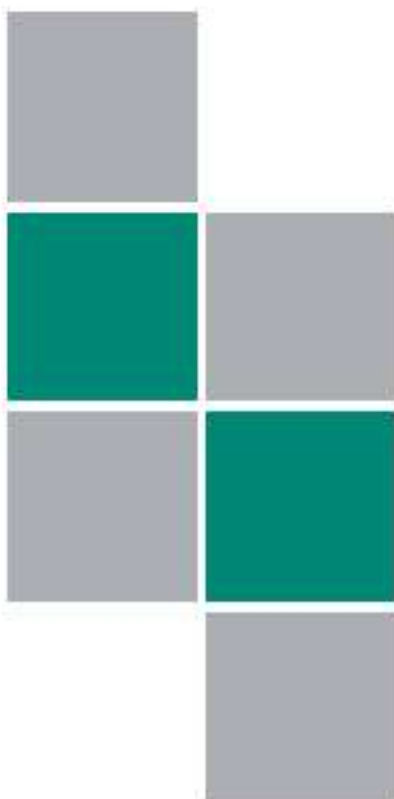




Learning for a Lifetime

FINANCIAL STATEMENT DISCUSSION & ANALYSIS





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INTRODUCTION



HIGHLIGHTS



FINANCIALS



RISK & UNCERTAINTY

INTRODUCTION

INTRODUCTION

This report is a discussion and analysis of the Coquitlam School District's (SD43) financial performance for the fiscal year ending June 30, 2021 and includes a description and explanation of the significant events and conditions that shaped the information presented in the School District's financial statements.

After an introduction, a highlight section will provide a summary of the significant events, followed by a financial section that includes a detailed variance analysis as well as an information section covering risks, uncertainties, and trends. Cross reference to the Board's strategic plan – *Directions 2025* is included throughout the report. This report should be read in conjunction with the School District's independently audited financial statements for the same reporting period.

A separate document '*Guide to Financial Statements*' has been developed to assist users of School District financial statements with their understanding of the information provided.

VISION STATEMENT

Increasing Success in Life for All

OUR MISSION

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



OUR PURPOSE

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

DIRECTIONS 2025

Our Core Beliefs and Principles

The Board of Education believes in:

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

The Board of Education is committed to:

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

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



INTELLECTUAL DEVELOPMENT /
Achieve Student Success:



Our core work and common goal is educational excellence.

HUMAN AND SOCIAL DEVELOPMENT /
Develop the Educated Citizen:



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

ORGANIZATIONAL CAPACITY / Foster a Sustainable Educational Organization:



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

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

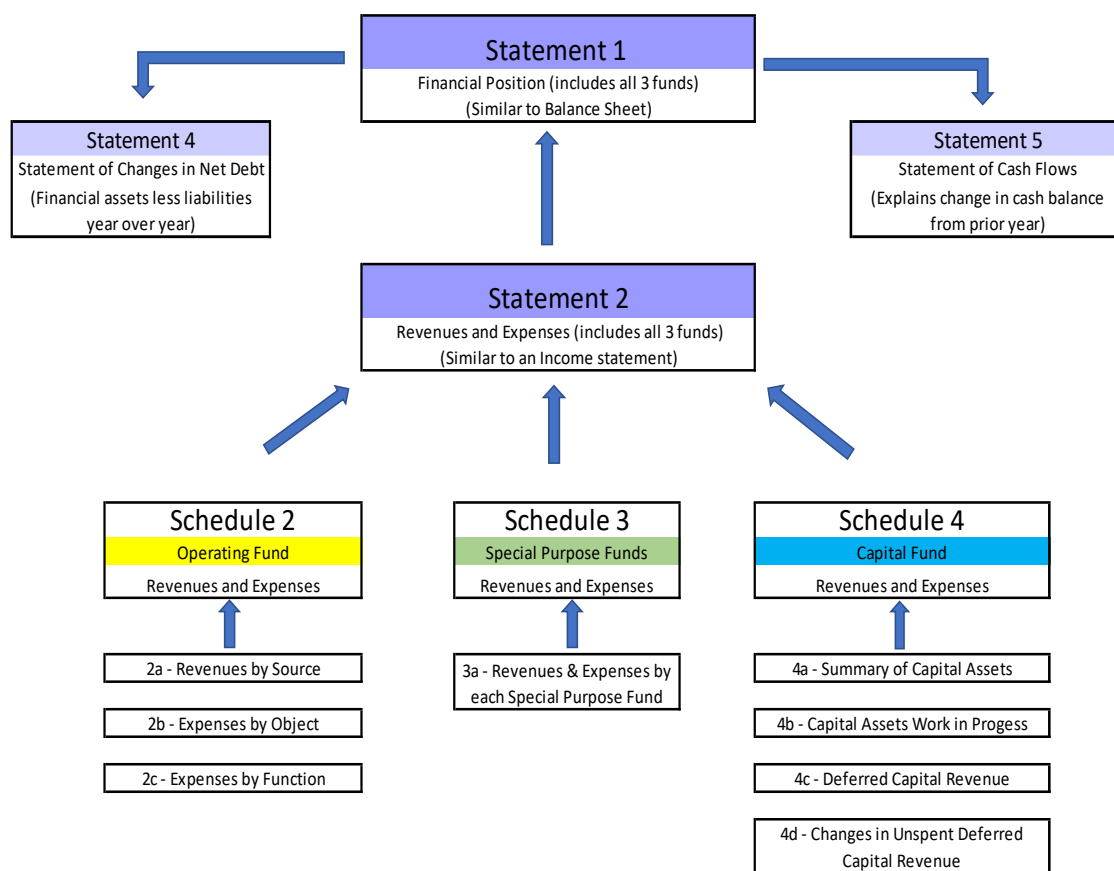
TECHNOLOGY
Quality Information; Equitable Access; Human Capacity

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

FINANCIAL STATEMENT REPORTING

As a government organization, School Districts across the province must prepare their financial statements under the Canadian Public Sector Accounting Standards (PSAS) framework. The financial statements are comprised of multiple Statements and notes to the financial statements (including a summary of significant accounting policies) which are audited each year. It also includes several unaudited schedules which support the information presented in the audited statements. The diagram below provides an overview of how some of the schedules flow into the statements that comprise the audited financial statements.

Layout of Financial Statements



The financial statements also include comparative columns for budget and prior year amounts. Since our vision and strategic goals shape the district’s budget and where financial resources are allocated, the Financial Statement Discussion and Analysis includes a variance analysis of both budget-to-actual and prior year-to-actual comparisons. Given the magnitude of information included within the financial statements, only the largest and most significant variances are explained.

Please note the Financial Statement Discussion and Analysis (FSD&A) are intended to be read in conjunction with the Audited Financial Statements for the year ended June 30, 2021.



HIGHLIGHTS

FINANCIAL HIGHLIGHTS: CONSOLIDATED SUMMARY

Below are the financial highlights for SD43 (Coquitlam) fiscal year ending June 30, 2021. A separate section has been prepared to detail and illustrate the significant impact of COVID-19 on our financial results.

