff participated in the training.

In order to continue the professional dialogue and build the collaborative team structure, some additional resources will be required. The team training will include release time (\$0.05 million), collaboration time (\$0.04 million), session facilitators (\$0.03 million), professional development opportunities (\$0.03 million) and supplies (\$0.01 million). Current budget allocations of \$0.11 million will be used to fund a proportion of the implementation. One-time funding of \$0.03 million will be required to cover the costs of the professional development opportunities, in-school support, and supplies.

2015/16

It is proposed that \$0.03 million be allocated from the contingency reserve to fund professional development opportunities, in-school support and supplies for the school teams.

1.2 Secondary Innovation Support

Secondary schools face a time of great change with increased flexibility for students. Students who experience learning approaches such as our Environmental School or Cyber School are quick to observe that regular secondary schools are sometimes not meeting their needs for hands-on and relevant learning. They have experienced a rich school experience and are demanding more from our system. We know they are pushing us toward a better system for all students. We need teachers and educators to work with our secondary students to develop options that are engaging and responsive to the range of students who attend our schools.

Our secondary schools require a helping teacher to bring the voices of secondary students, parents/guardians, and teachers into the district conversation about transforming teaching and learning. Particularly as we begin to implement the district-wide school team structure, the role of the helping teacher is expanding and will hopefully soon include the coordination of district networks that connect students and teachers across a number of schools and a number of topics.

As secondary schools work to become more innovative, it is necessary to add a 1 FTE Helping Teacher who would serve as a classroom secondary specialist. This person would become part of the helping teacher cohort but have a focus specific to secondary. He or she would help support the development of learning approaches that promote engaging, relevant, hands-on learning for students across all our secondary schools.

With the collaborative time that now exists in our secondary schools, we have the structure to support a teacher-to-teacher mentorship model to support innovative learning. We need the person who can help coordinate this time amongst schools, and develop professional activities and responsive in-service.

The proposed budget includes a two-year 1.0 FTE Secondary Helping Teacher (\$0.09 million). The cost of the secondary helping teacher will be partially offset by the operating English Language Learners secondary ratio change of 1:55 to 1:60. Additional budget costs will include district-wide professional development opportunities (\$0.01 million), secondary teacher release time (\$0.02 million) and various supplies (\$0.01 million).

2015/16

It is proposed that \$0.08 million be allocated from the contingency reserve to fund a secondary helping teacher, district-wide professional development opportunities, secondary teacher release time and various supplies to support the secondary innovation.

2016/17

It is proposed that \$0.04 million be allocated from the contingency reserve to fund a secondary helping teacher.

1.3 Literacy

Literacy is the foundation for all learning. It is essential that our young learners have rich and comprehensive literacy instruction. A district committee comprised of a principal representative, district helping teachers and 10 teachers (including classroom teachers, support teachers and a librarian), has been working to develop a district-wide literacy framework. This literacy framework will facilitate quality literacy instruction in our schools, and will provide a literacy continuum, which will be used to form common assessment language to target interventions and to inform practice. With an ever-changing environment around technology and curriculum, a framework will help guide the integration of these elements within our literacy programs. School participation in the framework will be undertaken voluntarily through an application process. Selected teams will be expected to participate in both in-service and after school sessions. In addition, district-wide professional development opportunities will be provided.

In order to begin implementation of this framework, the following resources will be required: time for the literacy committee to continue to meet (\$0.01 million); 4 in-service/4 after school sessions for teams from schools (\$0.05 million); books and supplies (\$0.01 million); district-wide professional development focused on effective literacy strategies (\$0.02 million). Current budget allocations of \$0.06 million will be used to fund a proportion of the implementation. One-time funding of \$0.03 million will be required to cover the costs of the literacy committee meetings and district-wide professional development.

2015/16

It is proposed that \$0.03 million be allocated from the contingency reserve to fund district-wide professional development opportunities and committee meeting costs for literacy.

1.4 Social and Emotional Learning

During 2015 School Growth Planning sessions, Social and Emotional Learning (SEL) was identified as a primary goal in many schools. To support this initiative in a sustained and comprehensive manner, it is important to develop an SEL framework that will provide school and district staff with guidance in effective practices.

Beginning April 2015, a district committee of elementary and secondary principals and vice principals, along with the safe and caring district counselors, will meet to provide input into the development of this framework. The Design Team will eventually expand to include teachers and CUPE staff.

This team will examine best practice, what is occurring in other districts, and what is already occurring in our own district to establish a draft framework. A major component of this proposed framework is to develop expertise in all teachers in embedding SEL in to their daily routines and lessons. We will begin with an examination of the core competencies: self-management, self-awareness, responsible decision making, relationship skills, and social awareness.

The estimated one-time funding required to support Social Emotional Learning includes release time for continued meeting of the committee to oversee the implementation of the framework (\$0.01 million), planned training sessions during the year for team members (\$0.03 million), district-wide professional development that will include speakers and a facilitator to support effective practice in SEL development and building communities of care (\$0.04 million), and various supplies (\$0.01 million). An additional budget allocation will be required in the 2016/17 budget for school staff training staff.

2015/16

It is proposed that \$0.08 million be allocated from the contingency reserve to fund district-wide professional development opportunities and services and supplies to support the development and implementation of a Social and Emotional Learning Framework for the school district.

1.5 Peer to Peer Mentoring

Clerical staff at elementary underwent significant reductions and changes last school year. As a result, this school year, school administrators, parents, teachers and clerical staff have expressed concerns about the level of staffing and whether it is sufficient to complete the required work in a timely manner. This work includes ensuring the safe and efficient management of the tasks related to student attendance, addressing questions from parents, students and the public, and attending to the needs of staff and the district office. As the school district is still facing a significant funding shortfall, there is no opportunity to increase clerical staffing to the levels enjoyed in previous years. Given this circumstance, district and clerical staff along with union leadership have worked together in an attempt to streamline and standardize the work of our elementary school clerical staff. There has also been a concerted effort to plan professional development and training sessions to help assist with this process of standardization.

For the upcoming year, it is expected that we will complete the standardization of how the work is done in our elementary school offices. In order to assist with the implementation of the standards, there is a need for peer-to-peer support at the elementary school level to assist our elementary clerical staff with the implementation process. Elementary clerical specialists will work side-by-side to assist colleagues, organize and plan the professional development and training for elementary clerical staff, and work with district staff to ensure that the agreed upon standards are understood and supported at each school.

Education assistants in the school district would also benefit from peer-to-peer support in order to address the various challenges of working with students with special needs. Education Assistants (EAs) work under the supervision of teacher colleagues and administration, but the ability to problem-solve with a peer assigned to assist with difficult circumstances would be an advantage. It has been the request of our support staff union to have an EA position that provides a mentorship role for EAs. Management is supportive of creating a peer-to-peer EA position within the Learning Improvement Fund.

The proposed budget allocation includes funding for the professional development and training opportunities that will be available to elementary clerical staff, along with books, supplies and meeting funding.

2015/16

It is proposed to allocate \$0.06 million from the contingency reserve to fund the development of common business practices and implementation through peer to peer support for clerical staff.

1.6 Move to Bring Your Own Device for Students by 2018

The District Reading Fluency Project and the District Inquiry Project supply hardware for student use. Students are allowed to take the technology home in the inquiry program. Younger students involved in the reading project do not take the hardware home and these devices are shared with another class.

It is proposed that the school district stops providing hardware for students within three years. As an interim step, it is proposed to end all student hardware leases early for a payout of \$0.42 million. The implementation of bring your own device for students will result in ongoing cost savings of \$0.15 million, beginning in 2015/16.

The improvements in app deployment technologies in the coming years will allow the district to 'lend' apps to student-owned devices, no matter if they are Android, Apple or Windows based. It is expected that within three years the cost of devices will be significantly lower than it is today, which will allow many more families an opportunity to purchase a device. We do have plans for a hardship hardware pool that will ensure all students receive a device when needed.

2015/16

It is proposed to allocate \$0.42 million from the contingency reserve to fund the early termination and payout of all student hardware leases.

1.7 Staff Computers Refresh

The current fleet of staff laptops contains 522 devices that are over 6 years old and need to be replaced in order to enable staff to access current resources and effectively integrate technology in their work. The existing IT budget is not sufficient to fund the replacement of these devices in the next three years.

