

2022 ANNUAL REPORT

June 30, 2022



Mission
Public Schools

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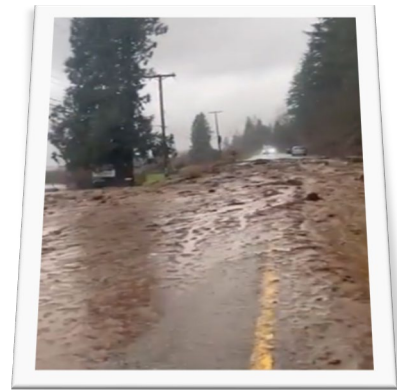
Message from the Board Chair



On behalf of the Board of Education, I respectfully acknowledge that Mission Public School District is located on the Traditional, Ancestral, Unceded, and Shared lands of the Stó:lō people, of Sq'éwlets, Leq'á:mel, Sema:th, Matheqwí and Qwó:ltl'el First Nations, peoples of this land since time immemorial. Further, we recognize the co-governance relationships we hold with all First Nations, Metis, and Inuit Peoples and we seek to further enhance these relationships from a place of honour, respect, and trust.

While still navigating the challenges of the Covid-19 pandemic, our school district was also impacted by the severe flooding caused by the atmospheric rivers in November. The flooding caused closures on Highways 1, 7, and 11, and with over 50% of our employees living outside of Mission, these closures made it extremely difficult for staff to commute to and from work. The highway closures also impacted Deroche and Dewdney Elementary schools, resulting in their closure. The Board and Staff worked with multiple layers of government staff and ministries to get the issue resolved. The Board would like to commend all staff for the extra effort put forward to ensure that student learning could continue.

The Board updated policies including the Trustee Code of Ethical Conduct Policy, Trustee Remuneration and Benefits Policy, and the Student Clothing Policy. The Board is proud of a new policy, the Stó:lo History and the Halq'eméylem Language, Story, and Culture Policy. This policy work was initially intended to simply be a Halq'eméylem Language Policy, but upon input from Elders, it was recognized that language, story, and culture are deeply connected. The Board also created the Employee Recognition Policy to honour our employees and their service to the district.



Managing and planning for growth continue to be a priority for the Board. We have been working closely with Mayor and Council, and our MLAs to advocate for the replacement of École Mission Secondary School, as well as additions to existing schools and new schools where growth demands it.

As we look to the future, the new school year will also bring a new Board of Education, as municipal elections take place on October 15, 2022. We are fortunate to have had a group of individual trustees who are committed to working together to improve student achievement in safe, equitable, and inclusive learning environments for ALL students. We have built a foundation of which we can be proud, and I look forward to watching the continuous growth and evolution of Mission Public Schools.

School Trustee Tracy Loffler, Board Chair

Message from the Superintendent

Staff in Mission Public Schools have completed an incredibly challenging and complex year in 21/22. Despite the various issues faced by all of us, staff have managed to keep their focus on providing the best educational experience possible for all SD 75 students.

The realities of not just the pandemic, but a severe flood that cut off portions of the staff from the District was an unexpected event this year. We learned a lot about the determination of our staff and families to ensure continuity in that time, as well as a new respect for the power of water! The event also strengthened our connections with our neighbouring municipalities, school districts, and the provincial government as well.

Of particular concern this year, beyond the pandemic, of course, was the ability to satisfactorily staff all positions. There are many – too many – shortages that I fear may have impacted student learning. That said, the tremendous flexibility of staff, and the resilience of students, has meant we were able to overcome many of these obstacles as the year progressed.

Towards the end of the year, restrictions surrounding Covid-19 began to relax.



In turn, events, sports, and field trips came roaring back! This was another lesson in equity, as some students have had less opportunity and exposure to these things without the school system supporting them. These opportunities weren't just welcomed by students, either – more than one educator, including a certain Superintendent, have their hearts filled up when they engage with students in these other activities. Whether it is musical theatre, the big game, a camping trip, or just hanging out with a club, these activities build the memories and resilience in all of us. With this in mind, I look forward to a 2022/23 year that is even better and brighter than the one behind us.

Angus Wilson, Superintendent of Schools



Organization

As per the *School Act*, the Board of Education of School District No. 75 (Mission), also known as Mission Public School District (MPSD), is a corporation responsible for the improvement of student achievement in the school district. MPSD is governed by a board of five (5) elected trustees serving a four-year term. The Trustees currently serving on the board were elected in October 2018. The next election is scheduled for October 2022.

2018 – 2022 Board of Education



Back Row (L-R) Trustee Julia Renkema, Trustee Tracy Loffler, Trustee Shelley Carter
Front Row (L-R) Trustee Randy Cairns, Trustee Rick McKamey



A MOTION TO PAINT THE WALKWAY
OF THE BOARD OFFICE

Strategic Plan

The Board updated MPSD's strategic plan and the Mission, Vision, and Values. The Board committed to reviewing the plan annually, considering any progress made to advance the plan. To view a copy of the Strategic Plan visit mpsd.ca > Board of Education > Mission, Vision and Strategic Plan or click [here](#).

Vision, Mission, Values

Vision

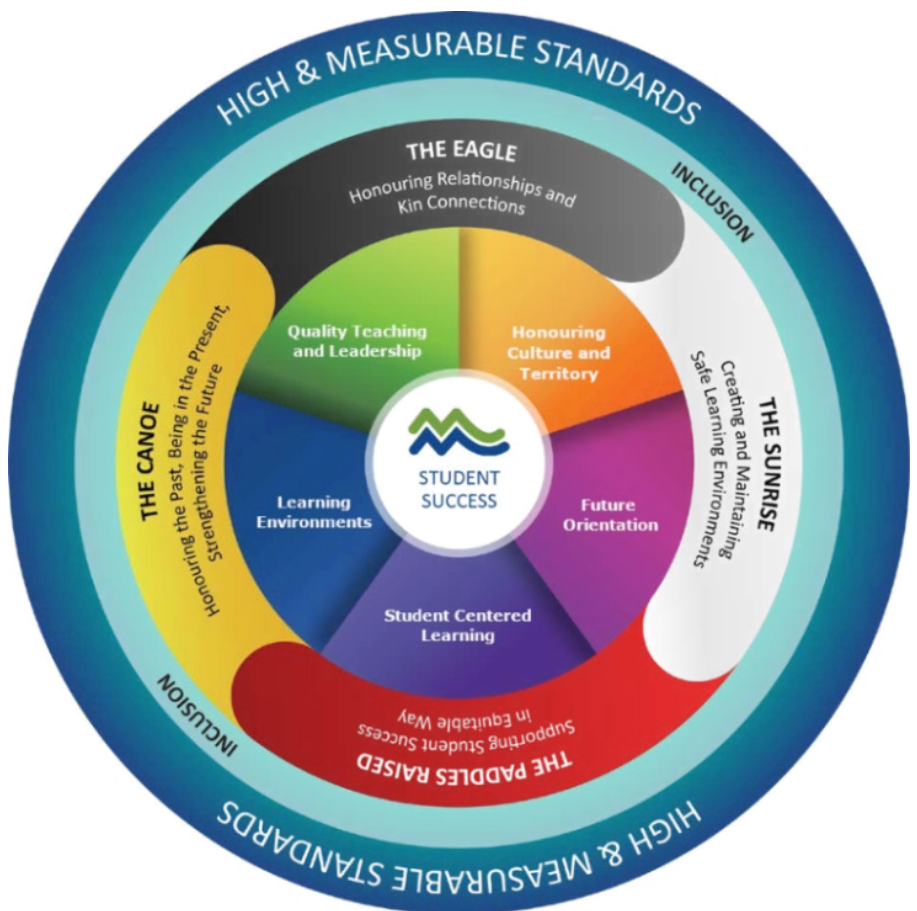
Mission Public School students are educated global citizens who embrace diversity and are prepared for the future.

Mission

Mission Public School District is committed to a safe, equitable, and inclusive educational system for ALL students. Mission students benefit from our diverse community, skilled staff, natural environment, and local history. We are dedicated to honouring student voice and empowering our students to reach their potential.

Values

Working Together
Lifelong Learning
Thinking Beyond Today
Doing the Right Thing



Strategic Priorities

The strategic plan identifies five strategic priorities that are aligned with the Ministry's vision for student success. Each priority outlines goals, strategies, and measures which sets the direction for the organization and provide guidelines for evaluation. This report continues to incorporate reporting on the strategic plan.

Honouring Culture and Territory
Student Centred Learning

Future Orientation
Effective Learning Environments

Quality Teaching and Leadership

Service Area

MPSD is a school district in the Central Fraser Valley approximately one hour east of Vancouver British Columbia. The school district extends westward along the north side of the Fraser River from Lake Errock and Deroche in the east to Mission, Stave Falls, and Silverdale in the west.

We humbly work on the Traditional, Ancestral, Unceded and Shared lands of the Stó:lō people, of Sq'éwlets, Leq'á:mel, Sema:th, Matheqwi, and Qwó:Itl'el First Nations, who have been inhabitants of this land since time immemorial.

Structure

With student learning at the forefront of decision-making, the Board of Education appoints a Superintendent to lead the organization. The Superintendent is responsible for the overall management and program delivery and achieving the vision of the Board along with delivering the services as mandated by the Province of British Columbia.

Students

Board of Education

- **Superintendent**
 - International Education Program
- **Assistant Superintendent**
 - Schools, Inclusive Education, Indigenous Education, Curriculum, & Assessment
- **Secretary Treasurer**
 - Finance, Technology, Human Resources, Facilities, Health and Safety, & Transportation

Schools and Programs


The School District provides public education to approximately 6,600 full-time equivalent (FTE) students in thirteen elementary schools, two middle schools, one secondary school, an alternate school, a trades college, and through distributed learning. In addition to regular K-12 education services, Mission Public Schools also provides a French Immersion program, an arts-based K-6 school, a traditional K-6 school, and outdoor education programs.

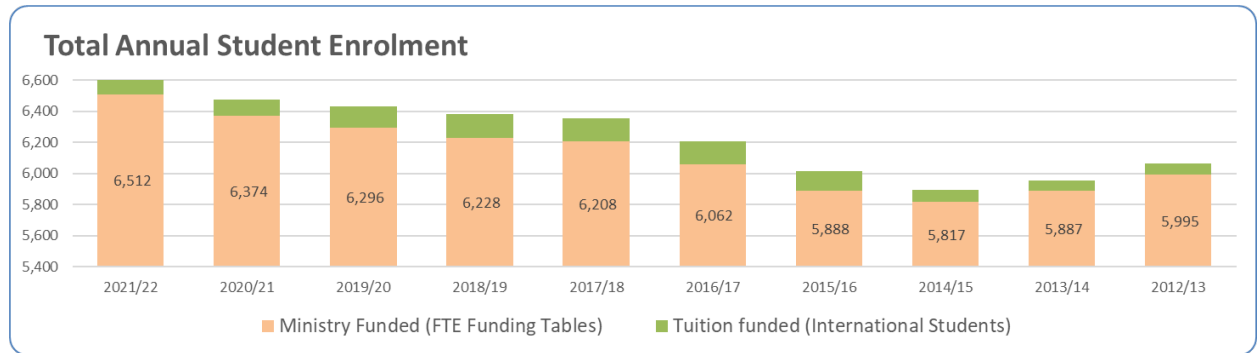
The secondary school is structured to offer education for grades 10 to 12, allowing students to select from an extremely broad selection of courses for the most personalized education possible. Further, Mission Public Schools offers education opportunities at Riverside College, a unique grade 12 / post-secondary institute that focuses on career paths in areas of trades, esthetics, business, and community support workers.

Student Enrolment



Mission continues to grow by several hundred students a year, creating exponential challenges in terms of space and physical plants.

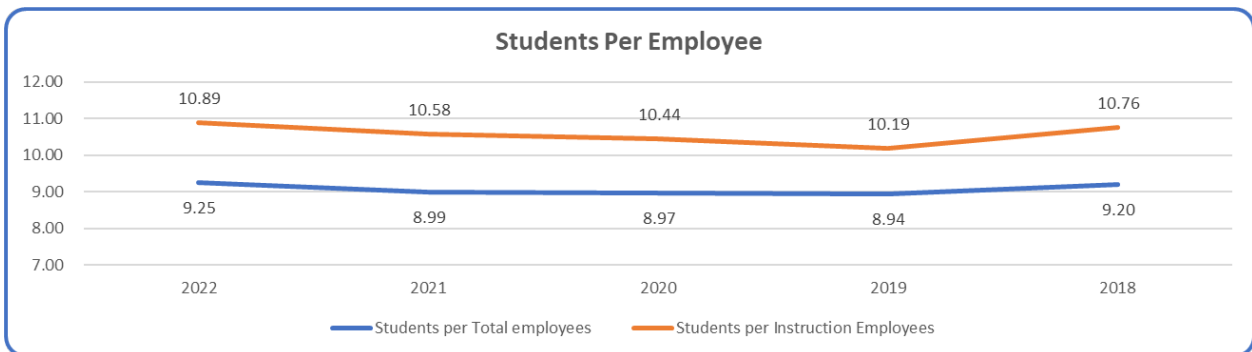
Total Annual Student Enrolment											
Schools	2021/22	2020/21	2019/20	2018/19	2017/18	2016/17	2015/16	2014/15	2013/14	2012/13	
Ministry Funded (FTE Funding Tables)	6,512	6,374	6,296	6,228	6,208	6,062	5,888	5,817	5,887	5,995	
Tuition funded (International Students)	130	105	138	156	149	145	127	77	66	70	
(excludes Riverside Tuition Students)	6,642	6,479	6,434	6,384	6,357	6,207	6,015	5,894	5,953	6,065	
Growth #	163	45	50	27	150	192	121	-59	-238	-301	
Growth %	2.6%	0.7%	0.8%	0.4%	2.5%	3.3%	2.1%	-1.0%	-3.9%	-4.8%	



Employees

Mission Public School District									
Employees - Based on the September Report (1530)									
September	2021	2020	2019	2018	2017	2016	2015	2014	
<u>Total Employees</u>									
Instruction	555.886	558.576	550.033	550.281	545.802	522.459	501.106	490.297	
Class Room Enhancement*	54.014	54.014	54.000	54.000	43.000				
District Administration	28.414	26.071	27.971	25.071	23.857	23.857	21.000	22.000	
Operations and Maintenance	67.169	67.463	69.538	70.463	65.339	58.000	58.200	51.100	
Transportation	12.732	14.544	15.494	14.013	13.082	12.116	11.044	10.475	
	718.215	720.668	717.036	713.828	691.080	616.432	591.350	573.872	
<u>% of workforce</u>									
Instruction	84.92%	85.00%	84.24%	84.65%	85.20%	84.76%	84.74%	85.44%	
District Administration	3.96%	3.62%	3.90%	3.51%	3.45%	3.87%	3.55%	3.83%	
Operations and Maintenance	9.35%	9.36%	9.70%	9.87%	9.45%	9.41%	9.84%	8.90%	
Transportation	1.77%	2.02%	2.16%	1.96%	1.89%	1.97%	1.87%	1.83%	
	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	
Notes:									
The 1530 report has not been required by the Ministry subsequent to the September 2019 submission. For consistency and comparability, this report continues to reflect the employee data that would have been reported on the 1530 report, with a few exceptions discussed below;									
The 1530 report is based on operating funding, and therefore does not include additional staffing included within the various special purpose funds;									
In 2017, language regarding class size and composition was restored, requiring additional teaching staff. An additional 54 teachers were hired for the 2017/2018 Year. These additional teachers are funded under the Classroom Enhancement (special purpose) Fund, which is included above due to the significant FTE involved.									

Tracking the number of employees and the number of students allows the school district to analyze the efficiency of operation. The following chart compares the number of students per employee over time.



Implementation of the Strategic Plan

As the additional work and impact of the pandemic is subsiding, staff are better able to focus on the work outlined within the strategic plan. This report outlines some of these activities. The goal is to continue this work, as well as gathering information and data for the measures outlined in the plan, and report on these measures in the 2023 Annual Report. In addition, the analysis of the Enhancing Student Learning report is expected to inform a review of the goals, strategies, and measures outlined in the strategic plan, to ensure alignment with improving student learning.

The current Strategic Plan identifies five priority focus areas and cites goals and strategies for each area, along with measures to help evaluate our progress with the plan, and our accomplishments. This annual report considers each focus area and the strategies outlined in the focus area, and reports on the initiatives implemented considering the strategies. Future reports are expected to expand on this annual reporting, including the measures outlined in the plan.

Honouring Culture and Territory

Working with Indigenous partners in the best interests of their culture and people.

Strategies

◆ **Provide Resources and professional growth to develop an understanding of Indigenous history, worldviews, and perspectives.**

Embedding Indigenous worldviews and perspectives into all aspects of the curriculum is an ongoing focus.

- The Indigenous learning mentor teacher and the secondary mentor teacher were able to resume hosting “studio” experiences where they model Indigenous pedagogy and content for students and teachers.
- The Indigenous mentor teacher and math mentor teacher collaborated on a beading project at Christine Morrison Elementary to seamlessly weave Indigenous pedagogy into math instruction. They later held workshops to share their learning with other teachers.
- Mentor teachers are working with secondary teachers to support the new Indigenous coursework grad requirement that will be fully implemented in September 2023.