Overview

Inclusive of all three funds (Operating, SPF and Capital) 87.8% of the School District's revenue came from the Ministry of Education. The principal source of revenue was in the form of an Operating Grant (74.6%). This grant is based on enrolment levels and other student and geographical factors. The other significant source (13.2%) was in the form of Special Purpose Funds (SPF) which are targeted funding for specified programs.

The remaining 12.2% of revenues was generated from other sources, including International Education programs (4.95%), recognition of deferred capital revenue (3.54%), and the balance (3.71%) through other revenue programs such as facility rentals and lease income, investment income, school generated funds, other educational services and capital transactions.

Overall, 86.8% of the School District's expenses are associated with salaries and benefits. The balance of expenditures is related to supplies and services.

	Prior Year	Budget	Actuals	Actual to Prior Year	Actual to Budget
Revenue	416,918,396	401,637,780	405,826,564	(11,091,832)	4,188,784
Expenses	387,187,324	402,022,209	407,147,280	19,959,956	5,125,071
Surplus (Deficit) for the Year	29,731,072	(384,429)	(1,320,716)	(31,051,788)	(936,287)
Accumulated Surplus – Capital	199,806,577	204,081,577	207,821,742	8,015,165	3,740,165
Accumulated Surplus - Operations	14,610,921	9,951,492	21,364,159	6,753,238	11,412,667
Pension Stabilization Account	18,402,385	18,402,385	2,313,266	(16,089,119)	(16,089,119)
Total Accumulated Surplus	232,819,883	232,435,454	231,499,167	(1,320,716)	(936,287)

The net deficit for the current year of \$1,320,716 is an outcome of numerous transactions in each of the three Funds (Operating, SFP and Capital), with the most significant and atypical being the annuitization of the non-teaching pension plan (NTPP). This transaction transferred the assets and the corresponding liabilities of retired and most deferred members to Sun Life Financial (Sun Life) and effectively eliminated the related going concern surplus and solvency deficiency liability, resulting in an expense of \$16.1 million. This expense, however, was offset through the use of the Pension Stabilization Reserve (as reflected in the table above). Details of this transaction are found on page 9. The more significant items that contribute to the current year's surplus are summarized below.

The net decrease in total accumulated surplus of \$1.3 million reflects an increase in Capital surplus of \$8.0 million, an increase in Operating surplus of \$6.7 million and a decrease in the Pension Stabilization surplus of \$16.1 million due to the annuitization discussed above.

The accumulated operating surplus has been restricted in accordance with the Accumulated Surplus policy (p.22) and will provide the district financial stability to meet its future operational and financial obligations. This is in alignment of Goal 3 – Foster a Sustainable Educational Organization of the *Directions 2025* strategic plan.

Operating Accounts

The actual financial outcome for the 2020/21 school year is aligned with the previous reporting at the end of the 3rd quarter excluding the annuitization of the Non-Teaching Pension Plan. The influences that contributed to our realized surplus include:

- Better than anticipated revenues for International Education tuition, rental revenues, and investment income.
- An under enrolment in Provincial K-12 schools as a result of the pandemic, resulted in unutilized grant funds that were subsequently provided by the Ministry of Education to all school districts for use to address learning loss (p.10)
- Benefit savings realized from two initiatives to the post retirement group benefits (p.9).
- Lower services and supplies expenses.

Special Purpose Accounts

Special Purpose Funds (SPF) consist of targeted funding allocated to school districts for a specific purpose. SPFs account for 15.5% of the School Districts expenses and are made up approximately 28 different funds. A full description of each of the funds is described in the [Appendix A](#).

One of the more significant funds included in the special purpose classification is the Classroom Enhancement Fund (CEF). This fund was originally established in 2017 as an outcome of the restored teacher collective agreement language pertaining to the class size and composition language. The funding is provided thru a grant from the Ministry of Education to cover related staffing, overhead and remedy costs.

Current year special purpose funds also included one-time funding received from the Provincial and Federal Governments to address COVID related expenses. Additional details of the funding provided and what it was used for is provided in the COVID section of this report (pp.7-8).

Capital Accounts

Funding for capital expenditures is sourced primarily through the Ministry of Education with incremental funding provided through locally generated capital funds.

The new Sheffield Elementary school in Burke Mountain is under construction, with an expected opening date of September 2022. Construction on phase two of Centennial Secondary's Neighborhood Learning Center (NLC) is well underway and expected to be completed by December 2021. The seismic replacement of Irvine Elementary is progressing with an expected opening date of September 2023. The capital funding for a seismic replacement of Moody Elementary was recently approved by the Ministry and SD43 is contributing \$5 million toward additional classroom spaces beyond that funded by the Ministry.

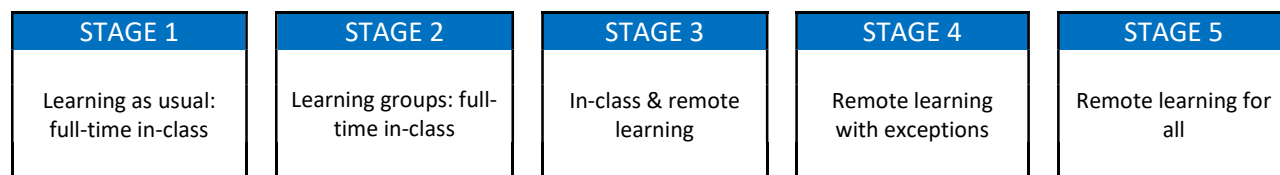
There were two classroom addition projects completed during the year; a six-classroom addition at Westwood Elementary and six-classroom addition at Charles Best Secondary. There is a four-classroom addition currently in progress at Panorama Heights with an expected completion date of October 2021. Two schools are currently in the design development stage for remediation (identified within the Ministry's Building Envelop Program); Roy Stibbs Elementary and Pinetree Way Elementary. The new Education Learning Centre (ELC) building is under construction with an estimated occupancy of spring 2022.

Most recently the Burke Mountain Middle/Secondary School new school expansion secured Ministry approval of the Concept Plan and approval to create a Project Description Report which is well underway.

Other Significant Events

COVID-19

As part of the K-12 Education Sector Restart Plan, the Ministry developed a five-stage approach to resuming in-class instruction based on cohort size. School districts began the 2020/21 year in stage 2 and ended the school year in Stage 2. Schools will not enter Stage 1 until the province moves to Step 4 of the BC Restart plan (earliest start date September 7, 2021).



As the school district moved through the stages in conjunction with the Provincial restart plan, under the direction of the Provincial Health Officer, there was a corresponding financial impact on the school district operations. The financial impact of the COVID-19 pandemic is expected to continue until schools fully return to Stage 1 and the ongoing threat of the Coronavirus and variants has been contained or has limited impacts on educational learning.

The financial and operational impact of COVID-19 on SD 43 began in mid-March of 2020 and continued into the 2020/21 fiscal year. A summary and timeline of information, including details of how grant funds were operationalized, is illustrated on the following pages.