The following table summarizes the budget required to replace existing devices over the next three years.

Laptops Fleet Age	2014/15	2015/16	2016/17
PC	486	32	157
Mac	36	0	0
Total Number	522	32	157
Total Estimated Cost	\$0.63 M	\$0.03 M	\$0.20 M

2015/16

It is proposed that \$0.66 million be allocated from the contingency reserve to fund the purchase of replacement devices for staff in 2014/15 and 2015/16.

2016/17

A further contingency reserve allocation of \$0.20 million it is proposed for 2016/17.

1.8 International Education

The business planning process for the International Education Department identified required operational investments. One of the required investments relates to the development of an International Education Dashboard within the Parent Portal. The dashboard would allow for International Education to properly manage consent and homestay parent notifications for international students who attend regularly scheduled classes within the school district. The estimated cost for this is \$0.08 million, and the implementation of the module is estimated to result in operational efficiencies in all school offices as a manual process is replaced by electronic notifications.

The other required investment relates to the purchase and implementation of a new student information system for International Education. The current Microsoft Access-based system used by the department does not meet the department's operational needs, and information from the system cannot be interfaced with our main financial system. This inability to interface results in duplicate entry of all financial transactions related to international students. The estimated cost associated with the purchase and implementation of a new system is \$0.02 million. If the funding is approved, the system would be deployed in June/July 2015.

2015/16

It is proposed that \$0.10 million be allocated from the contingency reserve to fund the development of an International Education Dashboard within the Parent Portal and the purchase and implementation of a new student information system for the International Education Department.

1.9 MyEdBC Project Manager Extension

The Maple Ridge - Pitt Meadows School District is currently involved in a student information system conversion from BCeSiS to the MyEdBC. The board-approved budget for this project only funded the MyEdBC Project Manager position to January 31, 2016. Based on additional information received from the province, the detailed project plan estimates that the MyEdBC project will be finalized by June 30, 2016. It is imperative for the project manager to be maintained until the project's end.

Ongoing training will be undertaken with all employee groups throughout 2015/16, and includes secondary timetabling training that will occur in spring 2016.

2015/16

It is proposed that \$0.04 million be allocated from the contingency reserve to fund the MyEdBC project manager position until June 30, 2016.

1.10 Emergency Preparedness - Communication

Reliable communication has long been identified as a key element in any disaster planning. In the event of a disaster (i.e. flood or earthquake), normal communications may not be available. Cell phones may not be a reliable method of communication, as the system may be crippled by what is certain to be a high volume of activity.

In order to ensure reliable communication in the event of a disaster, it is proposed the district purchase and deploy a radio communications system for all its facilities. Each site would be provided with one two-way radio, allowing for cross-site communication across the district. The estimated cost for such a radio communication system is \$0.06 million.

The radio system will operate through a radio repeater site. The City of Maple Ridge just installed a new digital 800 Mhz wide-area radio system in December 2013, and has agreed in principle to allow the school district to be part of this system. Associated ongoing cost with the implementation of the proposed radio communications system would be on a license cost recovery basis, and is estimated at \$3K.

2015/16

It is proposed that \$0.06 million from the contingency reserve be allocated for the purchase of a radio communication system for the entire school district.

1.11 Emergency Preparedness – Standby Power

The Maple Ridge - Pitt Meadows School District has been working on an Emergency Preparedness plan for a number of years. The school district has no facilities equipment with emergency standby power. The School District Emergency Preparedness Plan has designated the District Education Office (DEO) as the Emergency Operations Center (EOC) for the school district. Its centralized information system and key personnel location as well as its close proximity to the City of Maple Ridge EOC make it a natural location for managing a disaster. Like all school district facilities, however, it has no emergency standby power.

The need for power to operate the EOC is paramount in a disaster. It is proposed the school district purchase and install a 250 Kilowatt standby diesel generator equipped with an auto transfer switch and 72 hour fuel capacity. This unit is sized to supply the entire building and all its equipment with power.

2015/16

It is proposed that \$0.20 million from the contingency reserve be allocated for the purchase and installation of a generator that will power the school district's emergency operations center.

1.12 Utilities Savings Bridging 2016/17 – 2017/18

The implementation of the Energy Management Plan will be completed over four years. It is proposed that ongoing operating budgets for utilities be reduced by the anticipated savings effective 2016/17, and any budget overages related to utilities conservation projects not yet completed be covered from the contingency reserve. The full Energy Management Plan is estimated to be completed by 2018/19.

2015/16

No proposed use of reserves.

2016/17

It is proposed that estimated energy savings be recognized in 2016/17 for the remainder of the energy management plan, and that any budget overages related to utilities conservation projects not yet completed be covered from the contingency reserve for an estimated one time cost of \$0.20 in 2016/17 and \$0.10 in 2017/18.

1.13 Emergent Expenditure Fund

School and departmental services and supplies budgets are proposed to be reduced in 2015/16 and 2016/17. It is proposed that an Emergent Expenditure Fund be maintained within the contingency reserve. This fund will be used to assist schools and departments once budgets allocated to them have been depleted.

2015/16

It is proposed to allocate \$0.20 million from the contingency reserve to create an emergent expenditure fund for schools and departments.

Use of Contingency Reserve to Fund Ongoing Expenditures

Ministry of Education Holdback Allocation and Use of Contingency Reserve

The Operating Grants announced by the Ministry of Education on March 12, 2015 include a provision for \$55.5 million for provincial holdback. A portion of that holdback (\$19.5 million) will be used for the incremental operating costs of the Next Generation Network. The remaining holdback of \$36 million can be used by the Ministry of Education to cover any variances in enrolment from preliminary estimates, as well as to fund Ministry initiatives or policy changes. Any unused holdback will be distributed to school districts on a per pupil basis during the 2015/16 year. A history of holdback allocations since 2005/06 is provided in the following table:

(millions)	2005/ 2006	2006/ 2007	2007/ 2008	2008/ 2009	2009/ 2010	2010/ 2011	2011/ 2012	2012/ 2013	2013/ 2014	2014/ 2015	2015/ 2016
Estimated	45.1	45.4	45.3	84.5	71.06	63.61	57.43	51.2	59.62	61.11	36.00
Distributed	29.8	0.0	3.6	4.0	1.42	67.50	77.60	63.77	45.04	40.17	
SD42 Received	0.80	0	0.09	0.10	0.04	1.76	2.04	1.65	1.17	1.05	

From 2005/06 to 2009/10, the estimated holdback included all estimated funding needed for the February and May Distributed Learning enrolment counts. This practice was discontinued in 2010/11, when school districts were required to submit enrolment estimates for February and May enrolment counts as part of the enrolment projections used by the Ministry of Education to calculate estimated operating grants.

In recent years, the holdback allocations to school districts have been significantly higher than expected. This is in part because the enrolment estimates provided by school districts were not exceeded by the actual enrolment during the year. In 2012/13, the Ministry of Education decided to use \$17.73 million of the available holdback to fund BCPSEA (\$2.13 million) and a portion of the Annual Facilities Grant (\$15.60 million). In 2013/14, the Ministry of Education continued to fund BCPSEA from the available holdback (\$1.6 million). In 2014/15, the Ministry of Education used \$2.95 million of the available holdback to fund BCPSEA (\$1.60 million) and the Next Generation Network (\$1.35 million). Similar decisions may be made in future years.

Given the historical pattern of uncertain holdback allocations, it is not prudent to include estimated holdback allocations in budget estimates. A prudent option would be to allocate all holdback distributions to the contingency reserve and use them to fund future budgets. Based on historical distribution patterns, the estimated holdback amount that the Maple Ridge - Pitt Meadows School District may receive in 2015/16 is \$0.70 million.

2015/16 REVISED

It is proposed that \$0.79 million of the 2014/15 holdback allocation received of \$1.05 million be used to partially offset the projected funding shortfall for 2015/16. Any additional savings realized or additional holdback distributions received in the 2014/15 or 2015/16 will be used to replenish the contingency reserve.

2016/17 REVISED

It is proposed that the remaining 2014/15 holdback allocation of \$0.26 and the estimated 2015/16 holdback allocation of \$0.70 million be used to partially offset the projected funding shortfall for 2016/17. Any additional savings realized or additional holdback distributions received in the 2015/16 or 2016/17 will be used to replenish the contingency reserve.