◆ **Provide a variety of opportunities, resources, and/or supports for students of indigenous ancestry.**

- We continue to monitor attendance, learning progress, grad rates, and self-reported sense of belonging for Indigenous learners.
- Plans for 2022/2023 include delving more deeply into the learning stories of Indigenous students so we can continue to streamline enhanced support for them.

◆ **Continue to participate in the Equity Scan**

The Equity Scan is a collective and collaborative decision-making, inquiry-based process involving educational experiences for Indigenous learners to create conditions for their success.

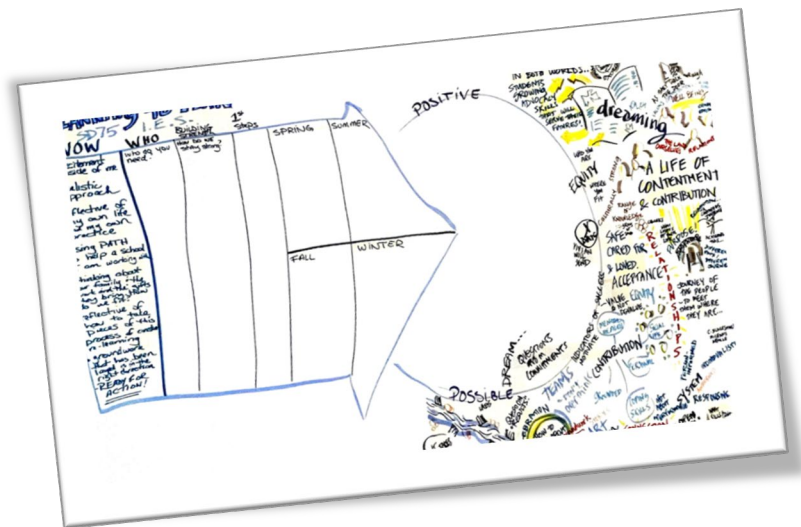
- Over the past three years, our intentional work in this area combined with the impacts of the COVID-19 pandemic have either exposed or amplified barriers, inequities, and discrepancies for Indigenous learners in SD75. These systemic barriers, inequities and discrepancies are (but are not limited to) attendance, transportation, food security,

housing, employment, access to education, access to extra-curricular and community activities, access to healthcare and mental health supports, suspension rates, graduation rates etc.

✦ **Continue to work with rights holders**

- We have begun an engagement process with Indigenous rightsholders, community members, SD75 staff and students. This work uses a process called PATH, a creative planning process which starts in the future and works backwards to an outcome of the first (beginning) steps that are possible and positive.

PATH is a process in which a facilitator and a graphic facilitator work with a focal person (or organization or team) and their supporters to create a vision of the best possible future, out of which comes a plan that is always positive and possible. By the end of the PATH event, the focal person or group has communicated where they want to go, what and who they need to support their journey, and how this part of their lives will be part of a bigger future. Over the course of a few years, MPSD will engage with Indigenous rightsholders, SD75 staffing groups and departments, Indigenous rightsholders in the community, Indigenous learners, Indigenous families, partner organizations, and the MPSD Board. At the culmination of the PATH, we will have engaged with hundreds of voices. The PATHS created will be collated into one large Equity PATH and will serve as a vision for SD75 Equity for Indigenous learners.



✦ **Continue the work to develop an Indigenous Language Education Policy**

- Draft policy developed and reviewed with the indigenous community. The policy was expanded to be the *“Stó:lo History and the Halq'eméylem Language, Story, and Culture Policy”*. The policy is scheduled for final approval in September 2022.

✦ **Embed Indigenous worldviews and tools in future decision making**

- Expansion of land acknowledgement opportunities in software accessible by all staff.

Other Initiatives

Equity work can be uncomfortable, laborious, and exhausting, but it is necessary. Everyone has a responsibility to work toward equity for Indigenous learners in SD75.

✦ **Anti-Racism / Equity Training**

- Provided Equity learning opportunities for SD75 Staff and Nation Designates, on equity, anti-racism, reconciliation and Indigenous-specific trauma.

- Equity based language training for all new employees
- Equity is helping SD75 Staff to come to a better understanding of how the impacts of past histories (and the relationship between Indigenous peoples and Canada) influence greatly how Indigenous learners show up in schools today.

✦ **Other Equity Policy Work**

Preliminary equity work led to discussions about policy, and the creation of a policy working group including members of the Siwal Si'wes Indigenous Education Advisory Council and SD75 staff.

- The policy group have advised on a Childcare Policy, the Stó:lō History, and the Halq'eméylem Language, Story, and Culture Policy, and are currently advising on the Diversity, Equity, and Inclusion Policy.
- With the current investigation of potential unmarked graves at the former St. Mary's Residential School, located within Mission, we will need to be mindful of the impacts this may have on Indigenous learners, families and community members, and Siwal Si'wes Staff.

Future Orientation

Prepare all students for lifelong learning, the use of technology, and graduation with practical expectations informed by employers, community, and post-secondary institutions

Strategies

✦ **Utilize contemporary teaching practices to encourage student critical and creative thinking**

- We used a math inventory in grade10 to determine areas of unfinished learning that need to be addressed as students move into the graduation program. In 2022-23 we will also pilot the use of pre and post-assessments in grades 2 and 6. Pre and post-assessments will be available for all elementary grades, but the district will only collect data for grades 2 and 6 to monitor math learning at regular intervals so we can target support as it arises.
- We continued the assessment pilot using portfolios to communicate student learning. This year some teachers at 6 elementary schools and one of the middle schools participated. A central aspect of that work is for students to be able to articulate their learning by expressing what they are learning and why it is important, how they are doing with their learning, and where they want to go next with their learning.
- In September 2023 the Ministry will implement a new Reporting Policy. In 2022-23 we will spend time supporting teachers so they are ready for the changes, including creating a new paper report template for those not using portfolios.

✦ **Embed Indigenous world views in future decision making**

- The board met with Indigenous community leaders to continue developing an understanding of indigenous perspectives within the public school decision-making processes.
- The board regularly attends the Siwal Si'wes Indigenous Education Advisory Council meetings to gather feedback and suggestions regarding board decisions

- Our Mental Health Grant and Priority Measures Funding Plans were built from the start in partnership with Siwal Si'wes to ensure all plans considered were culturally relevant for Indigenous learners.
- ◆ **Provide contemporary technology and tools to assist and enhance learning and skill development across all curricular areas**
 - We are piloting the use of pedagogically sound math resources, including Math Up and Mathology in elementary schools. This year the pilot started at Ecole Mission Central and Ecole Christine Morrison, in both the French and English programs.
 - We reduced the number of platforms people could use to communicate using digital portfolios. In September 2022 everyone communicating with digital portfolios will be using Spaces.
 - Students with complex communication needs, and students who benefit from assistive technology are prioritized for service and devices so that they can engage in the curriculum without barriers to learning. We continue to build staff capacity around promoting the use of technology with students, such as speech-to-text, read-aloud and other accessibility features that adults use in daily living.
- ◆ **Encourage programming that exposes students to the local and global community**
 - Fieldtrips began again this year and MSS held some overnight experiences through their outdoor education classes. Plans are underway for global travel in 2022-23.
 - 152 International students (108 FTE) from thirteen countries attended school in Mission. The growth in international student numbers was strong despite covid travel restrictions. We can bring globally diverse students to Mission from countries in Europe, Asia and South America, including long-term graduating students to compliment the 1-year cultural experience students.
 - We also used our BC Council for International Education (BCCIE) grant money for scholarships for students staying on in BC and going to post-secondary and coming to Mission. We also had some experiential indigenous learning that was funded through the grant where one of the English First Peoples (EFP) classes and international students went on a canoe journey in the Burrard inlet.
- ◆ **Collaborate with community partner organizations, agencies, and Elders**
 - We participated in Changing Possibilities for Young Children (Ministry initiative) with partners from Family Place and Mission Literacy in Motion.
 - Members of senior leadership participate on the Child and Youth Care (CYC) Executive Committee, the CYC Child and Youth Strategy table, as well as the Mission Healthy Community Council.
 - In 2022-23 we will participate in another Ministry initiative called “Strengthening the Early Years to Kindergarten Transition” (SEY2KT) with various community partners, including local daycares.
 - Regular collaboration is occurring with our counselling and youth care staff and Child and Youth Mental Health (CYMH) as well as with our Children and Youth in Care Advocate and

Ministry of Children and Family Development (MCFD), Fraser Valley Aboriginal Children and Family Services Society (FVACFSS - Xyolhemeylh).

- Mission Association for Community Living (MACL) work with us and the Fraser Valley Child Development Center (FV CDC) to plan for transition into Kindergarten for students and families in the community and new to the community.

Student Centred Learning

A student has the right to manage decisions and choices to control positive outcomes in their learning

Strategies

✦ **Develop student understanding and ownership of their learning process**

- The assessment pilot continued to emphasize student voice and understanding of their learning. Central to the pilot are three questions:
 - What am I learning and why is it important?
 - How am I doing with my learning?
 - Where am I going next with my learning?

✦ **Provide resources for personalized learning/programs of choice**

- As previously mentioned we are piloting the use of new math resources for elementary. These resources, together with JUMP Math, provide teachers with choice and support in meeting students where they are at, and developing depth of understanding.
- The secondary mentor teacher and math mentor teacher worked together to create math inventories for grade 10 students. This information was used by teachers to target instruction for foundational skills so students could move forward with their learning. It was also used to provide tutorials to help students with unfinished learning.
- Further implementation of a Competency Based Individualized Education Plan (CBIEP) occurred with all new IEPs being competency based. The CBIEP is personalized, student centred and builds the opportunity for students to grow in their agency while ensuring the plan is personalized with their input at the forefront.

✦ **Support social and emotional learning (SEL)**

social awareness, self-awareness, responsible decision making, self-management, relationship skills

- The district principal, together with staff from Fraserview Learning Centre, worked with a group of Fraserview students to lead SEL at 8 elementary sites. The students at Fraserview learned about SEL for themselves and then worked with elementary students to teach them. One group of students would teach a lesson to a class while a second group worked one on one with younger students and taught them about “big emotions”. This was a powerful learning opportunity for both groups of students.
- Support for student mental health and wellbeing through education and understanding of mental health literacy across grades 4-12. School staff used Open Parachute in Elementary, Middle and High school, as well as the work from Dr. Stan Kucher and teenmentalhealth.org. A resource page for Mental Health Resources was developed for school staff to access a variety of curriculum resources.

✦ **Apply trauma informed practices**

- Training was provided in Trauma Informed Practice, including sessions for bus drivers, EAs, and other CUPE staff. This was done through in-service to all bus drivers. The district also held two 6-week sessions on “Equity and Trauma Informed Practices” that was open to all CUPE staff. To ensure that the opportunity was maximized, the series were held at different time options.
- The District Principal conducted 36 formal/informal Complex Care and Intervention (CCI) assessments and worked with schools to develop plans of support for students with complex trauma, which manifests in problematic behaviours in school. The district also has an Inclusion Support Educational Assistance that helps Elementary schools make plans following a trauma informed lens.
- Infusion of mental health awareness and resources available to parents/teachers/ and staff through the mental health and wellness website. This contains information and resources to help students and to support families with mental health concerns/illnesses.
- Infusion of social emotional learning practices that promote self-awareness, empathy, academic success, builds relationship skills and resilience. The district created a SEL team that consists of 14 educators that range from Elementary to Highschool, where each educator focused on one of the practices mentioned above within their classroom. Each of the SEL team members also reported out at school-wide staff meetings to share their experiences and resources.

Effective Learning Environments

All students thrive on the learning and interactions of each person in the community.

Strategies

✦ **Further the progress of inclusive teaching strategies**

- Mentor teachers continue to embed inclusive teaching strategies into all workshops and inquiry projects. Learning to have “low floor, high ceiling” learning opportunities allows access and success for all learners. An example of inclusive teaching strategies that also centers on Indigenous pedagogy and content, is the beading project the math mentor teacher, Indigenous mentor teacher, and Indigenous liaison worker collaborated on with classroom teachers. All students had access, time, and support to create their bracelets and through the process, they learned about patterns and numbers.
- To sustain safe and inclusive learning environments we drafted a new Safe, Caring, and Respectful Schools policy that is organized around three pillars: Prevention, Response, and Repair.

✦ **Develop a district wide mental health strategy (Trauma Informed Practice, Social Emotional Learning, and Mental Health Literacy) in collaboration with external organizations**

- As a result of the pandemic, many educators noticed an increased need for social emotional learning and well-being among their students.
- We continue to work towards system-wide implementation of social and emotional learning across the curriculum and grades. We hired a new district principal to oversee this work, beginning in January 2021. Each school identified a school lead and the district

principal worked with those leads to deepen understanding of SEL. The school leads also shared their learning at school staff meetings.

- A district website was created with SEL resources to help educators with teaching and planning SEL lessons. The site is continuously being updated.
 - We participated for the second year in a Ministry initiative called Changing Possibilities for Young Children. This includes StrongStart, Kindergarten teachers, and community ECEs to collaborate and embed SEL throughout their teaching practice.
 - We provided 18 mental health in schools training, for example, Mental Health through an Indigenous Lens, Emotion Focussed School Support, Equity Centered Trauma Informed Practice, Critical Incident Response, Every Day Anxiety for Educators, and the Indigenous Mental Health Conference and will continue to adjust offerings to meet training needs each year.
 - Creation of trauma informed classrooms using a complex care and intervention (CCI) lens throughout the district. Presentations to staff during staff meetings were completed in 12 of our Elementary schools. In collaboration with a district mentor teacher and district principal, a learning series for interested teachers at the Highschool level was offered to staff. The series consisted of the film “The Wisdom of Trauma” by Gabor Mate, a follow-up session for discussion and concluded with a presentation on trauma informed practices and the brain.
 - Focus on staff wellness and self-compassion. This was a focus at our PVP retreat in August (using the book “Burnout” as a reference). Some principals started book clubs at their sites using either “Burnout” or Brene Brown’s “Atlas of the Heart.” In collaboration with Fraser Health, a walking club was established for 14 weeks, and a nutritional cooking lesson was offered online. We also had staff wellness presentations to 4 of our Elementary schools.
 - Counsellors, Indigenous Liaison Workers, and Youth Care Workers were trained in all 16 schools in using emotionally focused language for connecting with children and youth. This emotion focussed language is a strategy also used by Child and Youth Mental Health which is in response to the collaborative work and alignment worked on with our community partnerships.
- ◆ **Create a plan to assess and improve physical accessibility and inclusivity at every site**
- Initiated an organization-wide review of the physical accessibility at every site. Details on the review are to be included in future budgets and annual reports.
 - Student Services created an accessibility audit for schools to utilize, plan and budget for improvements
 - Created Emergency Evacuation Procedures for students with mobility considerations, including purchasing EVAC chairs for buildings with second floors.
- ◆ **Improve technology and resources to foster modern learning environments**
- Expanded use of assistive technology and student devices with 20 IPADs and 5 laptops. And the addition of 18 more laptops is currently being added to middle and high schools for student use this fall.

Quality Teaching and Leadership

Great teachers and educational leaders are the keys to student success.

Strategies

✦ **Maintain high standards for recruitment and retention**

- SD 75 participated in teacher education fairs virtually and in person across the country and promoted the District via various platforms
- The District initiated flexible interview processes via zoom to reach a broader potential employee pool.
- The District also streamlined the rehiring process for retired MPSD educators
- In addition to expanding student Teacher practicums in the District, SD75 began awarding positions to teachers whose certification is pending to encourage them to remain with MPSD and not leave for other school districts.
- The HR department modernized the communication of district resources and supports for new hires
- SD75 and the Mission Teacher's Union began working on a teacher mentor program

✦ **Utilize the Special Program of the Office of the BC Human Rights Commissioner**

- SD75 obtained a Human Rights Exemption for preferential hiring of applicants self-identifying as Indigenous for the Indigenous Student & Community Outreach Teacher and Indigenous Student Success Advocate

✦ **Support Growth Plans for Educational Leaders**

- The preparation of professional growth plans were paused for educational leaders during the pandemic. Growth plans have been reinstated, with the goal of aligning the growth plans with the strategic plan. Future reports will advise on this progress.

✦ **Provide professional learning and collaboration opportunities for all staff**

- We continue to support the science of reading in elementary through work with the Literacy Mentor Teacher. She led workshops for teachers, including 'bite-sized' lunch sessions and led inquiry groups with Learning Support Team (LST) and classroom teachers.
- Mentor teachers and other district staff continued to offer a variety of professional learning opportunities for teachers. We continued to struggle with teacher teaching on call (TTOC) shortages and we are exploring various formats and opportunities so that learning is accessible for teachers (such as 'bite-sized' lunch sessions on zoom).
- The district held a training session on equity, anti-racism, bias, and privilege in September 2021. Professional learning in this area will continue to be offered to all staff.
- Students, Therapists, Teachers, Educational Assistants and District Resource staff work together to plan for students to have accessibility to the curriculum in their neighbourhood schools. Courses from Inclusion Outreach BC have been vetted this year and will be used for training Educational Assistants and Inclusive Specialist Teachers teachers in 2022-2023.