SD43 Education Foundation

The SD43 Education Foundation, is an independent registered charitable organization incorporated under the BC Societies Act on September 17, 2019 and was established to supplement the outstanding educational programs delivered through the Coquitlam School District.

Its goal is to appeal to the community in attracting donations and expanding on SD43's charitable status for tax receipting. It has a strong governance and legal structure that can support and enrich SD43 programs beyond Ministry grant funding limitations.

Its purpose is to provide the following:

1. To advance SD43 education initiatives by providing grants and general support to the Board.
2. To support extra-curricular activities, programs, and projects, for SD43 students.
3. To provide scholarships and prizes to SD43 students.

Some of the initiatives the Foundation accomplished this year include:

- Connecting with Local foundations; including Douglas College
- Connecting with past scholarship donors and renewing or expanding their gift giving
- Creating several new scholarship funds
- Flow through of Food Security and technology contributions to SD43
- Secured nearly half a million dollars in donated health and safety supplies
- Securing a major legacy gift of over \$4 million
- Student Spaceflight Experiments Program (SSEP)

The Foundation will continue to provide funding support to enrich educational programs and initiatives and directly support vulnerable students whereby fostering a positive impact on their education and well-being.

COVID-19 HIGHLIGHTS

DAILY HEALTH CHECKS
staff & students



\$14.5 MILLION
IN SAFE RETURN TO SCHOOL GRANTS



LOST REVENUE
\$17.8 MILLION
(2021 ACTUALS-2019 ACTUALS)



240,000 MASKS

160 HAND WASH STATIONS

6,010 GALLONS OF HAND SANITIZER

7,494 HVAC DUAL FILTERS

9,428 BOTTLES OF HAND SOAP

453,000 disposable face masks
2,405 face shields

DONATED

5,000 reuseable masks
50,000 bottles of hand sanitizer

350 LAPTOPS
35 iPADS
purchased to assist with remote learning



TOWELS..... 11,762
DISINFECTANT (CASES).... 548
HYDROSTATIC MACHINES.... 8
CUSTODIAL STAFF (FTE)..... 19

ADDITIONAL CLEANING MEASURES



COVID-19 YEAR IN REVIEW

June 2020

- Board of Education restricts portion of past year's surplus
- Revised budget due to international border closures
- Resulted in a decrease of teachers staffing

July / August 2020

- In-class summer school for Grades 10-12 is cancelled
- Provincial "Safe Return to School" grant announced
- Staff order masks, hand sanitizer and cleaning supplies in anticipation of a 'non-normal' return to school

September 2020

- School District begins in Stage 2 of the 5 Framework for K-12 Education
- Federal Safe Return to Class" grant announced
- 19.0 FTE custodial positions added

November 2020

- 0.4 FTE Security Runner position added
- 2.0 FTE Delivery Driver positions added
- Substantial donations of masks and hygiene products secured

January 2021

- 4.0 FTE EA positions added
- 0.57 FTE clerical support added

February 2021

- Amended Budget for 2020-21 submitted to Ministry with significant changes due to uncertainty from COVID-19
- Further revision of International Education program budget

FEDERAL SAFE RETURN TO CLASS GRANT

TTOC's & substitute staff		1,960,178
Teaching staff- retained	42.3	4,658,139
Teaching staff- DL	26.1	2,818,073
Education Assistants	4.0	245,033
Custodians (extra time)	4.0	281,869
Custodial Supplies & Equipment		876,842
Transportation Costs		100,000
Masks & Faceshields		179,845
Plexiglass/other barriers		202,889
Utility Costs (increased)		100,000
Air Systems/Venting- Schools		318,875
Mental Health Support		46,667
Health & Safety Training		9,875
Laptops & Software		261,138
TOTAL		12,059,423

PROVINCIAL SAFE RETURN TO SCHOOL GRANT

Custodians	19.0	1,328,183
Hygiene		529,541
Cleaning Supplies		294,510
Masks & Faceshields		120,896
Electronics & Remote Support		118,904
TOTAL		2,392,034

It is unquestionable that COVID-19 had a significant impact on the district's operations and financial stability. The physical safety, mental, and emotional well-being of staff and students was and remains a top priority. During the 2020/21 fiscal year, the district received a total of \$14.45 million in grant funding from the provincial and federal governments. These funds came with specified spending criteria with required occasional reporting to the Ministry of Education. This reporting was also shared publicly during the year at scheduled Board of Education meetings. Details of expenditures for grants are shown in the two tables above, including the hiring of temporary CUPE and EA staffing. The previous page includes highlights of PPE and other vital items purchased and donated that were required for school operations to continue in accordance with Ministry of Education health and safety directives. Finally, the district incurred estimated revenue losses of \$17.8 million, calculated as actuals for 2020/21 less actuals for 2018/19 (the last fiscal year not affected by COVID). These estimates are specifically for International Education, Rental Revenues, Investment Income, and Continuing Education streams.

Above is a high-level timeline of how the district responded to the changing financial and operational landscape defined by the pandemic. In June 2020, the board approved a \$1.75 million restriction from the 2019/20 surplus to address unknown COVID financial impacts. International Education student enrolment had decreased by 284 students. Summer school for grades 10-12 was significantly affected, as no in-class instruction was allowed. By September, the provincial and federal grants were announced, and the district commenced ordering and administering the PPE and essential items needed for classroom spaces and to institute physical distancing measures. Since then, more staffing was added (i.e., delivery drivers to manage increased COVID supplies distribution, custodial staff to complete enhanced cleaning measures) and the Amended budget was revised to reflect an additional decrease of 360 IE students.

NTPP Annuitization and Solvency Reserve Account (SRA)

The Non-Teaching Pension Plan (NTPP) is the SD43 legacy pension plan for non-teaching staff. The NTPP was closed to new members effective January 1, 2018, when active members were transferred to the Municipal Pension Plan (MPP). Retirees, deferred members, and members on a leave of absence were retained in the NTPP. The Board continues to be responsible for its financial obligations to this plan, calculated on both a:

- “Going concern” basis which assumes the NTPP will continue to function with no end date and on a
- “Solvency” basis which assumes that the NTPP ends on the date of the valuation.

While the NTPP is fully funded on a “Going concern” basis, it was underfunded on a “Solvency basis”. As a result, the school district was required to make annual solvency deficiency payments totalling \$1.96 million.

In early 2021, the NTPP attained 100% solvency as an outcome of these solvency deficiency payments and investment returns more than the underlying plan solvency assumptions. This provided the opportunity to ‘derisk’ the NTPP. Through a negotiated agreement, the Pension Plan investments and corresponding liabilities were transferred to Sunlife and annuitized. This resulted in a transfer of all 755 remaining retirees in the NTPP and approximately half (29) of the inactive deferred members. All members retain the same level of pension benefits as they are entitled to with no loss of any benefits. This process effectively eliminated all solvency funding requirements and subsequently translates to annual savings of more than \$3 million in benefit costs which will be repurposed towards classroom instruction in future years.