ONGOING Budget Balancing Proposals

This section contains ongoing budget proposals for cost reduction and revenue generation identified in the budget review process totaling \$0.89 million for 2015/16 and \$1.27 million for 2016/17. These represent items that once implemented create permanent budget changes. The use of ongoing items to achieve a balanced budget ensures that school district expenses in any given year do not exceed the revenues available to the school district for that year. The ongoing items identified for 2015/16 and 2016/17 are \$0.96 million lower than the projected combined funding shortfall of \$3.12 million. This means that even if all the proposed ongoing budget changes are implemented for 2015/16 and 2016/17, a structural deficit of \$0.96 million remains and will have to be addressed in future budget cycles.

2.1 Transportation

Within the *School Act*, there is no requirement for the board to provide student school bus transportation service to and from school. The Ministry of Education does not provide specific funding for student transportation. In addition, the Ministry of Education has identified Transportation as an administrative savings area to be considered by school districts in meeting the provincially established administrative savings target of \$1.34 million for our school district.

In previous years, the board decided to use operating funds to provide subsidized student transportation for eligible students to their catchment area school (*Policy 5400 – Student Transportation*). The current contract with First Student Canada expires July 31, 2015, but does allow for a year to year extension until July 31, 2018. The estimated operating funding required to continue to offer this subsidized service is \$1.01 million.

In the 2013/14 school year, there were 480 regular registered student riders and 31 registered special needs riders for an estimated cost of \$1.21 million. To assist in funding the annual transportation cost for 2014/15, an annual fee was implemented effective September 2014.

	FEE
First Child	\$215
Second Child	\$215
Third Child	\$100
Fourth Child	\$100

As of February 2015, there were 370 regular registered student riders (262 families). Regular bus service remains at 12 buses. Busing for students with special needs is currently provided to 30 registered riders (27 families) using 4 buses and 1 taxi (down one bus from 2013/14).

Of the 370 regular student riders, 308 are eligible, 50 are in-catchment courtesy, 6 are out of catchment courtesy, and 6 are out of district courtesy. There are only 2 students from the Albion Elementary catchment being bussed to Whonnock Elementary free of charge due to insufficient space in their catchment school.

Transportation registration and collection of transportation fees is done online through the Parent Portal. In 2014/15, the fees collected from registered student riders totaled \$60K, while 66 applicants received fee waivers under the school district hardship policy.

For 2014/15, the annual transportation cost per regular student is approximately \$1,900 and the annual cost for a student with special needs is approximately \$8,400.

The current regular bus routes for the school district are as follows:

- 6 buses to Garibaldi Secondary
- 1 bus to Pitt Meadows Secondary
- 2 buses to Whonnock Elementary
- 1 bus to Highland Park Elementary
- 1 bus to Webster's Corners Elementary
- 1 bus shared between Webster's Corners Elementary and Samuel Robertson Secondary

Busing for students with special need is provided to all secondary schools as well as the following elementary schools: Maple Ridge Elementary, Alouette, Eric Langton and Glenwood.

Summary of Transportation Costs

Category	Number of Buses	Number of Students	Annual Cost (\$ millions)
Regular – Elementary	5	144	\$ 0.29
Regular – Secondary	7	226	\$ 0.44
Activity – GSS	2	14	\$ 0.02
Special Needs	4	30	\$ 0.31
Administration Cost			\$ 0.01
TOTAL Transportation Cost			\$ 1.07

2014/15 Bus Routes

Route	Service Area	Ridership		
		Eligible	Waivers	Total
Route # 1 Whonnock Elementary	280 St. corridor between Lougheed Highway and Dewdney Trunk Rd.	8	8	26
Route # 2 Whonnock Elementary	Thornhill; plus 272 St. corridor between Lougheed Highway and 112 Ave	37	12	44
Route # 3 Highland Park Elementary	Pitt Meadows north of Lougheed Highway, southeast Pitt Meadows – Pitt River Bridge to Baynes Road	10	4	20
Route # 4 Webster's Corners Elementary	Albion area and 248/256 St. corridor to Dewdney Trunk Road	38	6	39
Route # 5 – Pitt Meadows Secondary	Pitt Meadows north of Lougheed Highway, southeast Pitt Meadows – Pitt River Bridge to Baynes Road	20	3	21
Route # 6 Garibaldi Secondary	Silver Valley	54	1	54
Route # 7 Garibaldi Secondary	280 St. corridor between Lougheed Highway and north of Dewdney Trunk Rd.	14	5	18
Route # 8 Webster's Corners Elementary	McNutt, Garibaldi, Rothsay, north of Dewdney Trunk Road	8	0	15
Route # 8 Samuel Robertson Secondary	Thornhill	2	1	3
Route # 9 Garibaldi Secondary	272 St. corridor between Lougheed Highway and Dewdney Trunk Road	18	8	20
Route # 10 Garibaldi Secondary	Rock Ridge	53	2	55
Route #11 Garibaldi Secondary	McNutt, Garibaldi, Rothsay, Whispering Falls north of Dewdney Trunk Road	25	2	34
Route # 12 Garibaldi Secondary	Ferguson Ave east to 284 St	21	3	21

Regular routes ridership breaks down as follows:

Elementary – 144 riders. Breakdown: 101 eligible, 38 in-catchment courtesy, 3 out of catchment courtesy, 2 out of district courtesy, 5 buses.

Secondary – 226 riders, Breakdown: 207 eligible, 12 in-catchment courtesy, 3 out of catchment courtesy, 4 out of district courtesy, 7 buses.

Of the 207 eligible secondary school riders, approximately 25 are international students living at homestays the Rock Ridge and Silver Valley areas.

Summary of Ridership

School Elementary & Secondary	Total Students Enrolled	Regular Ridership	Regular Waivers	Regular Buses	Riders with Special Needs	Waivers for Students with Special Needs	Buses for Students with Special Needs
MRSS	1202				1		1 share
Garibaldi	666	202	21	6	6		1
PMSS	831	21	3	1	1		1 share
Westview	689				3	2	1 share
Thomas Haney	1066				3	1	1 share
SRT	809	3	1	1 share	7	1	1
Albion	558						
Eric Langton	408				1	1	taxi
Fairview	273						
Glenwood	303				1	1	1 share
Golden Ears	446						
MRE	373				3	3	1 share
PME	562						
Webster's Corners	184	54	6	1 & 1 share			
Davie Jones	354						
Laity View	624						
Highland Park	300	20	4	1			
Alouette	413				4	2	1 share
Harry Hooge	365						
Kanaka Creek	592						
Edith McDermott	295						
Whonnock	294	70	20	2			
Blue Mountain	196						
Alexander Robinson	534						
Hammond	436						
Yennadon	561						
Environmental	87						
Connex	144						
Outreach	122						
Total	13,687	370	55	12	30	11	4

* Student totals from September 30, 2014 Form 1701

TransLink Public Bus Service

The Maple Ridge - Pitt Meadows Board of Education has contacted TransLink to address how the organization could provide either new or increased service to a number of areas in Maple Ridge and Pitt Meadows. Currently most of the school district routes have no TransLink service. Other areas have community shuttles that could not handle the number of students currently riding.

Current TransLink service compared to school bus routes is as follows:

- Route #1 Whonnock Elementary, 280 St corridor between Lougheed Highway and Dewdney Trunk Rd. TransLink currently has no morning north bound service. SD42 bus currently has 28 riders.
- Route #2 Whonnock Elementary, Thornhill area; plus 272 St corridor between Lougheed Highway and 112 Ave. TransLink currently has no service available. SD42 bus currently has 44 riders.