✦ **Continue staff mentoring, leadership, collaboration, and professional learning opportunities:**

- The math mentor teacher continued to lead book clubs and workshops to support math instruction throughout the grades.
- We provided annual administrative training for all staff to include District Strategic Plan, Health and Safety and Physical Restraint & Seclusion procedures.
- We offered training for educational support staff (education assistants (EAs), youth care workers (YCW), clerical, noon hour supervisors, bus drivers) in trauma informed practice and non-violent crisis intervention.
- We have initiated a process for annual procedure reviews and training for clerical staff, providing an overview of new and updated district policies and procedures, the strategic plan, the equity scan, as well as updates on technical aspects of their work.
- Implementation of compassionate systems leadership practices within our schools - 11 members of the principal/vice-principal (PVP) group and 4 mentor teachers participated in a 4-day Compassionate Systems training. Members of the PVP group also attended threat assessment training through Safer Schools Together and we monitor which members require training.



Student Learning

This section is extracted from the Framework for Enhancing Student Learning (FESL) report. Please see the entire report for more details.

Like most districts, MPSD evaluates data from the previous year to inform plans for the coming year. In the winter and spring, decisions are made considering funding, strategic priorities, and overall enrolment. The Implementation of plans occurs via annual staffing and resource allocations. The Budget Cycle also involves numerous Committee of the Whole meetings with public and stakeholder engagement.

While Mission has many challenges, we see many positive results, especially with our interest in Equity. The Indigenous grad rates are at or above the overall grad rate (91% to 89% overall), and students with Disabilities and/or Diverse Needs are in alignment with these results (88%). Local data suggests teachers are successfully moving many students above the ‘minimally meeting’ proficiency in Language Arts and Math from the primary to the intermediate grades (55% gr 3 to 75% gr 6). Mission students do seem to benefit from extra time – our 6-year completion rate is significantly higher than our 5-year rate (11% higher versus the provincial rate of 3%), especially for Indigenous students. This suggests that our alternative and equity seeking structures are helping students succeed.



Areas of Need

Mission faces several challenges. Most fundamental are the lower-than-average school completion and Post-Secondary Institution rates.

1. *Post-Secondary Access*

One of the limitations for students connecting to Post Secondary Institutions (PSI) is access. Mission is poorly connected with public transit to regional PSI and other economic opportunities. The Board continues to advocate for improved links and supports MPSDs Riverside College as a stepping stone for many students.

2. *Student Transitions*

We are concerned with the decline in transition to grade 12 by students with Disabilities and/or Diverse Abilities. Early results in primary are encouraging, but we can see performance disparity grow

through the intermediate grades. Mission tends is to keep students in grade 11 until they can successfully

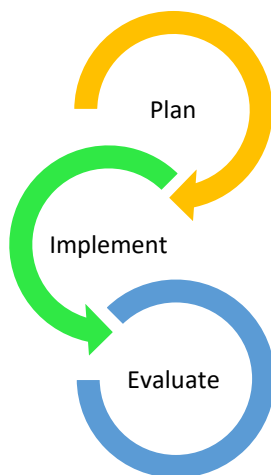
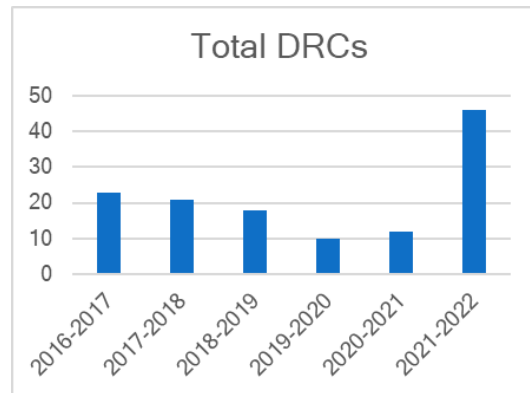
complete grade 12; this is especially true for students with complex backgrounds and needs. While this may help prevent the ‘evergreening’ of students capable of graduating with a complete Dogwood Diploma, the disparity is growing and will need to be addressed.

3. *Mental Health – Behaviour Impacts*

In the ‘post Covid’ environment, we have seen a return to important social events like sports, theatre, and graduations, we have also noticed significant concern around student and community incidents that reflect less than ideal mental health – vandalism, fights, disengagement, and other anti-social conduct.

Mental health support and community connections are vital for students right now. The Middle Schools continue to be our most significant source of disciplinary issues – suspensions, Discipline Review

Committees (DRCs), safety concerns, attendance declines, and overall performance declines. We are considering restructuring Middle School classes and additional safety enhancements. We have hired two Safe School Liaisons to assist with safety, substance abuse, and re-engaging students.



Adjustments and Adaptations

While the data sets are limited and impacted by Covid factors, it is clear that MPSD has significant challenges that begin to show in the Middle years. While the focus on primary literacy is vital to long-term success, adjustments are needed in the Middle School years. The District and partners are exploring changes to the Middle School structure to improve the learning experience. The most fundamental change would be to group students in pods that support student and adult connectedness and enables earlier issue identification.

Alignment/Implementation of Strategic Plan

Our Mediative Question in Focus Area 3 proposed connections between our school growth plans and our District strategic plan are needed – School plans are being prepared at present with this in mind. The second part of this Mediative question was to demonstrate alignment between student plans and our operational plans. The FESL report begins to outline this process, which will be expanded on in 2022/2023.

This report highlights activities and initiatives of the school district in 2021/2022 as related to the strategies outlined in the Strategic Plan and identifies a few of the initiatives planned for 2022/2023.

Summary

MPSD has identified several challenges to work on to continue to improve outcomes for all students, especially those experiencing systemic barriers. Our ongoing work in supporting excellent teaching practice, curriculum and mentoring positions, and extensive resources for Indigenous education are vital. Perhaps more importantly as we recover from the pandemic, is our work on mental health for students, and expanding resources for teachers and schools in this area. The next several years can be seen as a sort of catch-up for not just the learning loss of the pandemic era, but also the significant impacts on social and emotional conditions for students. Larger structural challenges will continue, as we work with community organizations and post-secondary institutions to support our students' work and transition to successful and dignified lives after school. Work on expanding locally developed data will continue to assist us in allocating resources as effectively as possible to ensure the most successful and equitable outcomes for all our students.

By continuing to focus on and align with our values of Working Together, Lifelong Learning, Thinking Beyond Today, and Doing the Right Thing, we are confident in building a better Mission for all our students.



✦ *Working Together*

✦ *Lifelong Learning*

✦ *Thinking Beyond Today*

✦ *Doing the Right Thing*

Financial Statement Discussion and Analysis

The following information is based on information in the financial statements. This additional information should be read in conjunction with the audited consolidated financial statements and accompanying notes for Mission Public School District, No. 75.

Financial Position

The first statement in the Financial Statements – Statement 1, Statement of Financial Position, provides an accounting of the financial position of the School District at the end of the accounting period. This statement is often similar to the balance sheet, which is a familiar term used in business accounting.

The statement includes information on financial assets and liabilities, and capital assets and liabilities. The statement includes a calculation of net debt (net liabilities) and the accumulated surplus. The statement includes the combined impact of the financial and asset activities.

The following table provides an overview of the district’s financial position including the financial assets, liabilities, net debt, non-financial assets, and the accumulated surplus for the past five years. The accumulated surplus of the school district increased this past year.

	Statement of Financial Position				
	2022	2021	2020	2019	2018
Financial Assets	\$ 19,643,371	\$ 17,299,155	\$ 13,733,019	\$ 12,579,828	\$ 14,717,102
Liabilities					
General	13,102,679	12,205,186	10,801,373	10,698,518	11,212,130
Deferred Capital	50,050,601	51,036,859	52,340,359	53,510,984	53,727,585
Net Debt	\$ (43,509,909)	\$ (45,942,890)	\$ (49,408,713)	\$ (51,629,674)	\$ (50,222,613)
Non-Financial Assets					
Prepays	347,250	229,116	329,813	249,762	252,336
Tangible Capital Assets	74,688,343	76,120,347	77,942,358	80,199,488	80,838,474
Accumulated Surplus	\$ 31,525,684	\$ 30,406,573	\$ 28,863,458	\$ 28,819,576	\$ 30,868,197

Accumulated Surplus

The statement of financial position summarizes the accumulated surplus of the school district. The surplus is comprised of an operating surplus and a capital surplus. The surplus position of the school district improved again this past school year, as summarized in the following table.

The school district generated an operating surplus of \$1.1 million in 2022 (\$1.9 million in 2021). The capital surplus generally declines each year, due to the amortization of capital assets, except in years where there are significant improvements or additions at schools or contributions to local capital. In 2022, the capital surplus increased by \$57,358, primarily as a result of transfers to local capital for planned expenditure on capital assets.

Accumulated Surplus	2022	2021	2020	2019	2018
Operating Surplus (Schedule 2)	4,481,683	3,419,930	1,515,599	506,156	914,371
Capital Surplus (schedule 4)	27,044,001	26,986,643	27,347,859	28,313,420	29,953,826
	\$ 31,525,684	\$ 30,406,573	\$ 28,863,458	\$ 28,819,576	\$ 30,868,197
Change in Operating Surplus	1,061,753	1,904,331	1,009,443	(408,215)	(1,714,908)
Change in Capital Surplus	57,358	(361,216)	(965,561)	(1,640,406)	1,431,560

Reserves and Unrestricted Surplus

The operating surplus allows the school district to reserve unspent funds for targeted programs, future projects and initiatives, and to establish a contingency reserve to guard against future financial risks. The funds reserved in 2022 increased by \$1.494 million, which includes an increase to the local capital reserve of \$431,862, and an increase to operating reserve funds of \$1.062 million.

Reserves and Unrestricted Surplus					
	2022	2021	2020	2019	2018
Accumulated Operating Reserves					
Internally Restricted Operating Reserves					
Indigenous Education - targeted	\$ 352,242	\$ 235,935	\$ 157,976	\$ -	\$ -
Equity Scan	27,331	9,205	16,777	-	-
Addressing learning impacts	-	204,997	-	-	-
Employee benefit plans	-	-	-	-	-
Student learning grant	-	-	-	-	-
Service Improvement	-	72,875	-	-	-
Teacher Mentorship	140,000	140,000	-	-	-
Strategic Initiatives	-	500,000	-	-	-
Contingency	-	1,365,000	-	-	-
Targeted Funding	519,573	2,528,012	174,753	-	-
School and departments	303,324	375,459	250,183	236,653	403,559
Total restricted operating reserves	822,897	2,903,471	424,936	236,653	403,559
Unrestricted surplus (deficit)	3,658,786	516,459	1,090,663	269,503	510,812
Total operating reserve funds	4,481,683	3,419,930	1,515,599	506,156	914,371
Capital Reserves					
Local capital – allocated to projects	1,098,733	204,842	554,151	536,528	1,557,242
Local capital – unallocated	-	462,029	123,456	191,861	392,075
Total capital reserves	1,098,733	666,871	677,607	728,389	1,949,317
Total operating and capital reserves	\$ 5,580,416	\$ 4,086,801	\$ 2,193,206	\$ 1,234,545	\$ 2,863,688
Change from prior year	\$ 1,493,615	\$ 1,893,595	\$ 958,661	\$ (1,629,143)	\$ (1,300,811)
Reserve funds available for expenditures in addition to annual revenues					

Financial Health

Separating the financial assets from the capital and fixed assets provides additional information on the financial health of the school district. Overall, the financial health of the school district improved again this school year.

In the analysis, financial assets include cash and cash equivalents (available to use) and accounts receivable. The financial liabilities include accounts payable and short-term debt, unearned revenue, deferred operating revenue, deferred capital revenue, and a liability for future employee benefits.

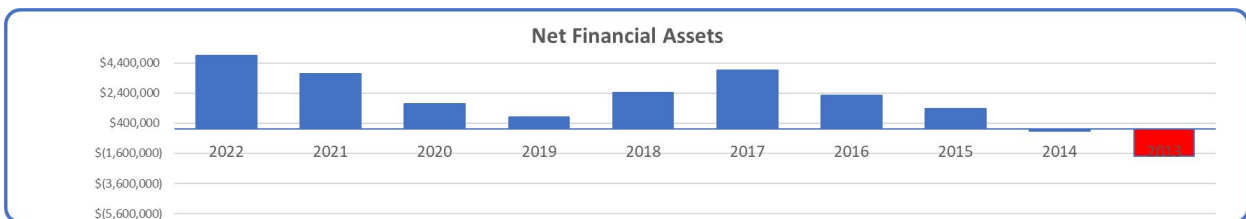
The unspent deferred capital revenue that is included in the deferred capital revenue account is separated below. This deferred capital revenue is primarily from School Site Acquisition Charges from new development in Mission and the Regional District. The amount received in 2022 was \$221,776 (\$168,031 in 2021), indicating continued growth in housing units, which will translate into enrolment growth as more families move to the community.

Operating and Capital Assets	2022	2021	2020	2019	2018
Operating Financial Assets	6,540,692	5,093,969	2,931,646	1,881,310	3,504,972
Operating Fixed Assets	347,250	229,116	329,813	249,762	252,336
Deferred Capital - unspent (sched 4D)	(1,655,334)	(1,416,949)	(1,248,918)	(1,077,192)	(1,074,285)
Deferred Capital - spent (sched 4C)	(48,395,267)	(49,619,910)	(51,091,441)	(52,433,792)	(52,653,300)
Tangible Capital Assets	74,688,343	76,120,347	77,942,358	80,199,488	80,838,474
Accumulated Surplus	\$ 31,525,684	\$ 30,406,573	\$ 28,863,458	\$ 28,819,576	\$ 30,868,197

The following table summarizes the data used to measure the financial health of the school district. The deferred capital unspent revenue is added to the general liabilities, to calculate the liquidity ratios.

Net Financial Assets	2022	2021	2020	2019	2018
Financial Assets	\$ 19,643,371	\$ 17,299,155	\$ 13,733,019	\$ 12,579,828	\$ 14,717,102
Cash and Equivalents	\$ 15,821,622	\$ 15,821,622	\$ 12,210,340	\$ 11,751,465	\$ 14,149,921
Financial Liabilities	\$ 14,758,013	\$ 13,622,135	\$ 12,050,291	\$ 11,775,710	\$ 12,286,415
Net Financial Assets	\$ 4,885,358	\$ 3,677,020	\$ 1,682,728	\$ 804,118	\$ 2,430,687
Operating Revenue	\$ 82,547,514	\$ 79,826,227	\$ 76,108,344	\$ 72,809,014	\$ 70,857,059

The net financial assets of the school district have increased, putting the school district in a more solid financial position. The following chart shows the change that has occurred over the past 10 years – as updated to remove the unspent deferred capital revenue.



The financial assets / general liabilities ratio measures the ability of the school district to meet its financial obligations. This ratio should always be greater than 1.0. This ratio improved from a low of 1.07 in 2019 to 1.33 in 2022. A more critical measure is the cash and equivalents available to meet liabilities. This ratio increased from a low of 1.0 in 2019 to 1.07 in 2022. This ratio should always be greater than 1.0.

Liquidity	2022	2021	2020	2019	2018
Financial Assets / Liabilities	1.33	1.27	1.14	1.07	1.20
Cash & Equivalents / Liabilities	1.07	1.16	1.01	1.00	1.15

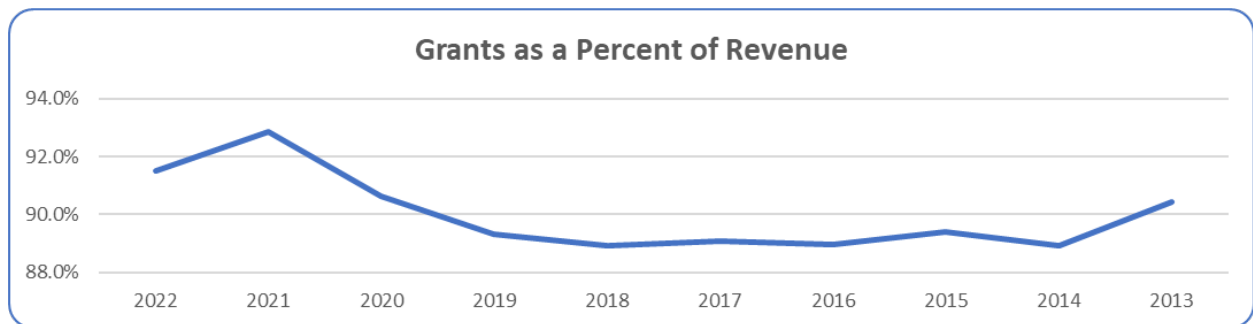


Financial Operations

Revenues

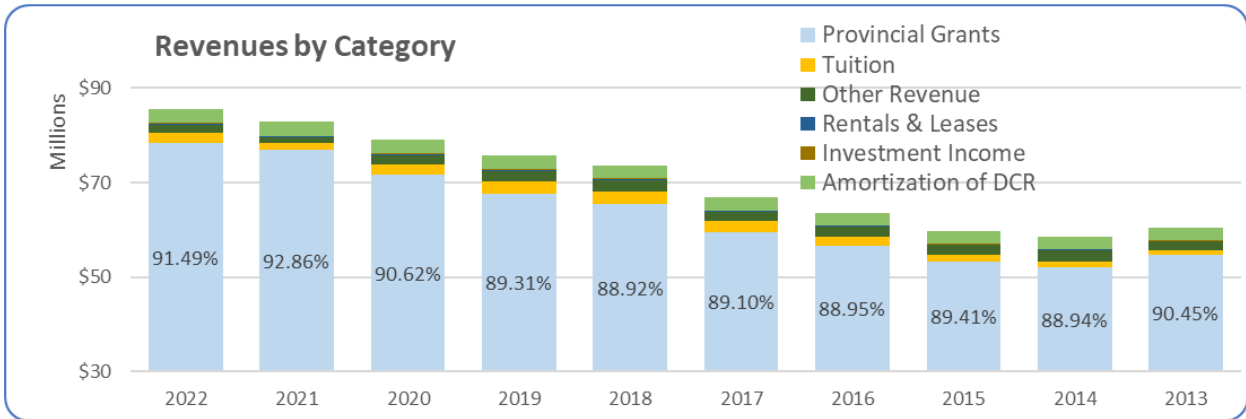
Most of the School District's revenue comes from Provincial Grants (91.5% in 2022, 92.9% in 2021). This is a significant risk to the School District, as there is limited ability to generate other funding sources, which limits the school district's activities.