When the Sun Life Financial annuitization transfer is complete on August 1, 2021, there will be 53 NTPP members remaining with approximately \$7.0 million in assets. SD43 staff have undertaken additional initiatives to effectively terminate and wind-up the NTPP over the course of the next 12 to 18 months. The remaining individuals are those with the most challenging circumstances and will likely require individual discussion and ultimately the purchase of a deferred or immediate annuity. Sun Life has already agreed that the NTPP can purchase annuities from them for any of these remaining NTPP members who retire in the meantime. In the absence of this agreement, the NTPP would have an estimated remaining lifespan of more than 38 years to fulfill its obligations.

As of June 30, 2020, there was \$18.4 million in the Solvency Reserve Account (SRA). As a result of the NTPP annuitization the SRA balance was reduced by \$16.1 million, leaving a year-end balance of \$2.3 million which is reflected in SD43 financial statements (see *Note 22 - Internally Restricted Funds*).

Post Retirement Group Benefits (PRGB) – Plan Curtailment

During the year, on two occasions, SD43 offered retirees in receipt of PRGB health and dental benefits the opportunity to buyout their coverage. 24% of those with extended health coverage and 26.4% of those with dental coverage took advantage of this opportunity. The cost of this buyout totaled \$3.05 million and was recorded against the employee future liability account.

A second initiative during the year involved invoking a PRGB plan amendment resulting in a plan curtailment. As part of the agreement to transition active NTPP members to the MPP, SD43 entered into an agreement with CUPE Local 561 to guarantee benefit coverage and continue a 40% subsidy level for 15 years ending on December 31, 2032. Subsequently during the year, the Board announced that effective January 1, 2033, the 40% subsidy for dental benefits would be discontinued. This action resulted in a PRGB plan curtailment recognition (resulting in a reduced liability) of \$5.87 million.

The net impact of these two activities resulted in a gain to the school district of \$2.04 million which was captured as a benefit savings and reduced Employee Future Benefit liabilities from \$14.34 million to \$8.46 million (see *Note 9 – Employee Future Benefits*, sub-note c) Post-Retirement Health and Dental Benefits).

ENROLMENT AND STAFFING

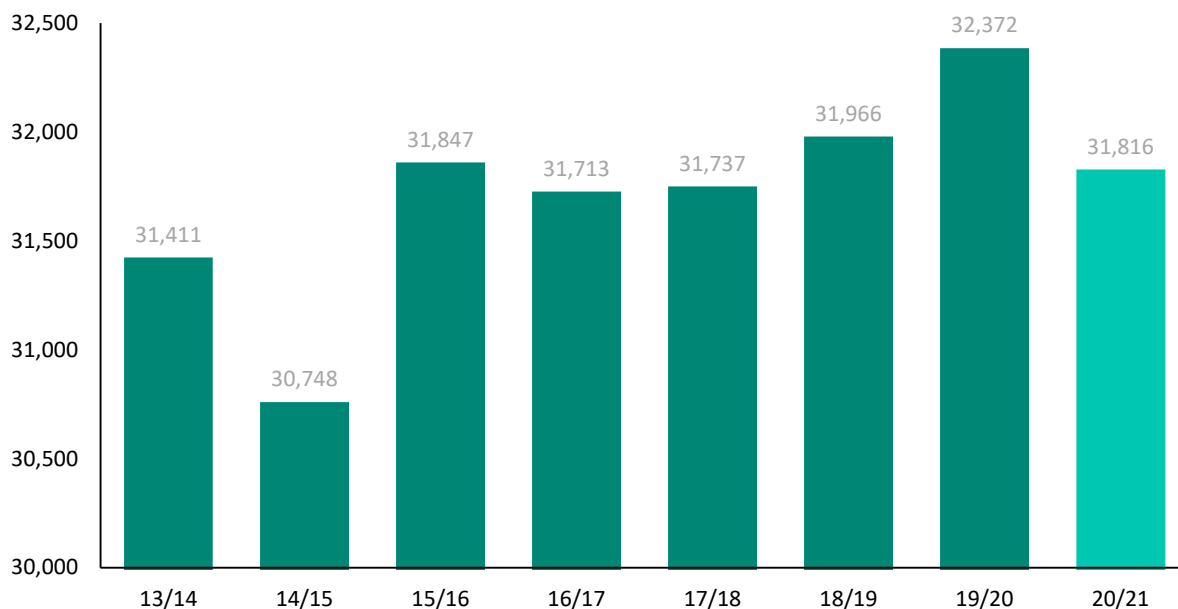
School District operations are funded primarily through the Operating Grant received from the Ministry of Education. The Operating Grant is based on student enrollment, which means it will increase when more students enroll but consequently decrease when fewer students attend regular in-class sessions (as was the case with our summer school program). The district receives a basic grant per full-time equivalent student (FTE). The district also receives a supplementary grant for each student identified with unique needs as well as other grants based on demographic and geographical factors. Enrollment numbers are one of the main drivers for teacher and educational assistant staffing levels.

Enrolment

Although enrolment levels have grown steadily due to increased residential development activities within school district communities, 2020/21 experienced an unusual temporary decrease as a result of COVID-19. Enrollment was 556 FTE less than previous year primarily because in-person summer school for grades 10-12 was cancelled due to COVID. Students however had the option to take courses online (Distributed Learning) and as a result, there was an increase of 140 FTE that was captured as part of the September student “School Age” enrollment count. The district also saw a temporary enrollment shift of 221 from in-class learning to online learning for kindergarten to grade 9 as parents chose to keep their children at home due to COVID. The decrease in Adult Education program enrollment was also due to the pandemic, affecting the district’s ability to operate during the height of uncertainty.

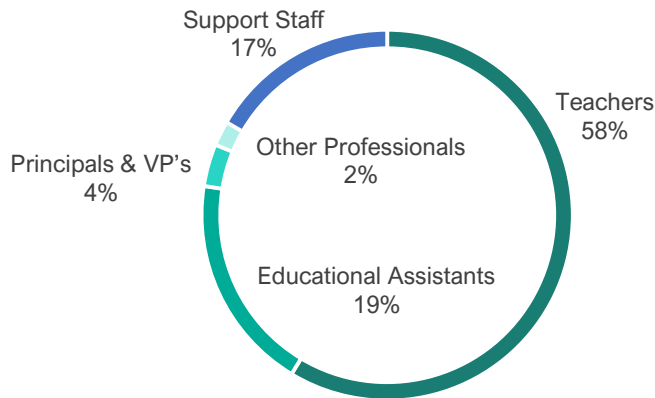
	Prior Year	Budget	Actuals	Actual to Prior Year	Actual to Budget
School Age	31,417.75	31,330.00	31,633.81	216.06	303.81
Adult	187.81	209.00	145.31	(42.50)	(63.69)
Summer School	766.06	762.50	36.50	(729.56)	(726.00)
Total	32,371.63	32,301.50	31,815.63	(556.00)	(485.88)

The graph below illustrates the district’s FTE enrollment since 2013-14. The gradual increase in student FTE’s (with the exception of the current year) is reflected by the historical staffing on page 11.