- Route #3 Highland Park Elementary, North Pitt Meadows, southeast Pitt Meadows. TransLink currently has no service available. SD42 bus currently has 19 riders.
- Route #5 Pitt Meadows Secondary, North Pitt Meadows, Southeast Pitt Meadows. TransLink currently has no service available. SD42 bus currently has 21 riders.
- Routes #6 & #10 Garibaldi Secondary, Silver Valley & Rock Ridge areas. TransLink closest stop at 132 Ave & 232 St., up to 2.5 kilometer walk to stop. Current C47 & 701 pick up at 8:11 am arrive 8:52 am – bell time 8:30 am. C47 is community shuttle, only holds 28 riders. SD42's 2 buses currently have a total of 108 riders.
- Routes #7, #9, #11 & #12 Garibaldi Secondary, Whonnock and Webster's Corners areas. TransLink runs C49 through most of these areas arriving at Garibaldi at 7:45 am, bell time is 8:30 AM. SD42's 4 buses currently have a total of 95 riders.
- Route #8 Webster's Corners Elementary, McNutt & Garibaldi St. areas. TransLink runs C49 through most of these areas arriving at Webster's at 7:43 am, bell time is 8:30 AM. Same bus as noted for Garibaldi above. SD42 bus currently has 15 riders.
- Route #4 Webster's Corners Elementary, Albion area. TransLink's combination of 3 shuttles C45/C48/C49 pick up 7:23 am, arrive 9:11 am, bell time is 8:30 am. SD42 bus currently has 38 riders.

TransLink advised the school district that at this time there are no extra buses available, and that future changes or additions would be decided once the transit referendum vote is concluded.

Public Consultation Process

An online transportation survey was available from April 9 to April 24, 2015, and a special public meeting to discuss the impacts of discontinuing regular transportation to and from school was held on April 22, 2015. Participants expressed concern about communities with inadequate public busing, impact on student safety, the issues that driving children to/from school presents for some families, the expanse of some catchment areas, and the hardship the discontinuation of this service would pose for some families. A summary of the feedback collected through the online survey is available in the *SD42 Regular Busing: Transportation Survey Results* document posted on the district website.

Proposed Changes to Student Transportation

2015-16 (\$0.07 million)

For 2015/16, it is proposed to extend the contract with First Student Canada for a year at a reduced rate with the option to reduce the number of bus routes without incurring a penalty (resulting in \$50K of savings). In addition, in order to further contain costs, it is proposed to discontinue the enhanced afternoon transportation service for Garibaldi Secondary (activity buses). The average daily ridership on each activity bus is 7. Discontinuing this service would result in savings of \$20K.

It is proposed that school district staff work with daycare providers and others to enhance before/after school care services in areas affected by the proposed discontinuation of regular school busing. It is also proposed that school district staff continue to work with TransLink to explore public transportation alternatives for SD42 students.

2016-17 (\$0.65 million)

For 2016/17, in order to achieve the provincially mandated administrative savings, it is proposed all regular bus service to elementary and secondary schools be discontinued.

Eligible low income families that currently use SD42 regular busing may apply for a transportation subsidy equivalent to the fees currently charged. This subsidy can be used towards public bus, taxi, mileage or neighbourhood carpooling. This policy will be reviewed in 2018.

2015/16

It is proposed that the student transportation contract be extended for one year with new terms and that the Garibaldi enhanced afternoon service be discontinued for estimated savings of \$0.07 million.

2016/17

It is proposed that in order to achieve the government mandated administrative savings the regular student transportation service be discontinued for estimated savings of \$0.70 million, offset by reduced transportation fees of \$0.05 million.

2.2 Education Administration and Human Resources

Education Administration and Human Resources is comprised of budgets allocated to support the Superintendent, Deputy Superintendent, Directors of Instruction, Communications and Human Resources. The budgets allocated to these departments include salaries and benefits for staff; release time to support curricular initiatives, growth planning, leadership opportunities; funding for TTOC release time; training and professional development funds; accounts to support activities such as recruitment, orientation, first aid initiatives, advertising, and allocations for other supplies and professional services.

Proposed Changes to Education Administration and Human Resources

Staff working with the vulnerable student population who require the support of Keeping Kids in School, receive a mileage reimbursement for travel required in order to meet with students at locations away from regular school district buildings. The budget for travel is more than the staff currently require, and can be reduced by the suggested amount without impacting on the service to students.

The Keeping Kids in School budget for supplies is more than the staff currently require in order to meet the needs of students. A \$5K reduction can be made without impacting on the needs of students.

The Keeping Kids in School program also has a \$10K budget used to fund an initiative with Maple Ridge community partners that began about five years ago. The intent was to provide support and training for parents who were struggling. The budget, however, has been inactive for two years, primarily because it is difficult to secure trained facilitators for an evening program. Additionally, we recognize that in challenging economic times, our funding needs to be at directly servicing students. It is therefore proposed that the district eliminate the \$10K budget for this program.

Within the Education Administration and Human Resources, it is proposed to reduce the training and travel, supplies, and dues and fees budgets allocated to the Human Resources department by a total of \$5K.

2015/16

It is proposed that savings totaling \$0.02 million be achieved by removing budgets not required for keeping kids in schools and reducing services and supplies allocations for the Human Resources department.

2016/17

No further changes are proposed at this time.

2.3 Move to Bring Your Own Device for Students by 2018

The District Reading Fluency Project and the District Inquiry Project supplies hardware for student use. Students are allowed to take the technology home in the inquiry program. The younger students involved in the reading project do not take the hardware home and these devices are shared with another class.

It is proposed that the school district stops providing hardware for students within three years. In order to achieve ongoing savings of \$0.15 million effective 2015/16, it is proposed to end all student hardware leases early for a payout from contingency reserve of \$0.42 million.

The improvements in app deployment technologies in the coming years will allow the district to 'lend' apps to student owned devices no matter if they are Android, Apple or Windows based. It is expected that within three years the cost of devices will be significantly lower than it is today, which will allow many more families an opportunity to purchase a device. We do have plans for a hardship hardware pool that will ensure that all students receive a device when needed.

2015/16

It is proposed that savings totaling \$0.15 million be achieved by ending all leases for computer technology and moving to bring your own device for students by 2018.

2016/17

No further changes are proposed at this time.

2.4 Business Operations and Governance

Business operations and governance is comprised of budgets allocated to support Board Governance, Secretary Treasurer's Office, Finance, Purchasing and Payroll.

The Board of Education is comprised of seven elected trustees. The budget includes trustee honoraria and expenses, professional development and BCSTA membership.

Business Operations budgets include salaries and benefits, district-wide budget for insurance, telephones, annual audit, records management, postage and banking as well as all office supplies budgets for the district education office, training and professional development funds, and allocations for other supplies and contracted services.

Proposed Changes to Business Operations and Governance

During the 2014/15 reinstall of the finance, payroll and human resources system (SRB), the decision was made to move to a new budgeting software, developed by current software provider SRB. The new system, Budget Planning System, will replace the existing budgeting software, reducing operational costs by \$25K. The new Budget Planning System is expected to be more efficient as it is an integrated sub-system of our main enterprise system (SRB).

An additional \$12K is proposed to be reduced in Professional Services. This budget had historically been used to hire professional movers for various projects within the district. These services are now done in house with existing staff.

Additional supplies savings of \$5.5 K are proposed to be achieved through reducing use of office supplies, including the board exploring moving to paperless meetings over the next two years.

If all proposed reductions are implemented, the total 2015/16 budget allocated to business operations and governance will be \$2.39 million. This includes \$1.57 million allocated to support wages and benefits for 17 staff and 7 trustees. The services and supplies budget of \$0.82 million includes district-wide allocations for insurance (\$263K), telephones (\$108K), annual audit (\$42K), records management (\$30K), postage (\$17K) and banking (\$12K).

2015/16

It is proposed that savings totaling \$0.04 million be achieved by reducing services and supplies budgets allocated to Business Operations and Governance.

2016/17

No further changes are proposed at this time.

2.5 Facilities and Maintenance

The facilities and maintenance division provides quality and effective services in the areas of:

- comprehensive maintenance and renovations of buildings owned by the district
- day-to-day repair work to all structures in the district
- energy management and sustainability
- custodial care of all facilities
- building security
- maintenance of district grounds, landscaping, playing fields, signage, outdoor lighting, non-hazardous waste and litter removal
- capital planning
- community rentals

Proposed Changes Facilities and Maintenance

It is proposed that the 2014/15 one-time reduction for custodial equipment not be reinstated for ongoing budget savings of \$20K. The savings are proposed to be used to fund the emergency preparedness radio license fees (\$3K), and training for custodial, grounds and maintenance staff (\$17K).