Grant revenue increased by \$1.39 million (1.8%) from the prior year, primarily due to increased student enrolment and increases in the funding base rates. Another factor positively impacting grant revenue was the movement of students from distributing learning (funded at a lower rate) back to regular schools, reversing the pandemic induced trend from the prior year. Grant revenue was \$126K higher than budget, attributed to increased grants from the Industry Training Authority, a one-time extreme weather grant, variances related to the February and May student counts, deferred capital revenue recognized for capital projects not subject to amortization, and revenue recognized from special purpose funds, which is dependent on annual program spend.



Tuition revenue increased by \$903K as international student numbers returned, with prior year enrolment significantly impacted by the pandemic. Tuition revenue represents 2.69% of total revenues in 2022 (2021 – 1.69%). Other revenue increased by \$427K, primarily due to the return of school activities during the year (field trips, international trips, and activities) resulting in increased school-generated revenues. Rental revenue was relatively unchanged, and investment earnings increased by approximately \$31K due to the changing interest rate environment and increased cash balances. Other revenue, rent, and investments combined represent 2.30% of total revenues in 2022 (2021 – 1.86%).

Overall, revenue increased by 3.34% in 2022 (4.78% in 2021) and was under budget by \$70K. Special purpose fund revenues were under budget, most notably with respect to school generated funds, as activities were still impacted by the pandemic for much of the year. This was offset by positive budget variances in provincial grant revenue, as discussed above, tuition revenue, local education agreement revenue, investment income, and other areas to a lesser extent. The following chart shows the shift of revenues over the past ten years.

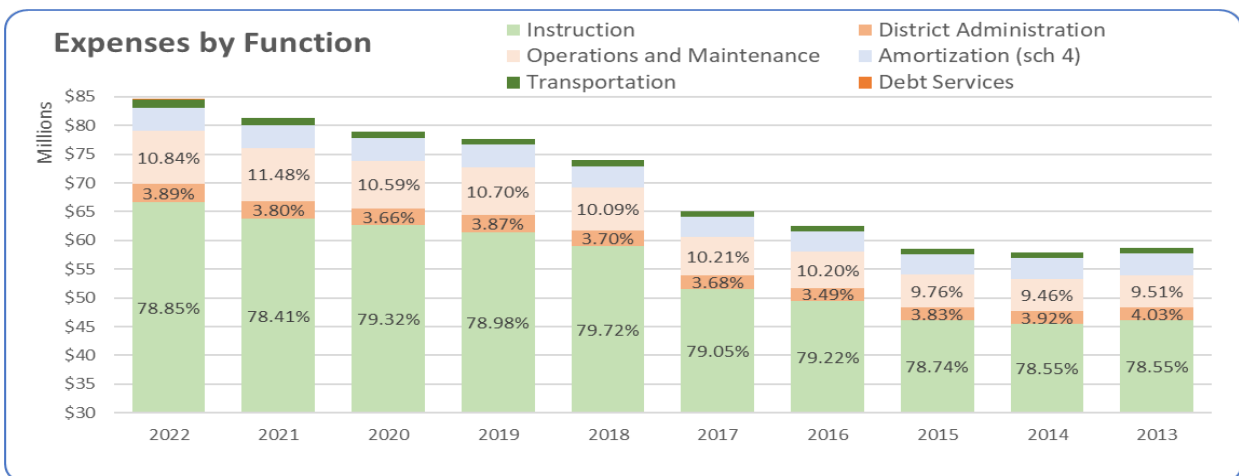


Expenses

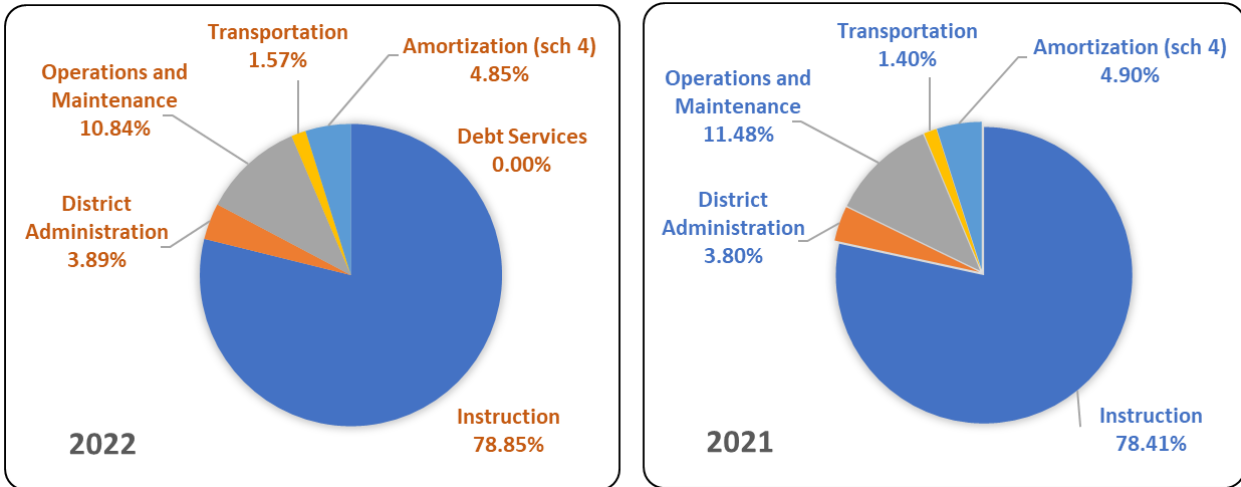
In 2022, total expenses were \$84.4M, which was an increase of 3.93% over 2021 (2.89% increase in 2021). The increase was driven by wage increases, and costs starting to normalize for benefits, substitutes, services and supplies since the onset of the pandemic. Compared to budget, total expenses were lower by \$2.7M. Despite activities and costs beginning to normalize from the easing of the pandemic, there continues to be difficulty in filling absences and positions in a timely manner, particularly for temporary positions. In addition, the projected increase in activities that drive service and supply costs, such as school activities and professional development, did not fully materialize.

By Function

As is expected, the majority of expenses are related to instruction. Instruction costs were 78.85% of total expenses in 2022 (78.41% in 2021). While instruction costs increased by \$2.88M to \$66.6M in 2022 (\$63.7M in 2021), they were less than budget by approximately \$2.7M.



Percentage of Total Expenses



The percentage allocation of expenses for Operations & Maintenance decreased to 10.84% from 11.48%, as a result of a reduction in pandemic related spending on cleaning and HVAC costs. The percentages for other functional areas remained relatively stable.

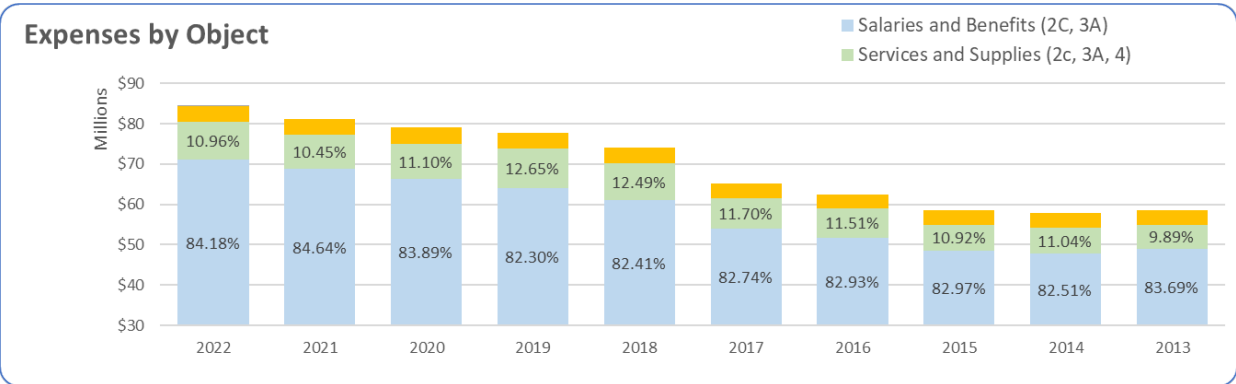
By Object

Salaries and benefits increased by \$2.3M to \$71.09 million (2021 - \$68.78M). The change to the salary and benefit cost is due to increases in base salaries, length of service increases, increased substitute costs with schools open for the full year, and a continued increase in benefit usage compared to the start of the pandemic. The percent of expenses in 2022 related to salaries and benefits is 84.18%, a slight decrease from 2021 (84.64%).

Compared to the prior year, service and supply expenses increased by \$763K to \$9.26M (11% of expenses) from \$8.49M in 2021 (10.4% of expenses). The increase is related to the restart of school activities, professional development, travel, and other services, as the impact of the pandemic started to ease. In addition, inflationary pressures have impacted service, supply, and utility costs.

As compared to the budget, salary and benefits were \$1.32M less than the budget of \$72.4M (1.8%), service and supplies were \$1.36M less than the budgeted \$10.61M (12.8%), while amortization was \$7K higher than budget.

The salary and benefit budget variance was driven by absences and difficulty filling positions, particularly with respect to temporary positions. The service and supply budget variance are related to the continued reduced level of activity associated with school-generated funds (field trips, events, other), in addition to lower than budget spending in professional development, school operating budgets, and other services. While the activities driving service and supply costs started to normalize, the costs are still not reflective of a return to pre-pandemic levels of activity and services for a full school year.



Operating surplus / (Deficit)

The School District ended the 2022 year with an operating surplus of \$2,200,040 compared to \$2,555,119 in 2021. The operations improved the financial position of the District by approximately \$1.1M. The amended budget had projected an operating deficit of \$433,673 and a drawing from reserves to fund operations.

	Operating Surplus					
	2022	2021	2020	2019	2018	2017
Revenues - excluding amortized deferred revenue	\$82,547,514	\$79,826,227	\$76,108,344	\$72,809,014	\$70,857,059	\$64,126,295
Expenses - excluding capital amortization and debt services	80,347,474	77,271,108	75,016,187	73,799,125	70,192,830	61,507,868
Operating/Special purpose surplus (deficit)	\$2,200,040	\$2,555,119	\$1,092,157	(\$990,111)	\$664,229	\$2,618,427
Operating surplus as % of operating revenue	2.67%	3.20%	1.44%	-1.36%	0.94%	4.08%
Interfund transfers (capital)	\$ 1,138,287	\$ 650,788	\$ 82,714	\$ (581,896)	\$ 2,379,137	\$ 1,515,556
Surplus (deficit) after interfund - to (from) reserve	\$1,061,753	\$1,904,331	\$1,009,443	(\$408,215)	(\$1,714,908)	\$1,102,871
Transfer (to) / from reserves	(\$1,061,753)	(\$1,904,331)	(\$1,009,443)	\$408,215	\$1,714,908	(\$1,102,871)
	-	-	-	-	-	-
Operating surplus as % of operating revenue	2.67%	3.20%	1.44%	-1.36%	0.94%	4.08%
Transfer to Capital as % of Operating Revenue	1.38%	0.82%	0.11%	-0.80%	3.36%	2.36%

While operating revenues were slightly better than forecast, the improved financial position of the School District is primarily due to lower than projected expenses. Specifically, filling absences and position vacancies in a timely manner continues to prove difficult in the current environment, particularly for temporary positions which are tied to one-time or short-term funding. In addition, while activities which drive service and supply expenditures were increasing with the easing of pandemic restrictions, such as student activities and professional development, the level of activity has not yet returned to normal levels for an entire school year. With the surplus, the School District now has a strong contingency fund and is in a better position to deal with the continued normalization of activity and costs that is expected and to deal with the inflationary pressures in the economy that will certainly impact future budgets. While tight spending controls will be maintained, the surplus will also support continued additional spending towards targeted areas of need.



Audited Financial Statements

School District No 75 (Mission)

June 30, 2022

School District No. 75 (Mission)

June 30, 2022

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School District No. 75 (Mission)

MANAGEMENT REPORT

Version: 4025-3279-1297

Management's Responsibility for the Financial Statements.

The accompanying financial statements of School District No. 75 (Mission) have been prepared by management in accordance with the accounting requirements of Section 23.1 of the Budget Transparency and Accountability Act of British Columbia, supplemented by Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board, and the integrity and objectivity of these statements are management's responsibility. Management is also responsible for all of the notes to the financial statements and schedules, and for ensuring that this information is consistent, where appropriate, with the information contained in the financial statements.

The preparation of financial statements necessarily involves the use of estimates based on management's judgment particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

Management is also responsible for implementing and maintaining a system of internal controls to provide reasonable assurance that assets are safeguarded, transactions are properly authorized and reliable financial information is produced.

The Board of Education of School District No. 75 (Mission) (called the "Board") is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control and exercises these responsibilities through the Board. The Board reviews internal financial statements on a quarterly basis and externally audited financial statements yearly.

The external auditors, KPMG LLP, conduct an independent examination, in accordance with Canadian generally accepted auditing standards, and express their opinion on the financial statements. The external auditors have full and free access to financial management of School District No. 75 (Mission) and meet when required. The accompanying Independent Auditors' Report outlines their responsibilities, the scope of their examination and their opinion on the School District's financial statements.

On behalf of School District No. 75 (Mission)

Original signed by T. Loffler September 20, 2022

Signature of the Chairperson of the Board of Education Date Signed

Original signed by A. Wilson September 20, 2022

Signature of the Superintendent Date Signed

Original signed by C. Becker September 20, 2022

Signature of the Secretary Treasurer Date Signed



KPMG LLP
32575 Simon Avenue
Abbotsford BC V2T 4W6
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Telephone (604) 854-2200
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INDEPENDENT AUDITORS' REPORT

To the Board of Education of School District No. 75 (Mission), and

To the Minister of Education and Child Care, Province of British Columbia

Opinion

We have audited the financial statements of School District No. 75 (Mission) (the "Entity"), which comprise:

- the statement of financial position as at June 30, 2022
- the statement of operations for the year then ended
- the statement of changes in net debt for the year then ended
- the statement of cash flows for the year then ended
- and notes to the financial statements, including a summary of significant accounting policies

(Hereinafter referred to as the "financial statements").

In our opinion, the accompanying financial statements of the Entity as at and for the year ended June 30, 2022 are prepared, in all material respects, in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the "Auditors' Responsibilities for the Audit of the Financial Statements" section of our auditors' report.

We are independent of the Entity in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada and we have fulfilled our other ethical responsibilities in accordance with these requirements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Emphasis of Matter – Financial Reporting Framework

We draw attention to Note 2 to the financial statements which describes the applicable financial reporting framework and the significant differences between the financial reporting framework and Canadian public sector accounting standards.

Our opinion is not modified in respect of this matter.



Other Information

Management is responsible for the other information. Other information comprises:

- Information, other than the financial statements and auditors' report thereon, included in the Financial Statement Discussion and Analysis document
- Unaudited Schedules 1-4 attached to the audited financial statements

Our opinion on the financial statements does not cover the other information and we do not and will not express any form of assurance conclusion thereon.

In connection with our audit of the financial statements, our responsibility is to read the other information identified above and, in doing so, consider whether the other information is materially inconsistent with the financial statements or our knowledge obtained in the audit, or otherwise appears to be materially misstated.

We obtained the formation, other than the financial statements and auditors' report thereon, included in the Financial Statement Discussion and Analysis document and the Unaudited Schedules 1-4 attached to the audited financial statements as at the date of this auditors' report. If, based on the work we have performed on this other information, we conclude that there is a material misstatement of this other information, we are required to report that fact in the auditors' report.

We have nothing to report in this regard.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation of the financial statements in accordance with the financial reporting provisions of Section 23.1 of the Budget and Transparency and Accountability Act of the Province of British Columbia and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Entity's ability to continue as a going concern, disclosing as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Entity or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Entity's financial reporting process.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists.



Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit.

We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion.

The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Entity's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Entity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditors' report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditors' report. However, future events or conditions may cause the Entity to cease to continue as a going concern.
- Communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

KPMG LLP

Chartered Professional Accountants

Abbotsford, Canada
September 20, 2022

School District No. 75 (Mission)

Statement of Financial Position

As at June 30, 2022

	2022 Actual	2021 Actual
	\$	\$
Financial Assets		
Cash and Cash Equivalents	18,453,512	15,821,622
Accounts Receivable		
Due from Province - Ministry of Education and Child Care	253,632	545,553
Due from First Nations	168,482	35,058
Other (Note 3)	767,745	896,922
Total Financial Assets	19,643,371	17,299,155
Liabilities		
Accounts Payable and Accrued Liabilities		
Due to Province - Ministry of Education and Child Care		49,380
Other (Note 4)	8,429,797	8,386,141
Unearned Revenue (Note 5)	1,678,895	1,205,734
Deferred Revenue (Note 6)	1,724,916	1,523,345
Deferred Capital Revenue (Note 7)	50,050,601	51,036,859
Employee Future Benefits (Note 8)	1,100,566	1,040,586
Debt (Note 9)	168,505	
Total Liabilities	63,153,280	63,242,045
Net Debt	(43,509,909)	(45,942,890)
Non-Financial Assets		
Tangible Capital Assets (Note 11)	74,688,343	76,120,347
Prepaid Expenses	347,250	229,116
Total Non-Financial Assets	75,035,593	76,349,463
Accumulated Surplus (Deficit) (Note 20)	31,525,684	30,406,573

Contractual Obligations (Note 15)

Contractual Rights (Note 16)

Contingent Liabilities (Note 17)

Approved by the Board

Original signed by T. Loffler

September 20, 2022

Signature of the Chairperson of the Board of Education

Date Signed

Original signed by A. Wilson

September 20, 2022

Signature of the Superintendent

Date Signed

Original signed by C. Becker

September 20, 2022

Signature of the Secretary Treasurer

Date Signed

School District No. 75 (Mission)

Statement of Operations
Year Ended June 30, 2022

	2022 Budget (Note 18) \$	2022 Actual \$	2021 Actual \$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	77,680,286	77,749,327	76,459,901
Other	475,408	532,738	430,850
Tuition	2,175,000	2,300,936	1,398,001
Other Revenue	1,973,957	1,633,483	1,238,002
Rentals and Leases	209,610	216,477	216,660
Investment Income	80,000	114,553	82,813
Amortization of Deferred Capital Revenue	3,042,025	3,018,809	2,973,354
Total Revenue	85,636,286	85,566,323	82,799,581
Expenses (Note 19)			
Instruction	69,313,132	66,589,678	63,711,015
District Administration	3,350,326	3,281,077	3,088,751
Operations and Maintenance	13,286,422	13,248,981	13,317,604
Transportation and Housing	1,169,713	1,326,266	1,139,096
Debt Services	1,572	1,210	
Total Expense	87,121,165	84,447,212	81,256,466
Surplus (Deficit) for the year	(1,484,879)	1,119,111	1,543,115
Accumulated Surplus (Deficit) from Operations, beginning of year		30,406,573	28,863,458
Accumulated Surplus (Deficit) from Operations, end of year		31,525,684	30,406,573

School District No. 75 (Mission)

Statement of Changes in Net Debt

Year Ended June 30, 2022

	2022 Budget (Note 18) \$	2022 Actual \$	2021 Actual \$
Surplus (Deficit) for the year	<u>(1,484,879)</u>	<u>1,119,111</u>	<u>1,543,115</u>
Effect of change in Tangible Capital Assets			
Acquisition of Tangible Capital Assets	(2,605,000)	(2,666,524)	(2,163,347)
Amortization of Tangible Capital Assets	4,091,659	4,098,528	3,985,358
Total Effect of change in Tangible Capital Assets	<u>1,486,659</u>	<u>1,432,004</u>	<u>1,822,011</u>
Acquisition of Prepaid Expenses	(200,000)	(347,250)	(229,116)
Use of Prepaid Expenses	229,116	229,116	329,813
Total Effect of change in Other Non-Financial Assets	<u>29,116</u>	<u>(118,134)</u>	<u>100,697</u>
(Increase) Decrease in Net Debt, before Net Remeasurement Gains (Losses)	<u>30,896</u>	<u>2,432,981</u>	<u>3,465,823</u>
Net Remeasurement Gains (Losses)			
(Increase) Decrease in Net Debt		<u>2,432,981</u>	<u>3,465,823</u>
Net Debt, beginning of year		<u>(45,942,890)</u>	<u>(49,408,713)</u>
Net Debt, end of year		<u>(43,509,909)</u>	<u>(45,942,890)</u>

School District No. 75 (Mission)

Statement of Cash Flows
Year Ended June 30, 2022

	2022 Actual	2021 Actual
	\$	\$
Operating Transactions		
Surplus (Deficit) for the year	1,119,111	1,543,115
Changes in Non-Cash Working Capital		
Decrease (Increase)		
Accounts Receivable	287,674	45,146
Prepaid Expenses	(118,134)	100,696
Increase (Decrease)		
Accounts Payable and Accrued Liabilities	(5,724)	713,346
Unearned Revenue	473,161	302,980
Deferred Revenue	201,571	331,888
Employee Future Benefits	59,980	55,599
Amortization of Tangible Capital Assets	4,098,528	3,985,358
Amortization of Deferred Capital Revenue	(3,018,809)	(2,973,354)
Bylaw Capital Spend on Non-Capital Items	(194,936)	(339,226)
Total Operating Transactions	2,902,422	3,765,548
Capital Transactions		
Tangible Capital Assets Purchased	(1,132,412)	(1,983,959)
Tangible Capital Assets -WIP Purchased	(1,345,474)	(179,388)
Tangible Capital Assets Purchased - Capital Loan	(188,638)	
Total Capital Transactions	(2,666,524)	(2,163,347)
Financing Transactions		
Loan Proceeds	190,000	
Loan Payments	(21,495)	
Capital Revenue Received	2,227,487	2,009,081
Total Financing Transactions	2,395,992	2,009,081
Net Increase (Decrease) in Cash and Cash Equivalents	2,631,890	3,611,282
Cash and Cash Equivalents, beginning of year	15,821,622	12,210,340
Cash and Cash Equivalents, end of year	18,453,512	15,821,622
Cash and Cash Equivalents, end of year, is made up of:		
Cash	18,453,512	15,821,622
	18,453,512	15,821,622

School District No. 75 (Mission)

Notes to the Financial Statements

June 30, 2022

1. Authority and purpose

The School District, established on April 12, 1946, operates under authority of the *School Act* of British Columbia as a corporation under the name of "The Board of Education of School District No. 75 (Mission)", and operates as "School District No. 75 (Mission)". A board of education ("Board"), elected for a four-year term, governs the School District. The School District provides educational programs to students enrolled in schools in the District and is principally funded by the Province of British Columbia through the Ministry of Education and Child Care. School District No. 75 (Mission) is exempt from federal and provincial corporate income taxes.

The COVID-19 outbreak was declared a pandemic by the World Health Organization in March 2020 and has had a significant financial, market and social dislocating impact worldwide. Under direction of the Provincial Health Officer, all schools suspended in-class instruction in March 2020 and the District remained open to continue to support students and families in a variety of ways. Parents were given the choice to send their children back to school on a gradual and part-time basis beginning June 1, 2020, and full-time beginning Sept 1, 2020, with new health and safety guidelines. The ongoing impact of the pandemic presents uncertainty over future cash flows, may have a significant impact on future operations including decreases in revenue, impairment of receivables, reduction in investment income and delays in completing capital project work. As the situation is dynamic and the ultimate duration and magnitude of the impact are not known, an estimate of the future financial effect on the District is not practicable at this time.

2. Summary of significant accounting policies

The financial statements of the School District are prepared by management in accordance with the basis of accounting described below. Significant accounting policies of the School District are as follows:

a) Basis of Accounting

These financial statements have been prepared in accordance with Section 23.1 of the *Budget Transparency and Accountability Act of the Province of British Columbia*. This Section requires that the financial statements be prepared in accordance with Canadian public sector accounting standards except with respect to the accounting for government transfers as set out in notes 2(e) and 2(1).

In November 2011, Treasury Board provided a directive through Restricted Contributions Regulation 198/2011 providing direction for the reporting of restricted contributions whether they are received or receivable by the School District before or after this regulation was in effect.

As noted in 2(e) and 2(1), Section 23.1 of the *Budget Transparency and Accountability Act*, and its related regulations, require the School District to recognize government transfers for the acquisition of capital assets into revenue on the same basis as the related amortization expense. As these transfers do not contain stipulations that create a liability, Canadian public sector accounting standards would require that:

- government transfers, which do not contain a stipulation that creates a liability, be recognized as revenue by the recipient when approved by the transferor and the eligibility criteria have been met in accordance with public sector accounting standard PS3410; and

School District No. 75 (Mission)

Notes to the Financial Statements

June 30, 2022

2. Summary of significant accounting policies (continued)

a) Basis of Accounting (continued)

- externally restricted contributions be recognized as revenue in the period in which the resources are used for the purpose or purposes specified in accordance with public sector accounting standard PS3100.

b) Cash and cash equivalents

Cash and cash equivalents include cash deposits in the bank and deposits in the Provincial Ministry of Finance Central Deposit Program that are readily convertible to known amounts of cash and that are subject to an insignificant risk of change in value. Cash equivalents generally have a maturity of three months or less at acquisition and are held for the purpose of meeting short term cash commitments rather than for investing.

c) Accounts receivable

Accounts receivable is measured at amortized cost and shown net of allowance for doubtful accounts.

d) Unearned revenue

Unearned revenue includes tuition fees received for courses to be delivered in future periods and receipt of proceeds for services or products to be delivered in a future period. Revenue will be recognized in that future period when the courses, services, or products are provided.

e) Deferred revenue and deferred capital revenue

Deferred revenue includes contributions received with stipulations that meet the description of restricted contributions in the Restricted Contributions Regulation 198/2011 issued by Treasury Board. When restrictions are met, deferred revenue is recognized as revenue in the fiscal year in a manner consistent with the circumstances and evidence used to support the initial recognition of the contributions received as a liability as detailed in note 2(l).

Funding received for the acquisition of depreciable tangible capital assets is recorded as deferred capital revenue and amortized over the life of the asset acquired as revenue in the statement of operations. This accounting treatment is not consistent with the requirements of Canadian public sector accounting standards which require that government transfers be recognized as revenue when approved by the transferor and eligibility criteria have been met unless the transfer contains a stipulation that creates a liability in which case the transfer is recognized as revenue over the period that the liability is extinguished.

f) Employee future benefits

The School District provides certain post-employment benefits including vested and non-vested benefits for certain employees pursuant to certain contracts and union agreements. The School District accrues its obligations and related costs, including both vested and non-vested benefits under employee future benefit plans. Benefits include vested sick leave, accumulating non-vested sick leave, early retirement, retirement/severance, vacation, overtime, and death benefits. The benefits cost is actuarially determined using the projected unit credit method pro-rated on service and using management's best estimate of

School District No. 75 (Mission)

Notes to the Financial Statements

June 30, 2022

2. Summary of significant accounting policies (continued)

f) Employee future benefits (continued)

expected salary escalation, termination rates, retirement rates and mortality. The discount rate used to measure obligations is based on the estimated cost of borrowing. The cumulative unrecognized actuarial gains and losses are amortized over the expected average remaining service lifetime of active employees covered under the plan.

The most recent valuation of the obligation was performed at March 31, 2022 and projected to March 31, 2025. The next valuation will be performed at March 31, 2025 for use at June 30, 2025. For the purposes of determining the financial position of the plans and employee future benefit costs, a measurement date of March 31 was adopted for all periods subsequent to July 1, 2004.

The School District and its employees make contributions to the Teachers' Pension Plan and Municipal Pension Plan. The plans are multi-employer plans where assets and obligations are not separated. The costs are expensed as incurred.

g) Liability for contaminated sites

Contaminated sites are a result of contamination being introduced into air, soil, water, or sediment of a chemical, organic, or radioactive material or live organism that exceeds an environmental standard. The liability is recorded net of any expected recoveries. A liability for remediation of contaminated sites is recognized when a site is not in productive use and all the following criteria are met:

- an environmental standard exists;
- contamination exceeds the environmental standard;
- the School District:
 - is directly responsible; or
 - accepts responsibility;
- it is expected that future economic benefits will be given up; and
- a reasonable estimate of the amount can be made.

The liability is recognized as management's estimate of the cost of post-remediation including operation, maintenance and monitoring that are an integral part of the remediation strategy for a contaminated site.

h) Tangible capital assets

The following criteria apply:

- Tangible capital assets acquired or constructed are recorded at cost which includes amounts that are directly related to the acquisition, design, construction, development, improvement, or betterment of the assets. Cost also includes overhead directly attributable to construction, as well as interest costs that are directly attributable to the acquisition or construction of the asset.
 - Donated tangible capital assets are recorded at their fair market value on the date of donation, except in circumstances where fair value cannot be reasonably determined, which are then recognized at nominal value. Transfers of tangible capital assets from related parties are recorded at carrying value.
 - Work-in-progress is recorded as an acquisition to the applicable asset class at substantial completion.
-

School District No. 75 (Mission)

Notes to the Financial Statements

June 30, 2022

2. Summary of significant accounting policies (continued)

h) Tangible capital assets (continued)

- Tangible capital assets are written down to residual value when conditions indicate they no longer contribute to the ability of the School District to provide services or when the value of future economic benefits associated with the sites and buildings are less than their net book value. The write-downs are accounted for as expenses in the Statement of Operations.
- Buildings that are demolished or destroyed are written-off.
- Works of art, historic assets and other intangible assets are not recorded as assets in these financial statements.
- The cost, less residual value, of tangible capital assets (excluding sites), is amortized on a straight-line basis over the estimated useful life of the asset. It is management's responsibility to determine the appropriate useful lives for tangible capital assets. These useful lives are reviewed on a regular basis or if significant events indicate the need to revise. Estimated useful lives are as follows:

Buildings	40 years
Furniture & Equipment	10 years
Vehicles	10 years
Computer Software	5 years
Computer Hardware	5 years

i) Capital leases

Leases that, from the point of view of the lessee, transfer substantially all the benefits and risks incident to ownership of the property to the School District are considered capital leases. These are accounted for as an asset and an obligation. Capital lease obligations are recorded at the present value of the minimum lease payments excluding executor costs, e.g., insurance, maintenance costs, etc. The discount rate used to determine the present value of the lease payments is the lower of the School District's rate for incremental borrowing or the interest rate implicit in the lease.

All other leases are accounted for as operating leases and the related payments are charged to expenses as incurred.

j) Prepaid expenses

Various instructional supplies, subscriptions, technology contracts, insurance, employee benefit payments and contracted services are included as a prepaid expense and stated at acquisition cost and are charged to expense over the periods when the related benefits are expected.

k) Funds and reserves

Certain amounts, as approved by the Board, are set aside in accumulated surplus for future operating and capital purposes. Transfers to and from funds and reserves are an adjustment to the respective fund when approved (see note 13 – Interfund transfers and note 20 – Accumulated surplus). Funds and reserves are disclosed on Schedules 2, 3, and 4.

School District No. 75 (Mission)

Notes to the Financial Statements

June 30, 2022

2. Summary of significant accounting policies (continued)

l) Revenue recognition

Revenues are recorded on an accrual basis in the period in which the transactions or events occurred that gave rise to the revenues, and when the amounts are considered to be collectible and can be reasonably estimated.

Contributions received or where eligibility criteria have been met are recognized as revenue except where the contribution meets the criteria for deferral as described below. Eligibility criteria are the criteria that the School District must meet in order to receive the contributions, including authorization by the transferring government.

For contributions subject to a legislative or contractual stipulation or restriction as to their use, revenue is recognized as follows:

- Non-capital contributions for specific purposes are recorded as deferred revenue and recognized as revenue in the year related expenses are incurred,
- Contributions restricted for site acquisitions are recorded as revenue when the sites are purchased, and
- Contributions restricted for tangible capital assets acquisitions, other than sites, are recorded as deferred capital revenue and amortized over the useful life of the related assets.

Donated tangible capital assets, other than sites, are recorded at fair market value and amortized over the useful life of the assets. Donated sites are recorded as revenue at fair market value when received or receivable.

The accounting treatment for restricted contributions is not consistent with the requirements of Canadian public sector accounting standards which require that government transfers be recognized as revenue when approved by the transferor and eligibility criteria have been met, unless the transfer contains a stipulation that meets the criteria for liability recognition, in which case the transfer is recognized as revenue over the period that the liability is extinguished.

Revenue related to fees or services received in advance of the fee being earned or the service performed is deferred and recognized when the fee is earned, or service performed.

Investment income is reported in the period earned. When required by the funding party or related Act, investment income earned on deferred revenue is added to the deferred revenue balance.

m) Expenses

Expenses are reported on an accrual basis. The cost of all goods consumed, and services received, during the year is expensed.