Staffing

Staffing is the most significant operating expense of the school district. The district employs 3,459.83 full-time equivalent (FTE) employees, which is different than total employees (as it includes part time staffing, which make up less than 1.0 FTE). The graph below illustrates the district's % of staffing by payroll group for the 2020/21 fiscal year.



The steady increase in staffing since 2014/15 aligns with the FTE enrollment over the same time frame. This approach to hiring additional staff helps the school district ensure that necessary and relevant staffing are added in a sustainable way, while simultaneously meeting its other financial obligations.

	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
Teachers	1,782.51	1,739.53	1,790.99	1,824.06	1,976.69	2,016.17	2,046.88	2,029.41
Educational Assist.	427.78	429.78	457.97	487.35	535.54	625.44	644.64	654.39
Principals & VP's	112.00	110.00	112.00	115.00	125.00	127.00	127.00	127.00
Other Professionals	49.00	49.10	55.50	59.10	71.00	74.00	74.00	74.00
Support Staff	519.29	504.13	503.83	508.85	541.97	555.84	552.13	575.03
Total All Staff	2,890.58	2,832.54	2,920.29	2,994.36	3,250.20	3,398.45	3,444.66	3,459.83

The reduction in teacher staffing in the most recent year is directly related to reduced student enrolment; student to teacher ratios actually improved. It is worth noting that Teachers and Education Assistants comprise 77.57% of all district staffing and has been increasing in total since 2013. These positions are the most directly involved with students and as such the district works to ensure it is successfully staffed. Through continual increases to these positions, the district fulfills two of their strategic goals; 1. To achieve student success and 3. To foster a sustainable educational organization.



INTRODUCTION



HIGHLIGHTS



FINANCIALS



RISK & UNCERTAINTY

FINANCIALS

STATEMENT OF FINANCIAL POSITION

The following table compares the School District's net financial position for the fiscal years ended June 30, 2021, and June 30, 2020, with the more significant year over year changes discussed below.

	June 30, 2020, Balance	June 30, 2021, Balance	\$ Change	% Change
Financial Assets				
Cash and Cash Equivalents	180,417,434	171,617,090	(8,800,344)	(4.88%)
Accounts Receivable				
Due from Ministry of Education	2,897,394	1,243,647	(1,653,747)	(57.08%)
Other	11,647,571	10,852,195	(795,376)	(6.83%)
Portfolio Investments	24,000,000	30,000,000	6,000,000	25.00%
Total Financial Assets	218,962,399	213,712,932	(5,249,467)	(2.40%)
Liabilities				
Accounts Payable & Accrued Liabilities	41,541,494	39,539,352	(2,002,142)	(4.82%)
Unearned Revenue	21,375,000	15,217,156	(6,157,844)	(28.81%)
Deferred Revenue	13,053,763	12,908,036	(145,727)	(1.12%)
Deferred Capital Revenue	438,183,874	456,421,638	18,237,764	4.16%
Employee Future Benefits	27,094,503	43,657,140	16,562,637	61.13%
Capital Lease Obligations	653,100	1,863,557	1,210,457	185.34%
Other Liabilities	9,847,174	9,879,488	32,314	0.33%
Total Liabilities	551,748,908	579,486,367	27,737,459	5.03%
Net Financial Assets	(332,786,509)	(365,773,435)	(32,986,926)	9.91%
Non-Financial Assets				
Tangible Capital Assets	565,147,998	596,760,118	31,612,120	5.59%
Prepaid Expenses	458,394	512,484	54,090	11.80%
Total Non-Financial Assets	565,606,392	597,272,602	31,666,210	5.60%
Accumulated Surplus - Capital	199,806,577	207,821,742	8,015,165	4.01%
Accumulated Surplus - Operations	14,610,921	21,364,159	6,753,238	46.22%
Pension Stabilization Account	18,402,385	2,313,266	(16,089,119)	(87.43%)
Total Accumulated Surplus (Deficit)	232,819,883	231,499,167	(1,320,716)	

Cash (including those on deposit in the CDP investment program) decreased by \$8.8 million over the prior year as district staff proactively moved some funds into longer term, higher interest rate investments as an alternative to the Central Deposit Program (CDP) operated by the Provincial Treasury. Cash assets as of June 30, year over year is categorized as follows;

	June 30, 2020, Balance (\$M)	June 30, 2021, Balance (\$M)	Difference (\$M)
Cash in Bank	20.1	37.9	17.8
CDP Investment Program	160.3	133.7	(26.6)
Short Term Investments	24.0	0.0	(24.0)
Long Term Investments	0.0	30.0	30.0
Total Cash Assets	204.4	201.6	(2.8)

Cash held in the bank for current operational needs totals \$37.9 million. The balance of \$133.7 million is held on deposit with the Ministry of Finance and is available within 3 days. These deposits earn interest at 1.45% (as of June 30, 2021) and reducing to 0.95% effective July 1, 2021. This cash is required to fulfill payment and liability obligations as follows:

	June 30, 2020, Balance (\$M)	June 30, 2021, Balance (\$M)	Difference (\$M)
Accounts Payable	17.4	14.5	(3.0)
Salary, Taxes & Benefits Payable	22.3	24.7	2.4
EFB – Post Retirement Group Benefits	14.3	8.5	(5.8)
EFB – Post Employment Benefits	34.7	36.2	1.5
EFB - Vacation Liability	6.3	6.4	0.1
Unearned Revenues (International Education)	21.4	15.2	(6.2)
Capital Reserve Accounts (Restricted)	71.2	65.9	(5.3)
Misc. Liabilities (net of assets)	(18.1)	6.5	24.6
Pension Payable	1.9	0.0	(1.9)
Total Payment Obligations	171.4	177.9	6.5

* *Tangible capital assets and the related deferred revenues are removed from the comparison tables above.*

The difference between the cash assets and the liabilities is reflected as the accumulated surplus:

Total Cash Assets	204.4	201.6	(2.8)
Total Payment Obligations	171.4	177.9	6.5
Accumulated Surplus & Pension Stabilization Account	33.0	23.7	(9.3)

Accounts Receivable amounts due from the Ministry of Education decreased due to a timing difference and a decrease in Other is because of a reduction in benefit deposit allowances with SD43's benefit provider. While the pandemic caused a significant decline in extended health and benefit claims during the 2020/21 fiscal year, SD43 took 'premium holidays' (reducing monthly estimated premium deposits) and used funds on deposit to make these claims payments resulting in reduced deposit allowances.

Accounts Payable and Other Liabilities decreased by \$2.0 million primarily due to the elimination of the \$1.9 million in the solvency reserve liability, and the reduced payable of \$2.75 million for the Centennial construction. This was offset by an increase in accrued wages and benefits for staff at year end due to the pay period ending date and higher number of days accrued in the pay period.