In March 2015, the board approved the implementation of the Energy Management Plan over the next four years. The funding required to implement this plan is estimated at \$4.16 million, and a conservative estimate of ongoing savings to be achieved over the next four years is \$0.40 million. The sources of funding identified are the following: annual facilities grant, carbon neutral capital program, Ministry of Education restricted capital reserve, local capital, and BC Hydro and Fortis grants. We are awaiting approval from the Ministry of Education to access the \$1.4 million from the Ministry of Education restricted capital reserve.

For 2015/16, utilities budgets will be reduced by \$0.2 million to reflect estimated savings associated with utilities conservation projects that will be completed by June 2015 as part of the school district Energy Management Plan.

For 2016/17, utilities budgets will be reduced by a further \$0.3 million to reflect estimated savings associated with utilities conservation projects that will be completed by June 2019 as part of the school district Energy Management Plan. Given that some of the savings will not be achieved until the 2019/20 fiscal year, any budget overages related to utilities will have to be covered from the contingency reserve and a \$0.30 million provision was proposed under one-time uses of reserves.

The board has committed to creating a comprehensive school district strategic facilities plan. The *Strategic Facilities Review* was completed in April 2014. This is the foundational document that will inform the public consultation process and form the basis for the school district strategic facilities plan, which will be completed later this year. The school district strategic facilities plan will inform future capital plan requests and facilities maintenance priorities for the district. The remaining budget for facilities maintenance of \$5.10 million and for custodial and grounds of \$5.87 million will be allocated to support the board's strategic direction set in the Strategic Facilities Plan.

2015/16

It is proposed that \$0.20 million in estimated utilities savings related to the implementation of utilities conservation projects by June 2015 be incorporated in the 2015/16 budget.

2016/17

It is proposed that \$0.30 million in estimated utilities savings related to the implementation of utilities conservation projects by June 2019 be incorporated in the 2016/17 budget.

2.6 Student Support Services (REVISED)

The budgets allocated to Student Support Services include accounts to support student and school needs; funding for department wages and benefits; TTOC release time; training and professional development funds; as well as services and supplies.

The Ministry of Education provides supplemental funding for students with special needs to school districts. The board then approves how the additional funding to support students with special needs will be allocated. Currently this funding is used to provide the following: support teachers, educational assistants, child care workers, district itinerant services (e.g. school psychology, speech and language, etc.), specialized supplies, and transportation and release time to support collaborative planning. Despite budget challenges faced by the school district in the past, services and supports for students with special needs were preserved as much as possible, and the school district continues to invest significantly more money than is allocated by the Ministry of Education to fund students with special needs.

Presently, the school district employs three occupational therapists (OTs) working a total of 2.0 FTE. An additional 0.5 FTE OT is provided through a contract agreement with Ridge Meadows Child Development Centre (RMCDC). It is proposed that for 2015/16 the 0.5 FTE OT services currently provided by RMCDC be staffed in-house. This is a cost neutral measure that will increase efficiency and opportunity for collaboration and planning.

It is proposed that additional teacher staffing of 0.2 FTE at a cost of \$0.02 million be allocated to provide for enhanced counselling services for students attending secondary alternate programs. This additional FTE, coupled with base counselling service allocations to our district alternate programs and staffing directed to district-wide Safe and Caring School Communities responsibilities, will further permit retaining the current District Counsellor: Alternate Programs and Safe and Caring School Communities position at 1.0 FTE.

In 2016/17, at the elementary level a proposed reduction of 1.60 FTE support teacher positions across all 21 elementary schools could be achieved by slightly changing the formula used to allocate the support teacher time to schools. This will result in minimal staffing changes to each school and a savings of \$0.15 million. The special education intensive ratio will increase from 1:15 to 1:16 for a staffing reduction of 1.60 FTE and savings of \$0.15 million.

2015/16

It is proposed that a 0.50 FTE occupational therapist (no net cost) and a 0.20 FTE district counsellor be added for additional \$0.02 million.

2016/17 REVISED

It is proposed that 1.60 FTE support teacher positions across all elementary schools be reduced for estimated savings of \$0.15 million. It is also proposed that the change to the support teacher targeted ratio be deferred by using \$0.11 million of contingency reserve funds.

2.7 Elementary Clerical Model Change (REVISED)

In 2014/15, a new clerical allocation model for elementary schools was implemented. The allocations by school size are summarized in the following table.

Student Enrolment	Base Allocation Head Elementary Secretary	Shared Clerical Allocation	Clerical Support Bank
Under 200	30 hours per week		30 hours / year
200-349	35 hours per week		35 hours / year
350-499	35 hours per week	35 hours per week shared by 3 schools	35 hours / year
500-650	35 hours per week	35 hours per week shared by 2 schools	35 hours / year

Clerical staff work 7 days beyond the board approved school calendar, and all clerical staff are replaced on the first day of their absence.

Over the past year, it has become apparent that medium elementary schools are not getting the assistance they need during the crucial morning hours when clerical assistance is shared between 3 schools. Also, the largest elementary schools require their own part time clerical allocation rather than sharing with another school; as such, a part time allocation would provide more morning coverage and would offer improved continuity for Kanaka Creek Elementary, a school with a unique calendar. In order to better support elementary schools, it is proposed to modify the elementary clerical allocation model as shown in the table below.

Student Enrolment	Number of Schools	Base Allocation Head Elementary Secretary	Additional Clerical Allocation	Clerical Support Bank
Under 200	1	30 hours per week		30 hours / year
200-349	6	35 hours per week		35 hours / year
350-499	7	35 hours per week	24 hours per week shared by 2 schools	35 hours / year
500+	6	35 hours per week	20 hours per week	35 hours / year

2015/16 REVISED

It is proposed that clerical staffing allocations to elementary schools be increased by 0.42 FTE for an additional cost of \$0.02 million.

2016/17

No further changes are proposed at this time.

2.8 Other Staffing Changes

Student advising is currently offered by the Continuing Education department to potential registrants from 8:30 am to 8:30 pm, Monday to Thursday (8:30am – 12:00pm, 12:30pm – 3:30pm, 6:15pm – 9:15pm). This represents 1.2 FTE shared between 3 teachers. Furthermore, there are busy times at the beginning and end of each semester, and slower times when appointments can be better managed. In addition to student advising, the teachers administer student testing for foundations classes. In our secondary schools, 2.0 FTE career planning assistants support the 6 secondary schools.

As of May 2015, the Ministry of Education announced a change in funding for graduated adults. Adult students who have graduated may take tuition-free Literacy Foundations courses. These tuition-free courses may be taken at continuing education centers, K-12 schools, or through distributed learning. The district has projected a significant decline in graduated enrolment due to this change. The lower estimated demand for the program also translates into a lower need for student advising time. Higher service levels must be maintained during busy times at start-up and the acceptance of new registrations for subsequent semesters.

It is proposed teacher advising be reduced by 0.4 FTE from 1.2 FTE to 0.8 FTE, to be shared between 2-3 teachers. It is further proposed to add a 1.0 FTE Career Planning Assistant (CPA) position. The 3.0 FTE career planning assistants will be shared between the 6 secondary schools, District Alternate and Continuing Education.

The current secondary English Language Learners (ELL) ratio is 1 teacher to 55 FTE students. It is proposed to align the secondary ELL ratio with the elementary ELL ratio. Staffing at secondary and elementary will then be the same for ELL students at 1:60. Both ELL students and international students will be included in determining staffing based on the revised secondary ratio. This proposed change will result in an estimated staffing reduction of 0.57 FTE teachers. These savings will be used to partially fund a two year full time helping teacher for secondary. The balance of funding is provided from the contingency reserve.

2015/16

The following staffing changes are proposed:

- reduce teacher advising by 0.4 FTE from 1.2 FTE to 0.8 FTE to be shared between 2-3 teachers;
- add a 1.0 FTE CPA position for a total of 3.0 FTE career planning assistants to be shared between the 6 secondary schools, District Alternate and Continuing Education;
- align the secondary ELL ratio with the elementary ELL ratio for an estimated staffing reduction of 0.57 FTE teachers and that the 0.57 FTE be used to partially fund the two year Secondary Helping teacher position.

2016/17

No further changes are proposed at this time.

2.9 Classroom Teacher Allocation (REVISED)

Classroom teacher staffing is currently allocated using student enrolment driven formulas.

At the elementary level, district-wide staffing for kindergarten is calculated as 1 teacher for every 20 students; district-wide staffing for primary is calculated as 1 teacher for every 22 students; and district-wide staffing for intermediate is calculated as 1 teacher for every 28 students. Prep time for teachers is added over and above these calculations.