Categories of Salaries:

- Principals, Vice-Principals, and Directors of Instruction employed under an administrative officer contract are categorized as Principals and Vice-Principals.
- Superintendents, Assistant Superintendents, Secretary Treasurers, Trustees, and other employees excluded from union contracts are categorized as Other Professionals.

School District No. 75 (Mission)

Notes to the Financial Statements

June 30, 2022

2. Summary of significant accounting policies (continued)

m) Expenses (continued)

Allocation of costs:

- Operating expenses are reported by function, program, and object. Whenever possible, expenses are determined by actual identification. Additional costs pertaining to specific instructional programs, such as special and indigenous education, are allocated to these programs. All other costs are allocated to related programs.
- Actual salaries of personnel assigned to two or more functions or programs are allocated based on the time spent in each function and program. School based clerical salaries are allocated to school administration and partially to other programs to which they may be assigned. Principals and Vice-Principals salaries are allocated to school administration and may be partially allocated to other programs to recognize their other responsibilities.
- Employee benefits and allowances are allocated to the same programs, and in the same proportions, as the individual's salary.
- Supplies and services are allocated based on actual program identification.

n) Financial instruments

A contract establishing a financial instrument creates, at its inception, rights, and obligations to receive or deliver economic benefits. The financial assets and financial liabilities portray these rights and obligations in the financial statements. The School District recognizes a financial instrument when it becomes a party to a financial instrument contract.

Financial instruments consist of cash and cash equivalents, accounts receivable, accounts payable and accrued liabilities, and other liabilities.

All financial assets and liabilities are recorded at cost or amortized cost and the associated transaction costs are added to the carrying value of these investments upon initial recognition. Transaction costs are incremental costs directly attributable to the acquisition or issue of a financial asset or a financial liability.

Unrealized gains and losses from changes in the fair value of financial instruments are recognized in the statement of re-measurement gains and losses. Upon settlement, the cumulative gain or loss is reclassified from the statement of re-measurement gains and losses and recognized in the statement of operations. Interest and dividends attributable to financial instruments are reported in the statement of operations. There were no measurement gains or losses during the periods presented; therefore, no statement of re-measurement gains and losses is included in these financial statements.

All financial assets except derivatives are tested annually for impairment. When financial assets are impaired, impairment losses are recorded in the statement of operations.

For financial instruments measured using amortized cost, the effective interest rate method is used to determine interest revenue or expense.

School District No. 75 (Mission)

Notes to the Financial Statements

June 30, 2022

2. Summary of significant accounting policies (continued)

o) Measurement uncertainty

Preparation of financial statements in accordance with the basis of accounting described in note 2(a) requires management to make estimates and assumptions that impact reported amounts of assets and liabilities at the date of the financial statements, and revenues and expenses during the reporting periods. Significant areas requiring the use of management estimates relate to the potential impairment of assets, liabilities for contaminated sites, rates for amortization and estimated employee future benefits. Actual results could differ from those estimates.

p) Future changes in accounting policies

PS 3280 Asset Retirement Obligations issued August 2018 establishes standards for recognition, measurement, presentation, and disclosure of legal obligations associated with the retirement of tangible capital assets and is effective July 1, 2022. A liability will be recognized when, as at the financial reporting date:

- (a) there is a legal obligation to incur retirement costs in relation to a tangible capital asset;
- (b) the past transaction or event giving rise to the liability has occurred;
- (c) it is expected that future economic benefits will be given up; and
- (d) a reasonable estimate of the amount can be made.

Liabilities are recognized for statutory, contractual, or legal obligations associated with the retirement of tangible capital assets when those obligations result from the acquisition, construction, development, or normal operation of the assets. The obligations are measured initially at fair value, determined using present value methodology, and the resulting costs capitalized into the carrying amount of the related tangible capital asset. In subsequent periods, the liability is adjusted for accretion and any changes in the amount or timing of the underlying future cash flows. The capitalized asset retirement cost is amortized on the same basis as the related asset and accretion expense is included in the Statement of Operations.

A modified retroactive application has been recommended by Government. Management is in the process of assessing the impact of adopting this standard on the School District's financial results.

PS 3400 Revenue issued November 2018 establishes standards on how to account for and report on revenue and is effective July 1, 2023. Specifically, it differentiates between revenue arising from transactions that include performance obligations, referred to as "exchange transactions", and transactions that do not have performance obligations, referred to as "non-exchange transactions".

Revenue from transactions with performance obligations should be recognized when the School District satisfies a performance obligation by providing the promised goods or services to a payor.

Revenue from transactions with no performance obligations should be recognized when a school district:

- (a) has the authority to claim or retain an inflow of economic resources; and
- (b) identifies a past transaction or event that gives rise to an asset.

This standard may be applied retroactively or prospectively. Management is in the process of assessing the impact of adopting this standard on the School District's financial results.

School District No. 75 (Mission)

Notes to the Financial Statements

June 30, 2022

	2022	2021
3. Accounts receivable – other		
Due from Federal Government	\$ 57,847	\$ 72,878
Benefit plans surplus	527,903	585,293
Other	181,995	238,751
Total accounts receivable - other	<u>767,745</u>	<u>896,922</u>
4. Accounts payable and accrued liabilities – other	2022	2021
Trade payables	\$ 2,666,236	\$ 2,139,129
Salaries and benefits payable	5,043,559	5,514,887
Accrued vacation payable	720,002	732,125
Total accounts payable and accrued liabilities – other	<u>\$ 8,429,797</u>	<u>\$ 8,386,141</u>
5. Unearned revenue	2022	2021
Balance, beginning of year	\$ 1,205,734	\$ 902,754
Changes for the year:		
Increase:		
Tuition fees collected	1,669,295	1,193,094
Transportation fees	9,600	12,640
	<u>1,678,895</u>	<u>1,205,734</u>
Decrease:		
Tuition fees recognized as revenue	1,193,094	894,734
Transportation fees recognized as revenue	12,640	8,020
	<u>1,205,734</u>	<u>902,754</u>
Net change for the year	473,161	302,980
Balance, end of year	<u>\$ 1,678,895</u>	<u>\$ 1,205,734</u>
Unearned revenue comprised of:	2022	2021
Tuition Fees	1,669,295	1,193,094
Transportation Fees	9,600	12,640
	<u>\$ 1,678,895</u>	<u>\$ 1,205,734</u>

School District No. 75 (Mission)

Notes to the Financial Statements

June 30, 2022

6. Deferred revenue

Deferred revenue includes unspent grants and contributions received that meet the description of a restricted contribution in the Restricted Contributions Regulation 198/2011 issued by Treasury Board, i.e., the stipulations associated with those grants and contributions have not yet been fulfilled.

	2022	2021
Balance, beginning of year	\$ 1,523,345	\$ 1,191,457
Changes for the year:		
Increase:		
Provincial grants – Ministry of Education	8,782,197	10,440,456
Provincial grants – Other Ministry	103,187	101,324
Other revenue	1,520,115	1,012,587
	<u>10,405,499</u>	<u>11,554,367</u>
Decrease:		
Allocated to revenue	(10,203,928)	(11,222,479)
Net change for the year	<u>201,571</u>	<u>331,888</u>
Balance, end of year	<u><u>\$ 1,724,916</u></u>	<u><u>\$ 1,523,345</u></u>

	2022	2021
Deferred revenue comprised of:		
Provincial grants – Ministry of Education	\$ 254,443	\$ 279,560
Provincial grants – other	100,128	78,954
School generated funds	1,146,854	1,019,375
Other revenue	223,491	145,456
	<u><u>\$ 1,724,916</u></u>	<u><u>\$ 1,523,345</u></u>

7. Deferred capital revenue

Deferred capital revenue includes grants and contributions received that are restricted by the contributor for the acquisition of tangible capital assets that meet the description of a restricted contribution in the Restricted Contributions Regulation 198/2011 issued by Treasury Board. Once spent, the contributions are amortized into revenue over the life of the asset acquired.

	2022	2021
Deferred capital revenue subject to amortization		
Balance, beginning of year	\$ 49,446,934	\$ 50,436,721
Increases:		
Capital additions	476,459	1,983,567
Decreases:		
Amortization	(3,018,809)	(2,973,354)
Net change for the year	<u>(2,542,350)</u>	<u>(989,787)</u>
Balance, end of year	<u><u>\$ 46,904,584</u></u>	<u><u>\$ 49,446,934</u></u>

School District No. 75 (Mission)

Notes to the Financial Statements

June 30, 2022

7. Deferred capital revenue (continued)	2022	2021
Deferred capital revenue not subject to amortization		
Balance, beginning of year	172,976	654,720
Increases:		
Transfer from unspent - work in progress additions	1,317,707	124,199
Decreases:		
Transfer to deferred capital revenue	-	(605,943)
Net change for the year	1,317,707	(481,744)
Balance, end of year	1,490,683	172,976
Total deferred capital revenue, end of year	\$ 48,395,267	\$ 49,619,910
	2022	2021
Unspent deferred capital revenue		
Balance, beginning of year	\$ 1,416,949	\$ 1,248,918
Increases:		
Provincial grants – Ministry of Education	2,005,711	1,841,050
Other	221,776	168,031
Decreases:		
Transfer to deferred capital revenue subject to amortization	(476,459)	(1,377,624)
Transfer to deferred capital revenue - work in progress	(1,317,707)	(124,199)
Bylaw capital spent on non-capital items	(194,936)	(339,227)
Net change for the year	238,385	168,031
Balance, end of year	\$ 1,655,334	\$ 1,416,949
Total deferred capital revenue, end of year	\$ 50,050,601	\$ 51,036,859

8. Employee future benefits

Benefits include vested sick leave, accumulating non-vested sick leave, early retirement, retirement/severance, vacation, overtime, and death benefits. Funding is provided when the benefits are paid and accordingly, there are no plan assets. Although no plan assets are uniquely identified, the School District has provided for the payment of these benefits.

School District No. 75 (Mission)

Notes to the Financial Statements

June 30, 2022

8. Employee future benefits (continued)

	2022	2021
Assumptions		
Discount Rate - April 1	2.50%	2.25%
Discount Rate - March 31	3.25%	2.50%
Long Term Salary Growth - April 1	2.50% + seniority	2.50% + seniority
Long Term Salary Growth - March 31	2.50% + seniority	2.50% + seniority
EARSLS - March 31	10.4	10.0
Reconciliation of Accrued Benefit Obligation		
Accrued Benefit Obligation – April 1	\$ 1,049,815	\$ 1,043,393
Service Cost	103,242	103,806
Interest Cost	27,605	24,670
Benefit Payments	(102,631)	(93,152)
Actuarial (Gain) Loss	49,786	(28,902)
Accrued Benefit Obligation – March 31	<u>\$ 1,127,817</u>	<u>\$ 1,049,815</u>
Reconciliation of Funded Status at End of Fiscal Year		
Accrued Benefit Obligation - March 31	\$ 1,127,817	\$ 1,049,815
Market Value of Plan Assets - March 31	0	0
Funded Status - Deficit	(1,127,817)	(1,049,815)
Employer Contributions After Measurement Date	21,653	26,279
Benefits Expense After Measurement Date	(34,641)	(32,712)
Unamortized Net Actuarial (Gain) Loss	40,239	15,662
Accrued Benefit Liability - June 30	<u>\$ (1,100,566)</u>	<u>\$ (1,040,586)</u>
Reconciliation of Change in Accrued Benefit Liability		
Accrued Benefit Liability (Asset) - July 1	\$ 1,040,585	\$ 984,987
Net Expense for Fiscal Year	157,985	164,197
Employer Contributions	(98,004)	(108,598)
Accrued Benefit Liability - June 30	<u>\$ 1,100,566</u>	<u>\$ 1,040,586</u>
Components of Net Benefit Expense		
Service Cost	\$ 102,817	\$ 103,665
Interest Cost	29,959	25,404
Amortization of Net Actuarial Loss	25,209	35,128
Net Benefit Expense	<u>\$ 157,985</u>	<u>\$ 164,197</u>

The impact of changes in assumptions between the March 31, 2022 measurement date and the June 30, 2022 reporting date have been reviewed and are not considered material.

School District No. 75 (Mission)

Notes to the Financial Statements

June 30, 2022

9. Debt

The following loans approved under Section 144 of the School Act are outstanding:

	2022	2021
Demand equipment financing loan of \$190,000, approved on October 12, 2021, borrowed on November 30, 2021, from the Municipal Finance Authority of BC, for a term of 5 years, bearing interest at a variable rate (1.78% as of June 30, 2022), repayable in blended monthly principal and interest payments of \$3,243, due November 30, 2026, unsecured. Principal and interest paid to date are \$21,494 and \$1,210 respectively.	\$ 168,505	\$ -
	<u>168,505</u>	<u>-</u>

The School District also has an approved line of credit of \$1.0 million with interest at the bank's prime rate minus 0.25%. As of June 30, 2022, the School District had \$ nil borrowings (2021: \$ nil) under this line of credit.

10. Capital lease obligations

The School District has an approved revolving term lease of \$750,000. As of June 30, 2022, the School District had \$ nil borrowings (2021: \$ nil) under this lease.

11. Tangible capital assets

	2022	2021
Net book value:		
Sites	\$ 10,512,959	\$ 10,512,959
Buildings	58,399,718	61,695,005
Buildings – work in progress	1,642,046	296,572
Furniture & equipment	1,567,417	1,768,287
Vehicles	1,586,789	1,553,189
Computer software	61,729	12,927
Computer hardware	917,685	281,408
Total net book value, tangible capital assets	<u>\$ 74,688,343</u>	<u>\$ 76,120,347</u>

School District No. 75 (Mission)

Notes to the Financial Statements

June 30, 2022

11. Tangible capital assets (continued)

Cost:	Balance at July 1, 2021	Additions	Disposals	Balance at June 30, 2022
Sites	\$ 10,512,959	\$ -	\$ -	\$ 10,512,959
Buildings	144,242,444	-	-	144,242,444
Furniture & equipment	2,713,852	69,346	(92,714)	2,690,484
Vehicles	2,283,038	272,095	(68,282)	2,486,851
Computer software	33,458	61,660	-	95,118
Computer hardware	983,456	917,949	(68,140)	1,833,265
Work in progress	296,572	1,345,474	-	1,642,046
Total cost	161,065,779	2,666,524	(229,136)	163,503,167
Accumulated amortization:				
Buildings	82,547,439	3,295,287	-	85,842,726
Furniture & equipment	945,565	270,216	(92,714)	1,123,067
Vehicles	729,849	238,495	(68,282)	900,062
Computer software	20,531	12,858	-	33,389
Computer hardware	702,048	281,672	(68,140)	915,580
Total amortization	84,945,432	4,098,528	(229,136)	88,814,824
Total net book value	\$ 76,120,347	\$ (1,432,004)	\$ -	\$ 74,688,343

Cost:	Balance at July 1, 2020	Additions	Disposals	Balance at June 30, 2021
Sites	\$ 10,512,959	\$ -	\$ -	\$ 10,512,959
Buildings	142,844,623	1,397,821	-	144,242,444
Furniture & equipment	2,557,072	838,527	(681,747)	2,713,852
Vehicles	2,024,107	353,553	(94,622)	2,283,038
Computer software	33,458	-	-	33,458
Computer hardware	1,098,120	-	(114,664)	983,456
Work in progress	723,126	179,388	(605,942)	296,572
Total cost	159,793,465	2,769,289	(1,496,975)	161,065,779
Accumulated amortization:				
Buildings	79,260,567	3,286,872	-	82,547,439
Furniture & equipment	1,363,765	263,547	(681,747)	945,565
Vehicles	604,382	220,089	(94,622)	729,849
Computer software	13,839	6,692	-	20,531
Computer hardware	608,554	208,158	(114,664)	702,048
Total amortization	81,851,107	3,985,358	(891,033)	84,945,432
Total net book value	\$ 77,942,358	\$ (1,216,069)	\$ (605,942)	\$ 76,120,347

School District No. 75 (Mission)

Notes to the Financial Statements

June 30, 2022

12. Employee pension plans

The School District and its employees contribute to the Teachers' Pension Plan and Municipal Pension Plan (jointly trustee pension plans). The boards of trustees for these plans, representing plan members and employers, are responsible for administering the pension plans, including investing assets and administering benefits. The plans are multi-employer defined benefit pension plans. Basic pension benefits provided are based on a formula. As at December 31, 2021 the Teachers' Pension Plan has about 50,000 active members and approximately 40,000 retired members. As at December 31, 2021, the Municipal Pension Plan has about 227,000 active members, including approximately 29,000 from school districts.

Every three years, an actuarial valuation is performed to assess the financial position of the plans and the adequacy of plan funding. The actuary determines an appropriate combined employer and member contribution rate to fund the plans. The actuary's calculated contribution rate is based on the entry-age normal cost method, which produces the long-term rate of member and employer contributions sufficient to provide benefits for average future entrants to the plans. This rate may be adjusted for the amortization of any actuarial funding surplus and will be adjusted for the amortization of any unfunded actuarial liability.

The most recent actuarial valuation of the Teachers' Pension Plan as at December 31, 2020, indicated a \$1,584 million surplus for basic pension benefits on a going concern basis.