Unearned Revenue represents International Education Tuition Fees collected in advance for the 2021/22 school year. This will be recognized and recorded as revenue over the course of the next fiscal year. The 2020/21 balance is \$6.2 million lower than the prior year due to reduced enrollment from restrictions imposed on student visas by the Canadian government as a result of COVID-19.

Deferred Revenues primarily reflect special grants, donations and unspent school generated funds held under the special purpose fund. The deferred revenue balance decreased by \$0.146 million primarily due to decreases in unspent school generated funds

Deferred Capital Revenue relates to funding received and spent on capital projects. As required by Treasury Board Regulations, funding for capital projects is recognized as revenues over the expected life of the asset purchased. The deferred capital revenue increases by any provincial grant funding received and is reduced by the annual recognition of capital revenue over the life of the capital project. Deferred Capital revenue increased by \$18.2 million because of a large number of new and ongoing capital projects (primarily related to schools that are under construction).

Employee Future Benefits Liability represents estimated future cost to the district to provide employees benefits such as vested sick leave, retirement/severance, vacation, overtime, death benefits, and remaining NTPP post-retirement health and dental benefits. Employee Future Benefits increased by \$16.6 million primarily because a) \$1.5 million increase in liabilities associated with recognizing ongoing future costs of sick leave, early retirement obligations, and other retirement and severance costs, b) \$20.9 million decrease in plan assets and corresponding liability as a result of the annuitization of the Non-Teaching Pension Plan and c) \$5.9 million decrease in liabilities in post retirement group health benefits for NTPP retirees as a result of the NTPP curtailment.

Tangible Capital Assets represents the net balance of tangible capital assets less accumulated amortization. The district carries out various capital projects during the year including upgrades, additions, building of new schools and replacing old schools. Current year additions include the capitalization of Centennial Secondary, the purchase of 8 new vehicles, computer and equipment purchases and capitalization of other minor capital projects.

Funds spent on these capital projects are capitalized as Tangible Capital Assets. Net Tangible Capital Assets increased by \$31.6 million which is reflected in the deferred capital revenue balance.

Tangible Capital Assets	June 30, 2020, Balance	Additions	Disposals	Transfers (WIP)	June 30, 2021, Balance
Sites	\$112,496,185	\$0	\$0	\$0	\$112,496,185
Buildings	609,558,627	5,289,228	0	71,621,380	686,469,235
Buildings WIP	98,197,932	40,261,308	0	(71,621,380)	66,837,860
Furniture & Equipment	6,034,174	222,115	(344,044)	791,319	6,703,564
F&E WIP	0	791,319	0	(791,319)	0
Vehicles	731,660	383,122	(74,850)	0	1,039,932
Computer Software	0	0	0	0	0
Computer Hardware	15,233,481	3,752,151	(438,505)	0	18,547,127
Total	842,252,059	50,699,243	(857,399)	0	892,093,903

The cost of these assets is recognized over their expected useful lives through the recording of amortization expense, as outlined in the table below.

Accumulated Amortization	June 30, 2020, Balance	Additions	Disposals	June 30, 2021, Balance
Sites	\$0	\$0	\$0	\$0
Buildings	267,232,014	14,921,960	0	282,153,974
Furniture & Equipment	3,342,189	642,983	(344,044)	3,641,128
Vehicles	525,231	92,322	(74,850)	542,703
Computer Software	0	0	0	0
Computer Hardware	6,004,627	3,429,858	(438,505)	8,995,980
Total	277,104,061	19,087,123	(857,399)	295,333,785

The net total of tangible capital assets and accumulated amortization make up the balance sheet amounts on *Statement 1* of the financial statements:

Net Tangible Capital Assets	June 30, 2020, Balance	Additions	Disposals	June 30, 2021, Balance
Total	565,147,998	31,612,120	0	596,760,118

STATEMENT OF OPERATIONS

As required by Public Sector Accounting Standards (PSAB) and the Ministry of Education, the Coquitlam School District reports revenue and expenses under three separate funds: the operating fund, the special purpose fund, and the capital fund. This is consolidated in the financial statements as *Statement 2*, or the Statement of Operations

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

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

CAPITAL FUND: The capital fund includes a combination of Ministry capital grants, locally generated funds, and school site acquisition charges collected from developers through local municipalities. These funds are used for facility operations including construction, enhancement, and maintenance of buildings, fields, infrastructure, and land purchases for future school development.

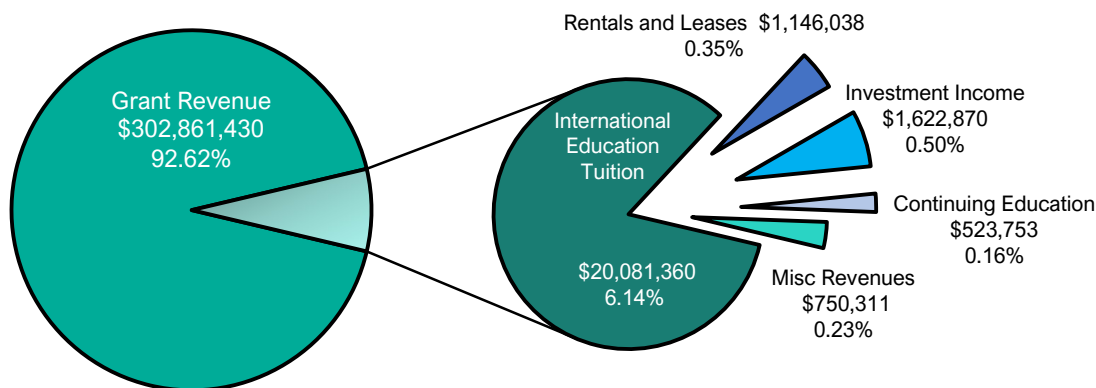
School district financial statements are a consolidation of these three funds and each of these funds differs with respect to the methods of accounting method utilized and the legislative and other constraints on budgeting and financial results.

As an outcome financial performance can only be fully understood by reviewing each fund separately. Financial performance for each fund is reported in the supplementary schedules that follow the notes to the audited financial statements.

OPERATING FUND

Revenues

92.62% of the School District’s operating revenue was in the form of an Operating Grant from the Provincial government, which is based on enrolment levels and other student and geographical factors. 6.14% of overall revenue was generated from International Education programs, and the balance of 1.24% was made up of other revenue streams such as facility rental and lease income, investment income and continuing education.



A detailed breakdown of the components that make up the Grant Revenues can be found in [Schedule 2A](#).