The *School Act* stipulates that class size at kindergarten must not exceed 22 and class size at primary (grades 1 to 3) must not exceed 24. In the Maple Ridge - Pitt Meadows School District, the average class size at kindergarten in the 2014/15 school year was 20.1, and the average class size at grades 1 to 3 in the 2014/15 school year was 22.

Proposed Changes to Classroom Teacher Allocation Formula

It is proposed that changes to the elementary teacher allocation formulas proposed for 2016/17 be deferred by using \$0.32 million of contingency reserve funding.

2015/16

No changes are proposed for 2015/16.

2016/17 REVISED

It is proposed that contingency reserve funding be used to defer the originally proposed changes to kindergarten staffing and grade 1 to 3 staffing.

2.10 International Education

The Maple Ridge – Pitt Meadows School District hosts 450 to 600 international students annually.

For 2015/16, a business plan for the International Education department was created with the assistance of Grant Thornton LLP. The proposed 2015/16 budget for the International Education program was developed based on the business plan. Revenue and expense budgets were reviewed and changes made based on current student enrolment estimates and planned activities for 2015/16. The proposed budget for the department based on the business plan is presented in the tables below.

For the regular International Education program, the forecasted student FTE was increased from the district's base estimate of 481 students to 500 students. The 500 FTE translates to \$6.0 million in gross revenue. However, there are corresponding increased expenses for commission costs and increased teaching staffing for secondary schools, totaling \$0.21 million. Existing services and supplies budgets were reduced by \$0.03 million to better reflect the expenditures required for the regular program in 2015/16. The estimated net budget contribution for the regular International Education program remains at \$1.57 million.

The estimated revenue of the short term program was increased by \$0.18 million for the original base estimate. This increase is partially offset by additional wages and benefits costs for instructors and 12 months of clerical assistance (\$0.14 million). Existing services and supplies budgets were reduced by \$0.06 million to better reflect the expenditures required for the short term programs in 2015/16. The revised budget contribution for the short term International Education program is \$0.24 million. This represents an increase of \$0.05 million.

International Education Regular Program (\$ millions)			
	2015/16 Base Budget	2015/16 Proposed Budget	Proposed Change
Student Enrolment	481	500	19
Revenue	\$ 5.88	\$ 6.05	\$ 0.17
Expenses			
Wages and Benefits	(3.07)	(3.15)	(0.08)
Commission Fees	(0.68)	(0.80)	(0.12)
Services and Supplies	(0.56)	(0.53)	0.03
Total Expenses	(4.31)	(4.48)	(0.17)
Net Contribution	\$ 1.57	\$ 1.57	-

International Education Short Term Program (\$ millions)			
	2015/16 Base Budget	2015/16 Proposed Budget	Proposed Change
Revenue	\$ 0.54	\$ 0.72	\$ 0.18
Expenses			
Wages and Benefits	(0.08)	(0.22)	(0.14)
Field Trips & Transportation	(0.17)	(0.22)	(0.05)
Services and Supplies	(0.10)	(0.04)	0.06
Total Expenses	(0.35)	(0.48)	(0.13)
Net Contribution	\$ 0.19	\$ 0.24	\$ 0.05

2015/16

It is proposed that the budget for the international education program be adjusted to reflect the 2015/16 business plan for a net increased contribution of \$0.05 million.

2016/17

No further changes are proposed at this time.

2.11 General Supplies Reduction

Services and supplies and utilities budgets were reviewed and potential savings were identified. These potential savings include:

- Maintaining school supplies allocations at 2014/15 levels by not reinstating the one-time school supply allocation reduction of \$0.22 million (15%) and the one-time elementary equipment grant reduction of \$20K.
- Maintaining services and supplies allocations for all district accounts at 2014/15 levels by not increasing existing allocations by estimated inflationary increases of 1.6 % for 2015/16 (\$0.16 million) and 1.8% for 2016/17 (\$0.18 million).

Some of the proposed reductions will have to be closely monitored during the year, and budgets might need to be reinstated if savings cannot be achieved. A district emergent expenditure fund of \$0.20 million is proposed to be created within the contingency reserve to assist schools and departments that can not achieve the budgeted savings during 2015/16 and 2016/17.

The provincial government is creating an Interim Procurement Entity with an intended focus on ensuring that all school districts have access to the best value pricing and delivery, as well as procurement expertise. Because the implementation of procurement shared services should result in cost savings for our school district, this budget is proposed to include estimated savings that should be achieved by leveraging centralized purchasing opportunities. The total proposed reductions amount to \$0.68 million over two years.

2015/16

It is proposed that services and supplies budgets be reduced by \$0.40 million.

2016/17

It is proposed that services and supplies budgets be reduced by \$0.18 million.

FIGURE 1: Preliminary Operating Budget Balancing Proposals for Cost Reduction & Revenue Generation 2015/16

PROPOSALS	STAFFING		2015/16 BUDGET IMPACT		
	Reduction (Increase)	Salaries & Benefits	Supplies, Services & Other	Revenue	Total
Use of Contingency Reserve for One Time Expenditures					
Contingency Reserve Allocation				1,969,250	1,969,250
School Teams		(31,700)			(31,700)
Literacy		(25,000)	(3,540)		(28,540)
Social Emotional Learning		(38,400)	(46,500)		(84,900)
Secondary Innovation Support	(0.43)	(62,230)	(21,500)		(83,730)
Peer to Peer Mentoring	(1.00)	(66,360)	(1,000)		(67,360)
Move to Bring Your Own Device by 2018			(417,295)		(417,295)
Staff Computers Refresh			(660,000)		(660,000)
International Education			(95,000)		(95,000)
MyEdBC Project Manager to June 2016			(44,325)		(44,325)
Emergency Preparedness - Communications			(56,400)		(56,400)
Emergency Preparedness - Standby Power			(200,000)		(200,000)
Emergent Expenditure Fund		(50,000)	(150,000)		(200,000)
Total One-Time Budget Proposals	(1.43)	(273,690)	(1,695,560)	1,969,250	-
Use of Contingency Reserve for Ongoing Expenditures (REVISED)				793,901	793,901
Transportation					
			70,000		70,000
Education Administration and Human Resources					
Services and Supplies Reduction - Keeping Kids in School			15,000		15,000
Services and Supplies Reductions - Human Resources			5,450		5,450
		-	20,450	-	20,450
Move to Bring Your Own Device by 2018		-	147,251	-	147,251
Business Operations and Governance					
Software License Fees			25,000		25,000
Services and Supplies Reductions			17,500		17,500
		-	42,500	-	42,500
Facilities and Maintenance					
Custodial Equipment			20,000		20,000
Emergency Preparedness Radio Licenses			(3,400)		(3,400)
Training for Custodial, Grounds and Maintenance Staff			(16,600)		(16,600)
Energy Management Plan - Utilities Savings			200,000		200,000
		-	200,000	-	200,000
Student Support Services					
Occupational Therapist	(0.50)	(41,746)	41,746		-
Secondary Counsellor	(0.20)	(19,968)			(19,968)
Support Teacher Allocations					-
	(0.70)	(61,714)	41,746	-	(19,968)

Continued on next page

FIGURE 1: Preliminary Operating Budget Balancing Proposals for Cost Reduction & Revenue Generation 2015/16*Continued from previous page*

PROPOSALS	STAFFING		2015/16 BUDGET IMPACT		
	Reduction (Increase)	Salaries & Benefits	Supplies, Services & Other	Revenue	Total
Elementary - Clerical Model Change (REVISED)	(0.42)	(21,484)	-	-	(21,484)
Other Staffing Changes					
Secondary ELL Class size	0.57	56,810			56,810
Secondary Helping Teacher	(0.57)	(56,810)			(56,810)
CE Teacher in Charge Allowance		(703)			(703)
CE Student Advising	0.40	39,162			39,162
Career Planning Assistants	(1.00)	(35,870)			(35,870)
	(0.60)	2,589	-	-	2,589
International Education					
Revenue Increase				348,721	348,721
Staffing - Teachers	(1.08)	(83,728)			(83,728)
Staffing - Support Staff	(1.00)	(61,185)			(61,185)
Staffing - Instructors		(83,008)			(83,008)
Services and Supplies			(76,073)		(76,073)
	(2.08)	(227,921)	(76,073)	348,721	44,727
General Supplies Reduction					
Maintain Supplies and Services Allocations at 2014/15 Levels - schools			239,216		239,216
Maintain Supplies and Services Allocations at 2014/15 Levels - All SD42			160,000		160,000
	-	-	399,216	-	399,216
Total Ongoing Proposals					
	(3.80)	(308,530)	845,090	348,721	885,281
Grand Total Operating Budget Proposals	(3.80)	(308,530)	845,090	1,400,238	1,679,182