The most recent actuarial valuation for the Municipal Pension Plan as at December 31, 2018, indicated a \$2,866 million funding surplus for basic pension benefits on a going concern basis.

The School District paid \$5,696,668 for employer contributions to the plans for the year ended June 30, 2022 (2021: \$5,657,672).

The next valuation for the Teachers' Pension Plan will be as at December 31, 2023. The next valuation for the Municipal Pension Plan will be as at December 31, 2021, with results available in 2022.

Employers participating in the plans record their pension expense as the amount of employer contributions made during the fiscal year (defined contribution pension plan accounting). This is because the plans record accrued liabilities and accrued assets for each plan in aggregate, resulting in no consistent and reliable basis for allocating the obligation, assets and cost to individual employers participating in the plans.

School District No. 75 (Mission)

Notes to the Financial Statements

June 30, 2022

13. Interfund transfers

Interfund transfers between the operating, special purpose and capital funds for the year ended June 30, 2022, were as follows:

	2022	2021
Capital assets purchased from Operating Fund	\$ 110,331	\$ 7,751
Capital assets purchased from School Generated Funds	-	16,733
Capital assets purchased from FN Student Transportation Fund	6,936	12,591
Capital assets purchased from Federal Safe Return to Class Fund	102,006	74,213
Local Capital allocation from Operating Fund	896,309	539,500
Local Capital allocation from Operating Fund for capital loan	22,705	-

14. Related party transactions

The School District is related through common ownership to all Province of British Columbia ministries, agencies, school districts, health authorities, colleges, universities, and crown corporations. Transactions with these entities, unless disclosed separately, are considered to be in the normal course of operations and are recorded at the exchange amount.

15. Contractual Obligations

The School District has entered into a number of multiple-year contracts for the delivery of services. These contractual obligations will become liabilities in the future when the terms of the contracts are met. Disclosure relates to the unperformed portion of the contracts.

	2023
Computer equipment leases	<u>\$ 10,449</u>

16. Contractual Rights

Contractual rights are rights to economic resources arising from contracts or agreements that will result in revenues and assets in the future. The School District's contractual rights arise because of license to occupy agreements with various operators, and an operating cost sharing agreement with the University of the Fraser Valley. The following table summarizes the contractual rights of the School District for future assets:

	2023	2024	2025	2026	2027
Future license revenue	\$ 193,690	\$ 163,520	\$ 50,420	\$ 35,400	\$ 5,920
Operating use agreement (Heritage Park Middle)	154,065	157,140	160,276		
	<u>347,755</u>	<u>320,660</u>	<u>210,696</u>	<u>35,400</u>	<u>5,920</u>

17. Contingent Liabilities

Each year the School District is involved with several legal actions and arbitrations. Although the outcomes of these matters are not determinable at this time, management believes they will not have a material adverse effect on the School District's financial position or results of operations.

School District No. 75 (Mission)

Notes to the Financial Statements

June 30, 2022

18. Budget figures

Budget figures included in the financial statements were approved by the Board through the adoption of an amended annual budget on February 15, 2022. The Board adopted a preliminary annual budget on June 22, 2021. The amended budget is used for comparison purposes as it is based on actual student enrolment. The following is a reconciliation of the two budgets:

Statement 2	2022 Amended	2022 Preliminary	Budget change
Revenue			
Provincial Grants			
Ministry of Education	\$ 77,680,286	\$ 73,858,450	\$ 3,821,836
Other	475,408	462,491	12,917
Tuition	2,175,000	1,409,300	765,700
Other Revenue	1,973,957	1,973,957	-
Rentals and Leases	209,610	209,610	-
Investment Income	80,000	65,000	15,000
Amortization of Deferred Capital Revenue	3,042,025	3,064,626	(22,601)
Total Revenue	85,636,286	81,043,434	4,592,852
Expense			
Instruction	69,313,132	64,944,863	4,368,269
District administration	3,350,326	3,299,110	51,216
Operations and maintenance	13,286,422	12,714,179	572,243
Transportation and housing	1,169,713	1,191,075	(21,362)
Debt services	1,572	-	1,572
Total expense	87,121,165	82,149,227	4,971,938
Net revenue (expense)	(1,484,879)	(1,105,793)	(379,086)
Budgeted Allocation (Retirement) of Surplus (Deficit)	1,459,345	249,906	1,209,439
Budgeted surplus (deficit) for the year	\$ (25,534)	\$ (855,887)	\$ 830,353
Statement 4			
Deficit for the year	\$ (1,484,879)	\$ (1,105,793)	\$ (379,086)
Effect of change in tangible capital assets			
Acquisition of tangible capital assets			
From operating and special purpose funds			-
From Local capital	(170,000)	(125,000)	(45,000)
From deferred capital revenue	(2,435,000)	(1,995,712)	(439,288)
Total acquisition of tangible capital assets	(2,605,000)	(2,120,712)	(484,288)
Amortization of tangible capital assets	4,091,659	4,055,513	36,146
Total effect of change in tangible capital assets	1,486,659	1,934,801	(448,142)
Acquisitions of prepaid expenses	(200,000)	(200,000)	-
Use of prepaid expenses	229,116	200,000	29,116
	29,116	-	29,116
(Increase) decrease in net financial assets (debt)	\$ 30,896	\$ 829,008	\$ (798,112)

School District No. 75 (Mission)

Notes to the Financial Statements

June 30, 2022

19. Expense by object	2022	2021
Salaries and benefits	\$ 71,090,787	\$ 68,777,068
Services and supplies	9,256,687	8,494,040
Interest	1,210	-
Amortization	4,098,528	3,985,358
Total expense by object	\$ 84,447,212	\$ 81,256,466

20. Accumulated surplus	2022	2021
Restricted (appropriated) operating surplus for:		
Contingency reserve	\$ -	\$ 1,365,000
Strategic Initiatives	-	500,000
Schools and departments	303,324	375,459
Indigenous Education – Targeted	352,242	235,935
Addressing Learning Impacts	-	204,997
Teacher Mentorship	140,000	140,000
Service Improvement Allocation	-	72,875
Equity Scan – Video Project	6,251	6,251
Equity Scan	21,080	2,954
Total restricted (appropriated) operating surplus	822,897	2,903,471
Unrestricted operating surplus	3,658,786	516,459
Total operating surplus available for future operations	4,481,683	3,419,930
Restricted local capital reserve available for capital projects	1,098,733	666,871
Invested in tangible capital assets	25,945,268	26,319,772
Total capital surplus	27,044,001	26,986,643
Total accumulated surplus	\$ 31,525,684	\$ 30,406,573

21. Economic dependence

The operations of the School District are dependent on continued funding from the Ministry of Education and Child Care and various governmental agencies to carry out its programs. These financial statements have been prepared on a going concern basis.

22. Subsequent events

Subsequent to year-end, the School District sold property located at 33447 Dewdney Trunk Road, Mission, BC (former location of Cade Barr school). The sale completed on August 5, 2022, for sale proceeds of \$700,000.

School District No. 75 (Mission)

Notes to the Financial Statements

June 30, 2022

23. Risk management

The School District has exposure to the following risks from its use of financial instruments: credit risk, market risk and liquidity risk.

The Board ensures that the School District has identified its risks and ensures that management monitors and controls them.

a) Credit risk:

Credit risk is the risk of financial loss to an institution if a customer or counterparty to a financial instrument fails to meet its contractual obligations. Such risks arise principally from certain financial assets held consisting of cash, amounts receivable and investments.

The School District is exposed to credit risk in the event of non-performance by a borrower. This risk is mitigated as most receivables are due from the Province and are collectible.

It is management's opinion that the School District is not exposed to significant credit risk associated with its cash deposits as they are placed in the Central Deposit Program with the Province and in recognized British Columbia institutions.

b) Market risk:

Market risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market prices. Market risk is comprised of currency risk and interest rate risk.

Currency risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in the foreign exchange rates. It is management's opinion that the School District is not exposed to significant currency risk, as amounts held, and purchases made in foreign currency are insignificant.

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in the market interest rates. The School District would be exposed to interest rate risk through investments. It is management's opinion that the School District is not exposed to significant interest rate risk as their current holdings are limited to cash deposits in the Central Deposit Program with the Province and in recognized British Columbia institutions.

c) Liquidity risk:

Liquidity risk is the risk that the School District will not be able to meet its financial obligations as they become due.

The School District manages liquidity risk by continually monitoring actual and forecasted cash flows from operations and anticipated investing activities to ensure, as far as possible, that it will always have sufficient liquidity to meet its liabilities when due, under both normal and stressed conditions, without incurring unacceptable losses or risking damage to the School District's reputation.

Risk Management and insurance services for all School Districts in British Columbia are provided by the Risk Management Branch of the Ministry of Finance. There have been no changes to risk exposure from 2021 related to credit, market, or liquidity risks.

School District No. 75 (Mission)

Schedule of Changes in Accumulated Surplus (Deficit) by Fund
Year Ended June 30, 2022

	Operating Fund	Special Purpose Fund	Capital Fund	2022 Actual	2021 Actual
	\$	\$	\$	\$	\$
Accumulated Surplus (Deficit), beginning of year	3,419,930		26,986,643	30,406,573	28,863,458
Changes for the year					
Surplus (Deficit) for the year	2,091,098	108,942	(1,080,929)	1,119,111	1,543,115
Interfund Transfers					
Tangible Capital Assets Purchased	(110,331)	(108,942)	219,273	-	
Local Capital	(896,309)		896,309	-	
Other	(22,705)		22,705	-	
Net Changes for the year	1,061,753	-	57,358	1,119,111	1,543,115
Accumulated Surplus (Deficit), end of year - Statement 2	4,481,683	-	27,044,001	31,525,684	30,406,573

School District No. 75 (Mission)

Schedule 2 (Unaudited)

Schedule of Operating Operations

Year Ended June 30, 2022

	2022 Budget (Note 18)	2022 Actual	2021 Actual
	\$	\$	\$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	68,802,843	68,747,077	65,892,174
Other	320,282	450,725	362,317
Tuition	2,175,000	2,300,936	1,398,001
Other Revenue	203,957	318,882	312,557
Rentals and Leases	209,610	216,477	216,660
Investment Income	80,000	114,553	82,813
Total Revenue	<u>71,791,692</u>	<u>72,148,650</u>	<u>68,264,522</u>
Expenses			
Instruction	59,323,582	57,199,272	54,021,414
District Administration	3,238,816	3,144,359	2,916,276
Operations and Maintenance	8,526,307	8,390,021	7,778,154
Transportation and Housing	1,136,660	1,323,900	1,097,096
Total Expense	<u>72,225,365</u>	<u>70,057,552</u>	<u>65,812,940</u>
Operating Surplus (Deficit) for the year	<u>(433,673)</u>	<u>2,091,098</u>	<u>2,451,582</u>
Budgeted Appropriation (Retirement) of Surplus (Deficit)	<u>1,459,345</u>		
Net Transfers (to) from other funds			
Tangible Capital Assets Purchased		(110,331)	(7,751)
Local Capital	(990,000)	(896,309)	(539,500)
Other	(35,672)	(22,705)	
Total Net Transfers	<u>(1,025,672)</u>	<u>(1,029,345)</u>	<u>(547,251)</u>
Total Operating Surplus (Deficit), for the year	<u>-</u>	<u>1,061,753</u>	<u>1,904,331</u>
Operating Surplus (Deficit), beginning of year		3,419,930	1,515,599
Operating Surplus (Deficit), end of year		<u>4,481,683</u>	<u>3,419,930</u>
Operating Surplus (Deficit), end of year			
Internally Restricted (Note 20)		822,897	2,903,471
Unrestricted		3,658,786	516,459
Total Operating Surplus (Deficit), end of year		<u>4,481,683</u>	<u>3,419,930</u>

School District No. 75 (Mission)

Schedule 2A (Unaudited)

Schedule of Operating Revenue by Source

Year Ended June 30, 2022

	2022 Budget (Note 18) \$	2022 Actual \$	2021 Actual \$
Provincial Grants - Ministry of Education and Child Care			
Operating Grant, Ministry of Education and Child Care	67,991,333	67,997,526	63,232,408
ISC/LEA Recovery	(173,957)	(265,080)	(175,290)
Other Ministry of Education and Child Care Grants			
Pay Equity	725,901	725,901	725,901
Funding for Graduated Adults		11,946	21,405
Student Transportation Fund	188,900	188,900	188,900
Support Staff Benefits Grant	55,180	53,613	52,433
Teachers' Labour Settlement Funding			1,690,967
Early Career Mentorship Funding			140,000
FSA Scorer Grant	13,000	12,964	12,964
Early Learning Framework	2,486	2,486	2,486
Extreme Weather Grant		18,821	
Total Provincial Grants - Ministry of Education and Child Care	68,802,843	68,747,077	65,892,174
Provincial Grants - Other	320,282	450,725	362,317
Tuition			
Continuing Education	320,000	398,275	335,477
International and Out of Province Students	1,855,000	1,900,411	1,059,124
Summit Distance Learning		2,250	3,400
Total Tuition	2,175,000	2,300,936	1,398,001
Other Revenues			
Funding from First Nations	173,957	265,080	175,290
Miscellaneous			
Transportation Fees		17,950	14,850
Pay for Service - Riverside	5,000	8,727	25,004
Clarke Theatre Support			59,843
Other Revenues	25,000	27,125	37,570
Total Other Revenue	203,957	318,882	312,557
Rentals and Leases	209,610	216,477	216,660
Investment Income	80,000	114,553	82,813
Total Operating Revenue	71,791,692	72,148,650	68,264,522

School District No. 75 (Mission)

Schedule 2B (Unaudited)

Schedule of Operating Expense by Object

Year Ended June 30, 2022

	2022 Budget (Note 18)	2022 Actual	2021 Actual
	\$	\$	\$
Salaries			
Teachers	28,349,424	27,790,165	27,220,109
Principals and Vice Principals	4,568,988	4,539,492	4,155,650
Educational Assistants	6,789,700	6,610,320	5,901,883
Support Staff	7,894,340	7,692,997	7,393,348
Other Professionals	2,068,838	2,008,315	1,985,319
Substitutes	2,800,000	2,754,260	2,037,420
Total Salaries	52,471,290	51,395,549	48,693,729
Employee Benefits	12,238,731	11,971,982	11,344,788
Total Salaries and Benefits	64,710,021	63,367,531	60,038,517
Services and Supplies			
Services	2,202,661	2,009,021	1,722,823
Student Transportation	19,000	11,389	11,913
Professional Development and Travel	740,198	520,203	280,262
Rentals and Leases	158,449	153,949	244,607
Dues and Fees	89,100	86,897	80,003
Insurance	160,000	127,053	147,277
Supplies	2,819,936	2,423,260	2,076,046
Utilities	1,326,000	1,358,249	1,211,492
Total Services and Supplies	7,515,344	6,690,021	5,774,423
Total Operating Expense	72,225,365	70,057,552	65,812,940

School District No. 75 (Mission)

Operating Expense by Function, Program and Object

Year Ended June 30, 2022

	Teachers Salaries	Principals and Vice Principals Salaries	Educational Assistants Salaries	Support Staff Salaries	Other Professionals Salaries	Substitutes Salaries	Total Salaries
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	22,842,830	642,310	50,892	313,007		1,490,341	25,339,380
1.03 Career Programs	505,218			338,231		17,693	861,142
1.07 Library Services	1,202,619					7,846	1,210,465
1.08 Counselling	1,210,702						1,210,702
1.10 Special Education	1,566,984	60,842	5,524,446	713,630		812,029	8,677,931
1.30 English Language Learning	106,356	14,119	140,727				261,202
1.31 Indigenous Education	308,927	137,230	859,374	38,305		19,280	1,363,116
1.41 School Administration		3,557,892		1,252,582	77,629	124,652	5,012,755
1.60 Summer School	46,529						46,529
1.62 International and Out of Province Students		127,099	34,881	101,768	67,066	2,185	332,999
1.64 Other				17,263			17,263
Total Function 1	27,790,165	4,539,492	6,610,320	2,774,786	144,695	2,474,026	44,333,484
4 District Administration							
4.11 Educational Administration				141,586	547,637		689,223
4.40 School District Governance					88,738		88,738
4.41 Business Administration				443,556	887,263	9,701	1,340,520
Total Function 4	-	-	-	585,142	1,523,638	9,701	2,118,481
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration				93,364	254,378	32,506	380,248
5.50 Maintenance Operations				3,256,408		198,599	3,455,007
5.52 Maintenance of Grounds				297,090			297,090
5.56 Utilities							-
Total Function 5	-	-	-	3,646,862	254,378	231,105	4,132,345
7 Transportation and Housing							
7.41 Transportation and Housing Administration				36,274	85,604		121,878
7.70 Student Transportation				649,933		39,428	689,361
Total Function 7	-	-	-	686,207	85,604	39,428	811,239
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	27,790,165	4,539,492	6,610,320	7,692,997	2,008,315	2,754,260	51,395,549

School District No. 75 (Mission)