Operating Fund by Object	Prior Year	Budget	Actuals	Actual to Prior Year	Actual to Budget
Grant Revenue	295,316,854	301,654,831	302,861,430	7,544,576 2.55%	1,206,599 0.40%
Continuing Education	585,682	354,616	523,753	(61,929) (10.57%)	169,137 47.70%
International Education	33,973,625	18,257,000	20,081,360	(13,892,265) (40.89%)	1,824,360 9.99%
Miscellaneous	730,005	610,778	750,311	20,306 2.78%	139,533 22.85%
Rentals and Leases	1,117,464	724,375	1,146,038	28,574 2.56%	421,663 58.21%
Investment Income	2,567,574	1,551,047	1,622,870	(944,704) (36.79%)	71,823 4.63%
Total Revenues	334,291,204	323,152,647	326,985,762	(7,305,442)	3,833,115

Grant Revenues

Grant revenues are \$7.55 million higher than last year due to \$1.2 million in enrollment related increases primarily in students with unique needs, \$1.0 million in holdback funding and \$5.2 million in Teacher wage increments.

Grant Revenues were \$1.21 million higher than budget due to the following grants announced after the amended budget was finalized in January 2021:

- Funding holdback released by the Ministry in April and June to address learning losses \$949,601
- Increased student enrollment reported at February count \$453,586
- May and September count adjustments (\$199,849)

Continuing Education

Continuing Education revenues were lower than last year due to a decrease and restricted enrollment in summer school tuition as a result of COVID-19. Revenues were higher than budget for CE Vocational programs as more remote and online courses became available.

International Education Revenues

International Education revenues were \$13.89 million lower than last year as a direct impact of the pandemic. On March 18, 2020, Canada closed its borders to all non-essential travel, severely impacting study permits issued for new students starting in 2020/21 school year. Student enrollment decreased by 645 students, or 39% compared to the previous year.

International Education revenues were \$1.8 million higher than budget due to conservative budgeting of enrollment in the Amended Budget as there were high levels of uncertainty given the on-going impacts of the pandemic.

Rentals and leases

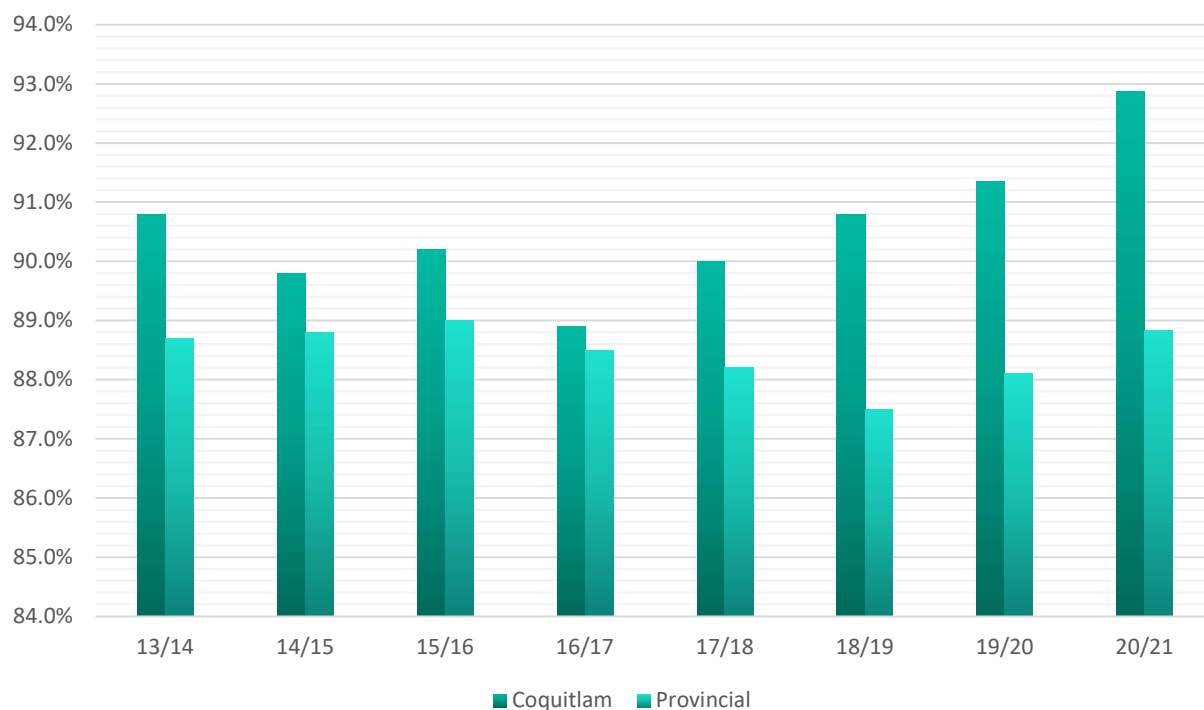
Facility Rentals, childcare space rentals and other rental revenues were slightly higher than last year and \$421,663 higher than budget due to conservative budgeting in the wake of significant cancellations and uncertainty resulting from the COVID-19 pandemic provincial health orders. The district also realized revenues from new contracts, such as providing a social distanced venue for the provincial court.

Investment Income

Investment income was \$944,704 lower than last year due to the interest rate decreases. On March 27, 2020, the Bank of Canada benchmark interest rate dropped to 0.25% in an economic response to COVID-19. Despite improvements in the economic outlook, the Bank of Canada has not moved the benchmark rate. The decrease has also affected the interest rate that the school district received on its CDP deposits. The Provincial Central Deposit Program went from 2.95% to 1.45%. Investment income was slightly higher than budget due to conservative budgeting in response to the uncertainty generated by the pandemic and the sourcing of other investment options earning a higher interest rate than that offered through the CDP.

Salaries and Benefits Expenses

As reflected in the graph below, 92.9 % of the School District's operating expenditures are associated with salaries and benefits, compared to the Provincial average of 88.8%. This level has remained consistently higher than the Provincial average, illustrating how the Coquitlam school district allocates more of its resources to staffing compared to other school districts across the province.



The table below provides an analysis of variance by object for each salary group. This information is derived from *Schedule 2B* of the financial statements.

	Prior Year	Budget	Actuals	Actual to Prior Year	Actual to Budget
Salaries					
Teachers	150,054,192	143,457,355	144,213,854	(5,840,338) (3.89%)	756,499 0.53%
Principals and Vice Principals	15,598,806	16,721,948	16,590,754	991,948 6.36%	(131,194) (0.78%)
Education Assistants	20,427,433	21,733,258	20,754,399	326,966 1.60%	(978,859) (4.50%)
Support Staff	25,920,449	26,408,338	26,408,250	487,801 1.88%	(88) (0.00%)
Other Professionals	6,637,703	7,320,415	7,003,887	366,184 5.52%	(316,528) (4.32%)
Substitutes	7,035,146	9,070,506	7,400,013	364,867 5.19%	(1,670,493) (18.42%)
Total Salaries	225,673,729	224,711,820	222,371,157	(3,302,572)	(2,340,663)
Employee Benefits	66,747,606	65,324,409	79,402,346	12,654,740 18.96%	14,077,937 21.55%
Total Salaries and Benefits	292,421,335	290,036,229	301,773,503	9,352,168	11,737,274

Salaries – Teachers

Teacher salary expenses were \$5.8 million lower than last year due to a combination of budgeted staffing reductions and funding of staffing positions retained through the Federal *Safe Return to Class* grant, a Special Purpose Fund. The use of these funds retained 42.3 FTE that would have otherwise been reduced. The remainder is a direct result of enrollment decreases in the International Education program, which translated into reduced teaching staff requirements; but with no negative impact on student teacher ratios. Teacher salary expense was \$756,499 higher than budget as incremental grant funding after the amended budget allowed for the deployment of additional teachers.