FIGURE 2: Preliminary Operating Budget Balancing Proposals for Cost Reduction & Revenue Generation 2016/17

PROPOSALS	STAFFING		2016/17 BUDGET IMPACT		
	Reduction (Increase)	Salaries & Benefits	Supplies, Services & Other	Revenue	Total
Use of Contingency Reserve for One-Time Expenditures					
Contingency Reserve Allocation				543,025	543,025
Secondary Innovation Support	(0.43)	(43,025)			(43,025)
Staff Computers Refresh			(200,000)		(200,000)
Utilities Savings Bridging 2016/17-2017/18			(300,000)		(300,000)
Total One-Time Budget Proposals	(0.43)	(43,025)	(500,000)	543,025	-
Use of Contingency Reserve for Ongoing Expenditures (REVISED)					
				957,616	957,616
Transportation					
			700,000	(55,000)	645,000
Facilities and Maintenance					
Energy Management Plan - Utilities Savings			300,000		300,000
		-	300,000	-	300,000
Student Support Services - Support Teacher Allocations (REVISED)					
	1.60	149,000	-	-	149,000
Classroom Teacher Allocation Elementary (REVISED)					
	0.00	-			-
General Supplies Reduction					
Maintain Supplies and Services Allocations at 2014/15 Levels - All SD42			180,000		180,000
	-	-	180,000	-	180,000
Total Ongoing Proposals	1.60	149,000	1,180,000	(55,000)	1,274,000
Grand Total Operating Budget Proposals	1.60	149,000	1,180,000	902,616	2,231,616

FIGURE 3: Summary of 2015/16 Operating Revenue and Expense

	BASE BUDGET	PROPOSALS	PRELIMINARY BUDGET	% CHANGE
Operating Revenue by Source				
Grants				
Provincial Grants - Ministry of Education	117,759,630		117,759,630	0.00%
Other Ministry of Education Grants	2,063,540		2,063,540	0.00%
Provincial Grants - Other	441,504		441,504	0.00%
Total Grants	120,264,674	0	120,264,674	
Tuition	7,108,825	348,721	7,457,546	4.91%
Other Revenue	980,710		980,710	0.00%
Rentals & Leases	394,729		394,729	0.00%
Investment Income	416,665		416,665	0.00%
Total Operating Revenue	129,165,603	348,721	129,514,324	0.27%
Operating Expense by Source				
Salaries				
Teachers	61,087,393	68,807	61,156,200	0.11%
Principals and Vice-Principals	5,143,490		5,143,490	0.00%
Education Assistants	9,981,659	27,823	10,009,482	0.28%
Support Staff	10,240,415	98,370	10,338,785	0.96%
Other Professionals/Exempt	3,274,269	73,997	3,348,266	2.26%
Substitutes	3,202,349	(26,818)	3,177,881	-0.76%
Total Salaries	92,929,575	244,529	93,174,104	0.26%
Employee Benefits	24,389,951	54,414	24,444,365	0.22%
Total Salaries and Benefits	117,319,526	298,943	117,618,469	0.25%
Services and Supplies				
Services	4,155,783	20,699	4,176,482	0.50%
Student Transportation	1,133,087	(75,689)	1,057,398	-6.68%
Professional Development	666,890	21,950	688,840	3.29%
Rentals and Dues	226,234	(2,950)	223,284	-1.30%
Insurance	305,964		305,964	0.00%
Supplies	3,119,239	(417,356)	2,701,883	-13.38%
Utilities	2,764,497	(200,000)	2,564,497	-7.23%
Total Services and Supplies	12,371,694	(653,346)	11,718,348	-5.28%
Interfund and Capital Assets Purchased from Operating				
Capital Lease Payments	373,982	(147,251)	226,731	-39.37%
Capital Assets Purchased from Operating	779,583	(34,906)	744,677	-4.48%
Total Interfund and Capital Assets Purchased from Operating	1,153,565	(182,157)	971,408	-15.79%
Total Expenses	130,844,785	(536,560)	130,308,225	-0.41%
Use of Prior Year Surplus or Reserves		793,901	793,901	
Projected Operating Surplus/Deficit	(1,679,182)	1,679,182	0	

FIGURE 4: Summary of Proposed Contingency Reserve Use

	2015/16	2016/17
Use of Contingency Reserve to Fund One-Time Expenditures		
School Teams	(31,700)	
Literacy	(28,540)	
Social Emotional Learning	(84,900)	
Secondary Innovation Support	(83,730)	(43,025)
Peer to Peer Mentoring	(67,360)	
Move to Bring Your Own Device by 2018	(417,295)	
Staff Computers Refresh	(660,000)	(200,000)
International Education	(95,000)	
MyEdBC Project Manager to June 2016	(44,325)	
Emergency Preparedness - Communications	(56,400)	
Emergency Preparedness - Standby Power	(200,000)	
Utilities Savings Bridging 2016/17-2017/18		(300,000)
Emergent Expenditure Fund	(200,000)	
		(2,512,275)
Use of Contingency Reserve to Fund Ongoing Expenditures		
2014/15 Ministry of Education Holdback Allocation Used to Fund 2015/16 Budget	(793,901)	
2015/16 Ministry of Education Holdback Allocation Used to Fund 2016/17 Budget		(957,616)
		(1,751,517)
Available Contingency Reserve		1,186,208