Operating Expense by Function, Program and Object
Year Ended June 30, 2022

	Total Salaries	Employee Benefits	Total Salaries and Benefits	Services and Supplies	2022 Actual	2022 Budget (Note 18)	2021 Actual
	\$	\$	\$	\$	\$	\$	\$
1 Instruction							
1.02 Regular Instruction	25,339,380	5,810,014	31,149,394	1,115,284	32,264,678	34,105,763	30,757,978
1.03 Career Programs	861,142	207,169	1,068,311	234,179	1,302,490	1,568,410	1,522,910
1.07 Library Services	1,210,465	270,042	1,480,507	43,370	1,523,877	1,444,020	1,444,879
1.08 Counselling	1,210,702	269,977	1,480,679	1,397	1,482,076	1,378,320	1,516,511
1.10 Special Education	8,677,931	2,226,263	10,904,194	193,927	11,098,121	11,079,478	10,123,372
1.30 English Language Learning	261,202	66,468	327,670	3,553	331,223	383,110	341,786
1.31 Indigenous Education	1,363,116	313,845	1,676,961	212,096	1,889,057	2,345,290	1,775,825
1.41 School Administration	5,012,755	1,111,253	6,124,008	238,744	6,362,752	5,963,061	5,800,253
1.60 Summer School	46,529	8,469	54,998		54,998	31,270	7,015
1.62 International and Out of Province Students	332,999	80,340	413,339	456,313	869,652	987,260	671,799
1.64 Other	17,263	3,085	20,348		20,348	37,600	59,086
Total Function 1	44,333,484	10,366,925	54,700,409	2,498,863	57,199,272	59,323,582	54,021,414
4 District Administration							
4.11 Educational Administration	689,223	146,467	835,690	173,333	1,009,023	1,016,120	941,282
4.40 School District Governance	88,738	14,993	103,731	52,789	156,520	177,423	145,511
4.41 Business Administration	1,340,520	282,701	1,623,221	355,595	1,978,816	2,045,273	1,829,483
Total Function 4	2,118,481	444,161	2,562,642	581,717	3,144,359	3,238,816	2,916,276
5 Operations and Maintenance							
5.41 Operations and Maintenance Administration	380,248	75,620	455,868	220,082	675,950	774,530	643,585
5.50 Maintenance Operations	3,455,007	823,685	4,278,692	1,465,436	5,744,128	5,894,377	5,431,570
5.52 Maintenance of Grounds	297,090	71,245	368,335	243,359	611,694	531,400	491,507
5.56 Utilities	-	-	-	1,358,249	1,358,249	1,326,000	1,211,492
Total Function 5	4,132,345	970,550	5,102,895	3,287,126	8,390,021	8,526,307	7,778,154
7 Transportation and Housing							
7.41 Transportation and Housing Administration	121,878	29,954	151,832	3,175	155,007	147,310	150,306
7.70 Student Transportation	689,361	160,392	849,753	319,140	1,168,893	989,350	946,790
Total Function 7	811,239	190,346	1,001,585	322,315	1,323,900	1,136,660	1,097,096
9 Debt Services							
Total Function 9	-	-	-	-	-	-	-
Total Functions 1 - 9	51,395,549	11,971,982	63,367,531	6,690,021	70,057,552	72,225,365	65,812,940

School District No. 75 (Mission)

Schedule of Special Purpose Operations

Year Ended June 30, 2022

Schedule 3 (Unaudited)

	2022 Budget (Note 18) \$	2022 Actual \$	2021 Actual \$
Revenues			
Provincial Grants			
Ministry of Education and Child Care	8,877,443	8,807,314	10,228,501
Other	155,126	82,013	68,533
Other Revenue	1,770,000	1,314,601	925,445
Total Revenue	<u>10,802,569</u>	<u>10,203,928</u>	<u>11,222,479</u>
Expenses			
Instruction	9,989,550	9,390,406	9,689,601
District Administration	111,510	136,718	172,475
Operations and Maintenance	668,456	565,496	1,214,866
Transportation and Housing	33,053	2,366	42,000
Total Expense	<u>10,802,569</u>	<u>10,094,986</u>	<u>11,118,942</u>
Special Purpose Surplus (Deficit) for the year	<u>-</u>	<u>108,942</u>	<u>103,537</u>
Net Transfers (to) from other funds			
Tangible Capital Assets Purchased		(108,942)	(103,537)
Total Net Transfers	<u>-</u>	<u>(108,942)</u>	<u>(103,537)</u>
Total Special Purpose Surplus (Deficit) for the year	<u><u>-</u></u>	<u><u>-</u></u>	<u><u>-</u></u>
Special Purpose Surplus (Deficit), beginning of year			
Special Purpose Surplus (Deficit), end of year		<u><u>-</u></u>	<u><u>-</u></u>

School District No. 75 (Mission)

Changes in Special Purpose Funds and Expense by Object
Year Ended June 30, 2022

	Annual Facility Grant	Learning Improvement Fund	Scholarships and Bursaries	School Generated Funds	Strong Start	Ready, Set, Learn	OLEP	CommunityLINK	Classroom Enhancement Fund - Overhead
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year			125,456	1,019,375	14,413	12,870			
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	244,250	231,682			160,000	31,850	109,545	412,254	259,203
Provincial Grants - Other									
Other			128,140	1,382,075					
	244,250	231,682	128,140	1,382,075	160,000	31,850	109,545	412,254	259,203
Less: Allocated to Revenue	244,250	231,682	60,005	1,254,596	144,894	36,486	94,470	412,254	259,203
Recovered									
Deferred Revenue, end of year	-	-	193,591	1,146,854	29,519	8,234	15,075	-	-
Revenues									
Provincial Grants - Ministry of Education and Child Care	244,250	231,682			144,894	36,486	94,470	412,254	259,203
Provincial Grants - Other									
Other Revenue			60,005	1,254,596					
	244,250	231,682	60,005	1,254,596	144,894	36,486	94,470	412,254	259,203
Expenses									
Salaries									
Teachers						16,638	15,198	16,729	
Principals and Vice Principals							21,776		
Educational Assistants		185,380						307,768	
Support Staff	52,606				107,689				88,465
Substitutes		2,291			3,743	4,749	392	396	122,266
	52,606	187,671	-	-	111,432	21,387	37,366	324,893	210,731
Employee Benefits	13,152	44,011			25,763	5,065	7,633	77,527	40,102
Services and Supplies	178,492		60,005	1,254,596	7,699	10,034	49,471	9,834	8,370
	244,250	231,682	60,005	1,254,596	144,894	36,486	94,470	412,254	259,203
Net Revenue (Expense) before Interfund Transfers	-	-	-	-	-	-	-	-	-
Interfund Transfers									
Tangible Capital Assets Purchased	-	-	-	-	-	-	-	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 75 (Mission)

Changes in Special Purpose Funds and Expense by Object
Year Ended June 30, 2022

	Classroom Enhancement Fund - Staffing	Classroom Enhancement Fund - Remedies	First Nation Student Transportation	Mental Health in Schools	Changing Results for Young Children	Safe Return to School / Restart: Health & Safety Grant	Federal Safe Return to Class / Ventilation Fund	BEST	MCFD Early Years
	\$	\$	\$	\$	\$	\$	\$	\$	\$
Deferred Revenue, beginning of year	43,985		19,504		10,201	49,881	128,706	20,000	57,854
Add: Restricted Grants									
Provincial Grants - Ministry of Education and Child Care	6,209,296	734,301	13,549	122,845	11,250	161,019	125,138		
Provincial Grants - Other									83,658
Other									
	6,209,296	734,301	13,549	122,845	11,250	161,019	125,138	-	83,658
Less: Allocated to Revenue	6,175,271	734,301	9,302	122,845	1,423	210,900	130,033	-	82,013
Recovered	43,985								
Deferred Revenue, end of year	34,025	-	23,751	-	20,028	-	123,811	20,000	59,499
Revenues									
Provincial Grants - Ministry of Education and Child Care	6,175,271	734,301	9,302	122,845	1,423	210,900	130,033		
Provincial Grants - Other									82,013
Other Revenue									
	6,175,271	734,301	9,302	122,845	1,423	210,900	130,033	-	82,013
Expenses									
Salaries									
Teachers	5,038,787	77,568							
Principals and Vice Principals				42,313					
Educational Assistants									
Support Staff						135,887			60,312
Substitutes					797				3,322
	5,038,787	77,568	-	42,313	797	135,887	-	-	63,634
Employee Benefits	1,136,484	17,365		8,602	126	25,132			17,222
Services and Supplies		639,368	2,366	71,930	500	49,881	28,027		1,157
	6,175,271	734,301	2,366	122,845	1,423	210,900	28,027	-	82,013
Net Revenue (Expense) before Interfund Transfers	-	-	6,936	-	-	-	102,006	-	-
Interfund Transfers									
Tangible Capital Assets Purchased			(6,936)				(102,006)		
	-	-	(6,936)	-	-	-	(102,006)	-	-
Net Revenue (Expense)	-	-	-	-	-	-	-	-	-

School District No. 75 (Mission)

Changes in Special Purpose Funds and Expense by Object
Year Ended June 30, 2022

	MCFD Middle Years	Heritage Park Day Care	TOTAL
	\$	\$	\$
Deferred Revenue, beginning of year	21,100		1,523,345
Add: Restricted Grants			
Provincial Grants - Ministry of Education and Child Care			8,826,182
Provincial Grants - Other	19,529		103,187
Other		9,900	1,520,115
	19,529	9,900	10,449,484
Less: Allocated to Revenue	-	-	10,203,928
Recovered			43,985
Deferred Revenue, end of year	40,629	9,900	1,724,916
Revenues			
Provincial Grants - Ministry of Education and Child Care			8,807,314
Provincial Grants - Other			82,013
Other Revenue			1,314,601
	-	-	10,203,928
Expenses			
Salaries			
Teachers			5,164,920
Principals and Vice Principals			64,089
Educational Assistants			493,148
Support Staff			444,959
Substitutes			137,956
	-	-	6,305,072
Employee Benefits			1,418,184
Services and Supplies			2,371,730
	-	-	10,094,986
Net Revenue (Expense) before Interfund Transfers	-	-	108,942
Interfund Transfers			
Tangible Capital Assets Purchased			(108,942)
	-	-	(108,942)
Net Revenue (Expense)	-	-	-

School District No. 75 (Mission)

Schedule 4 (Unaudited)

Schedule of Capital Operations

Year Ended June 30, 2022

	2022	2022 Actual			2021
	Budget (Note 18)	Invested in Tangible Capital Assets	Local Capital	Fund Balance	Actual
	\$	\$	\$	\$	\$
Revenues					
Provincial Grants					
Ministry of Education and Child Care		194,936		194,936	339,226
Amortization of Deferred Capital Revenue	3,042,025	3,018,809		3,018,809	2,973,354
Total Revenue	3,042,025	3,213,745	-	3,213,745	3,312,580
Expenses					
Operations and Maintenance		194,936		194,936	339,226
Amortization of Tangible Capital Assets					
Operations and Maintenance	4,091,659	4,098,528		4,098,528	3,985,358
Debt Services					
Capital Loan Interest	1,572		1,210	1,210	
Total Expense	4,093,231	4,293,464	1,210	4,294,674	4,324,584
Capital Surplus (Deficit) for the year	(1,051,206)	(1,079,719)	(1,210)	(1,080,929)	(1,012,004)
Net Transfers (to) from other funds					
Tangible Capital Assets Purchased		219,273		219,273	111,288
Local Capital	990,000		896,309	896,309	539,500
Capital Loan Payment	35,672		22,705	22,705	
Total Net Transfers	1,025,672	219,273	919,014	1,138,287	650,788
Other Adjustments to Fund Balances					
Tangible Capital Assets Purchased from Local Capital		436,680	(436,680)	-	
Tangible Capital Assets WIP Purchased from Local Capital		27,767	(27,767)	-	
Principal Payment					
Capital Loan		21,495	(21,495)	-	
Total Other Adjustments to Fund Balances		485,942	(485,942)	-	
Total Capital Surplus (Deficit) for the year	(25,534)	(374,504)	431,862	57,358	(361,216)
Capital Surplus (Deficit), beginning of year		26,319,772	666,871	26,986,643	27,347,859
Capital Surplus (Deficit), end of year		25,945,268	1,098,733	27,044,001	26,986,643

School District No. 75 (Mission)

Schedule 4A (Unaudited)

Tangible Capital Assets
Year Ended June 30, 2022

	Sites	Buildings	Furniture and Equipment	Vehicles	Computer Software	Computer Hardware	Total
	\$	\$	\$	\$	\$	\$	\$
Cost, beginning of year	10,512,959	144,242,444	2,713,852	2,283,038	33,458	983,456	160,769,207
Changes for the Year							
Increase:							
Purchases from:							
Deferred Capital Revenue - Bylaw			5,254	255,448		215,757	476,459
Operating Fund			26,519			83,812	110,331
Special Purpose Funds			6,936			102,006	108,942
Local Capital			30,637	16,647	61,660	327,736	436,680
Purchases from Capital Loan						188,638	188,638
	-	-	69,346	272,095	61,660	917,949	1,321,050
Decrease:							
Deemed Disposals			92,714	68,282		68,140	229,136
	-	-	92,714	68,282	-	68,140	229,136
Cost, end of year	10,512,959	144,242,444	2,690,484	2,486,851	95,118	1,833,265	161,861,121
Work in Progress, end of year		1,642,046					1,642,046
Cost and Work in Progress, end of year	10,512,959	145,884,490	2,690,484	2,486,851	95,118	1,833,265	163,503,167
Accumulated Amortization, beginning of year		82,547,439	945,565	729,849	20,531	702,048	84,945,432
Changes for the Year							
Increase: Amortization for the Year		3,295,287	270,216	238,495	12,858	281,672	4,098,528
Decrease:							
Deemed Disposals			92,714	68,282		68,140	229,136
			92,714	68,282		68,140	229,136
Accumulated Amortization, end of year		85,842,726	1,123,067	900,062	33,389	915,580	88,814,824
Tangible Capital Assets - Net	10,512,959	60,041,764	1,567,417	1,586,789	61,729	917,685	74,688,343

School District No. 75 (Mission)

Schedule 4B (Unaudited)

Tangible Capital Assets - Work in Progress

Year Ended June 30, 2022

	Buildings	Furniture and Equipment	Computer Software	Computer Hardware	Total
Work in Progress, beginning of year	\$ 296,572	\$	\$	\$	\$ 296,572
Changes for the Year					
Increase:					
Deferred Capital Revenue - Bylaw	1,317,707				1,317,707
Local Capital	27,767				27,767
	<u>1,345,474</u>	-	-	-	<u>1,345,474</u>
Net Changes for the Year	<u>1,345,474</u>	-	-	-	<u>1,345,474</u>
Work in Progress, end of year	<u><u>1,642,046</u></u>	-	-	-	<u><u>1,642,046</u></u>

School District No. 75 (Mission)

Schedule 4C (Unaudited)

Deferred Capital Revenue

Year Ended June 30, 2022

	Bylaw Capital	Other Provincial	Other Capital	Total Capital
	\$	\$	\$	\$
Deferred Capital Revenue, beginning of year	49,072,416	203,639	170,879	49,446,934
Changes for the Year				
Increase:				
Transferred from Deferred Revenue - Capital Additions	476,459			476,459
	476,459	-	-	476,459
Decrease:				
Amortization of Deferred Capital Revenue	2,962,175	28,772	27,862	3,018,809
	2,962,175	28,772	27,862	3,018,809
Net Changes for the Year	(2,485,716)	(28,772)	(27,862)	(2,542,350)
Deferred Capital Revenue, end of year	46,586,700	174,867	143,017	46,904,584
Work in Progress, beginning of year	172,976			172,976
Changes for the Year				
Increase				
Transferred from Deferred Revenue - Work in Progress	1,317,707			1,317,707
	1,317,707	-	-	1,317,707
Net Changes for the Year	1,317,707	-	-	1,317,707
Work in Progress, end of year	1,490,683	-	-	1,490,683
Total Deferred Capital Revenue, end of year	48,077,383	174,867	143,017	48,395,267

School District No. 75 (Mission)

Changes in Unspent Deferred Capital Revenue
Year Ended June 30, 2022

	Bylaw Capital	MECC Restricted Capital	Other Provincial Capital	Land Capital	Other Capital	Total
	\$	\$	\$	\$	\$	\$
Balance, beginning of year				1,414,900	2,049	1,416,949
Changes for the Year						
Increase:						
Provincial Grants - Ministry of Education and Child Care	2,005,711					2,005,711
Other				221,776		221,776
	<u>2,005,711</u>	-	-	<u>221,776</u>	-	<u>2,227,487</u>
Decrease:						
Transferred to DCR - Capital Additions	476,459					476,459
Transferred to DCR - Work in Progress	1,317,707					1,317,707
AFG Spent on Non-Capital Items	194,936					194,936
	<u>1,989,102</u>	-	-	-	-	<u>1,989,102</u>
Net Changes for the Year	<u>16,609</u>	-	-	<u>221,776</u>	-	<u>238,385</u>
Balance, end of year	<u>16,609</u>	-	-	<u>1,636,676</u>	<u>2,049</u>	<u>1,655,334</u>