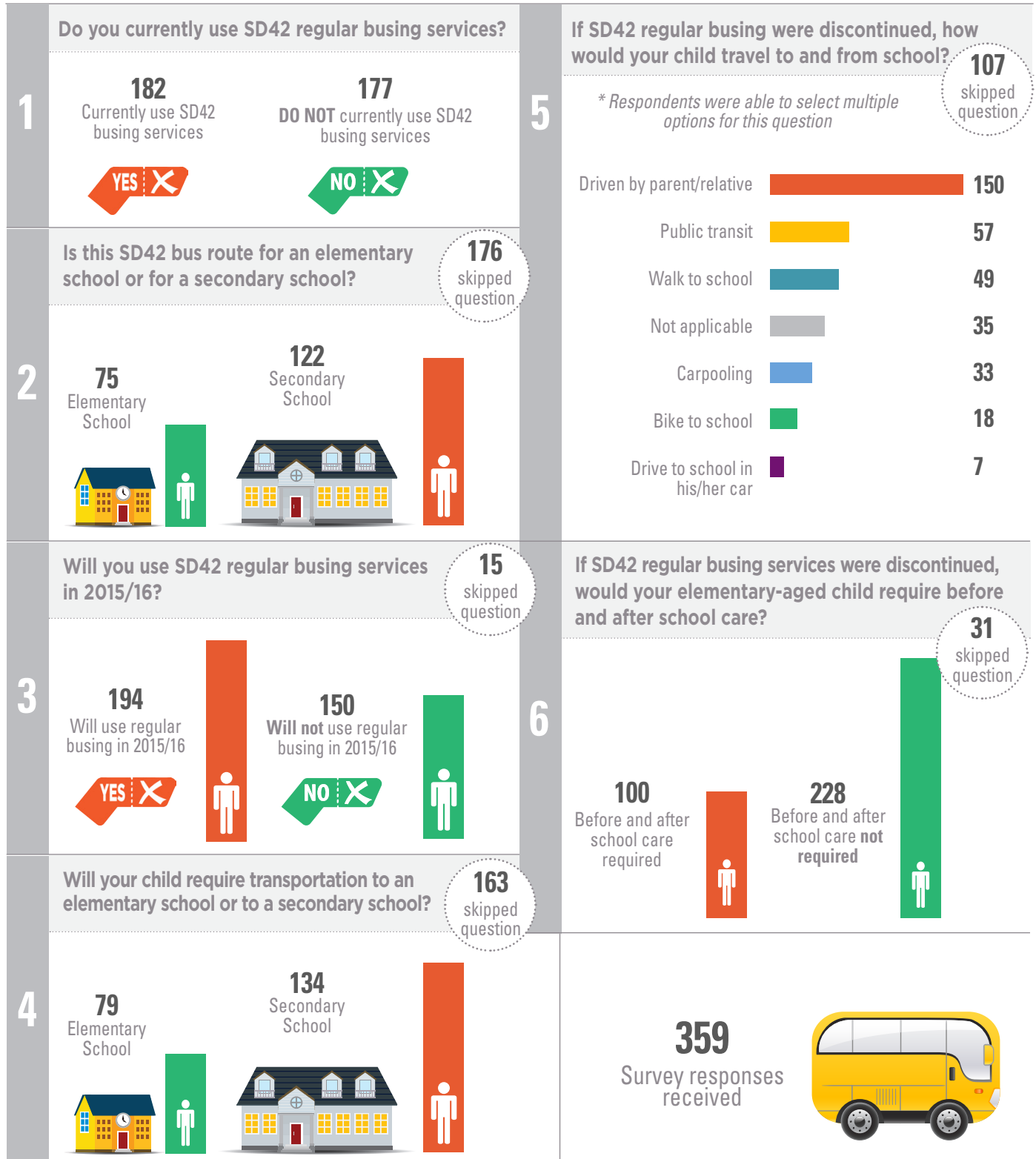


Maple Ridge - Pitt Meadows School District No. 42

22225 Brown Avenue
Maple Ridge, BC
V2X 8N6

SD42 REGULAR BUSING TRANSPORTATION SURVEY RESULTS

Due to several cost pressures beyond its control and provincially mandated administrative savings, the Maple Ridge - Pitt Meadows School District (SD42) is facing an operating budget funding shortfall of \$1.68 million for 2015/16, followed by a budget funding shortfall of \$1.44 million for 2016/17. An online transportation survey was available from April 9 to April 24, 2015. This document offers a summary of the feedback collected.



SHARED CONCERNS

Communities with no public busing

- Some areas have no public busing at all; in others the service is inadequate
- Public buses come too early or too late
- Current residence was selected because a school bus serviced the area
- No reasonable alternative to SD42 regular busing



...there is such poor local transit out by 270th where we live. We have no actual bus stop, the kids would be expected to stand on the side of Dewdney and flag the bus down.

Student Safety

- Distances too great for children to walk (5 km – 20 km)
- Children too young to walk to school
- Roads unsafe for walking and/or bike riding: there is traffic, no proper walkways or sidewalks, wildlife
- Public transportation (where available) not as safe as school buses



My elementary school aged children live almost 2 miles from [their school] in an area with no public transportation, no street lights, no sidewalks and where bears and cougars are a common sight.

Driving children to/from school presents issues for some

- Both parents work fulltime and cannot drop off or pick up
- Single parents work fulltime and cannot drop off or pick up
- Taking time off to drive children to/from school would be a financial hardship
- School often in the opposite direction of work



We live 9 km from our catchment school, Whonnock. But that is in the opposite direction both my husband and I drive to work.

Catchment schools too far from home

- School boundaries changed and now our catchment school is too far
- Schools within walking distance are too full
- If regular busing is discontinued, students should be accommodated in a school closer to home or one on the way to work



I find it rather upsetting that my child cannot go to a school within walking distance of 7 blocks due to Albion being too full and him being forced to go to a school almost 30 blocks from home, Whonnock.

Hardship for families

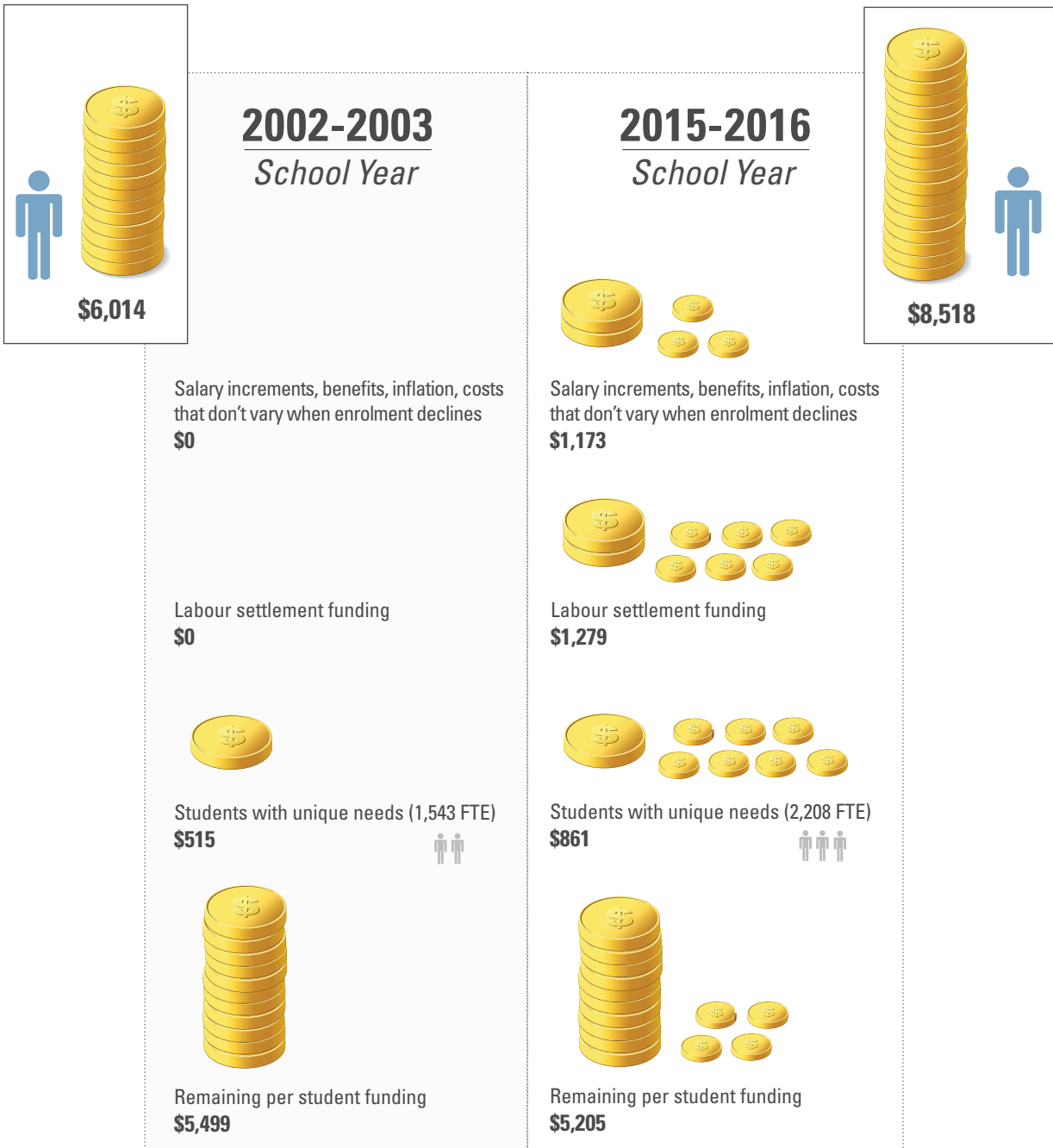
- Some would be forced to work only part-time
- Some may have to get a different job or change careers entirely
- Some families may have to sell their house and move
- Some can't afford public transit costs or driving expenses
- Families are already paying a busing fee and local taxes to support transportation infrastructure in the community



I don't know because I start work at 7, and there are no transit buses that go to Webster's. This would be awful for my family as I am a single mom.

GOVERNMENT FUNDING PER STUDENT

for the MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT



The things we currently cannot fund include:

Fully addressed class size and composition issues, fully funded school supplies, ongoing operating costs for new schools, regular student transportation to and from school, current textbooks for all students, technology to support 21st century learning, appropriate compensation levels for non-union staff, elementary school playgrounds, optimal building maintenance and school staffing, additional school in session days, and community use of our facilities.

What we have protected:

Choice programs in our schools (trades programs and academies, self-directed learning), support for students with special needs, kindergarten and primary class size, core services.