Principals and Vice Principals

Principals and Vice Principal Salaries were \$991,948 higher than last year of which \$860,754 was budgeted for in wage and step increases, and a full year effect of the addition of the two District Principal positions. Principals and VP Salaries were \$131,194 lower than budget due to a short-term absence and lower than budgeted salary increments as a result of five newly appointed VP's.

Education Assistants

Actual expenses were \$326,966 higher than last year due to contractual wage increase of 2% effective July 1, 2020, and the addition of five specialized EA positions, five Learning Inclusion Support Workers, two temporary Youth Worker positions, and three temporary EA positions that were funded through the Federal *Safe Return to School* grant. Actual expenses were \$978,859 lower than budget due to timing in hiring of new positions, some turnover and higher usage of unpaid leaves by EA and LISW staff caused by the pandemic disruption that were not able to be filled on a temporary basis.

Support Staff

Actual expenses were \$487,801 higher than last year due to contractual wage increment of 2% effective July 1, 2020.

Other Professionals

Actual expenses were \$366,184 higher than last year resulting from salary and step increments. Actual expenses were \$316,528 lower than budget due to unfilled positions during the year in the Facilities, Finance, and Purchasing departments and timing delays in hiring a Caretaking Manager and an Energy Manager.

Substitutes

Actual expenses were \$364,867 higher than the prior year due to reduced school days in the prior year driven by COVID-19. Actuals expenses were \$1.67 million below budget due to reduced absences from 'normal' illnesses. Absences associated with COVID-19 were offset against the Federal Safe Return to School grant.

Benefits

Actual employee benefits were considerably higher than last year due to the annuitization and transfer of the NTPP to Sun Life, resulting in an expense of \$16.1 million (see p.9). This increased expense was reduced by lower usage of health and dental benefits due to COVID, as these third-party services were limited or not available.

Services and Supplies

The remaining balance of 7.1% of the districts operating expenditures is spent on supplies and services. The table below is derived from *Schedule 2B* of the financial statements.

	Prior Year	Budget	Actuals	Actual to Prior Year	Actual to Budget
Services	7,767,095	8,898,818	7,580,006	(187,089) (2.41%)	(1,318,812) (14.82%)
Student Transportation	287,401	431,138	315,236	27,835 9.68%	(115,902) (26.88%)
Professional Development	1,610,021	2,751,671	1,181,162	(428,859) (26.64%)	(1,570,509) (57.07%)
Rentals and Leases	358,803	426,451	402,894	44,091 12.29%	(23,557) (5.52%)
Dues and Fees	1,838,601	779,089	562,314	(1,276,287) (69.42%)	(216,775) (27.82%)
Insurance	1,715,514	1,663,091	1,504,609	(210,905) (12.29%)	(158,482) (9.53%)
Supplies	9,290,847	10,055,813	6,968,383	(2,322,464) (25.00%)	(3,087,430) (30.70%)
Utilities	4,834,597	5,269,776	4,605,968	(228,629) (4.73%)	(663,808) (12.60%)
Total Service and Supplies	27,702,879	30,275,847	23,120,572	(4,582,307)	(7,155,275)

Services

Actual expenses were \$187,089 lower than last year and \$1.32 million lower than budget mainly due to the decrease in professional services expenses incurred due to the impact of COVID-19.

Professional Development

Actual expenses were lower than last year and budget due to cancellation of professional development conferences and courses, and COVID-19 imposed travel restrictions. Instead, virtual events replaced these in person meetings at reduced costs.

Dues and Fees

Actual expenses were lower than last year and budget due to decreased agent fees incurred for international education as a result of lower student enrollment.

Insurance

Actual expenses were lower than last year and budget due to the reduced number of enrolled international students resulting in lower Medical Services Premiums paid by the District.

Supplies

Actual expenses were \$2.32 million lower than last year and \$3.087 million lower than budget due to the continued effects of COVID-19 on expenditures by schools.

Utilities

Actual expenses were less than the prior year and budget due a warmer winter, improved energy efficiency from continued initiatives, and reduced utilization of schools for in-class instruction and facility rentals.

ACCUMULATED SURPLUS – OPERATION FUND

The Board has established an Accumulated Operating Surplus policy (*Policy #23 - Financial Reserves*) as part of its multi-year financial approach for stable and sustainable organization health;

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

1. Any surplus in excess of 2% of total operating revenues will be set aside into an unallocated fund for subsequent use as determined by the Board;
2. 25% of the balance of the operating surplus funds be directed to one-time opportunities primarily associated with technology, educational initiatives, and deferred maintenance of facilities; and
3. 75% of the balance of operating surplus funds be allocated equally over the subsequent three fiscal years, but no more than the aggregate surplus budgeted in the year (excluding one-time funding from the unallocated fund). Any excess of funds will be set aside into the unallocated fund.
4. This Policy will be reviewed annually by the Board.

This approach provides for consistent financial allocations for staffing as achieved in previous years while reducing volatility by smoothing peak surplus years. An unallocated reserve provides a funding source for one-time initiatives and/or a further buffer and support for those years in which there is not enough available surplus required to maintain staffing stability. A key aspect of the school district's stability and sustainability approach adopted by the Board is to ensure the recognition of all earned income prior to spending commitments.

Schedule 2 of the financial statements show an operating surplus of \$2.092 million for the current year before transfers to or from other funds (i.e., capital). \$5.3 million was transferred for amounts that meet the criteria to be capitalized, such as computers, furniture and equipment. Another \$6.11 million was transferred to local capital, which is set aside for capital purchases that are not funded by the Ministry of Education. The net result is the total operating deficit of \$9.3 million for the year before usage of accumulated reserves.

Current Year Surplus Summary	Amount
Operating Surplus (Deficit) for the year	2,091,687
Tangible Capital Assets Purchased	(5,321,946)
Sub-total	(3,230,259)
Transfer to Local Capital	(6,105,622)
Total Operating Surplus (Deficit), for the year	(9,335,881)
Use of Prior Year Reserves	7,062,000
Use of Pension Stabilization Account	16,089,119
2020/21 Surplus	13,815,238

Prior year reserves (\$7.06 million) include the usage of 25% of the prior three years surplus allocation as described in bullet 3 above as well as utilization of funds reserved for one time technology and deferred maintenance initiatives as describe in bullet 2 above and other specific restricted uses as identified in the previous year.

As detailed on page 9, SD43 entered into an agreement to transfer the majority of the NTPP assets and corresponding liabilities to Sun Life, which required usage of \$16.1 million of the Solvency Reserve to make up the solvency deficiency recognized during the annuitization and transfer of the assets and liabilities to Sun Life. The net result is a \$13.8 million surplus for the 2020/21 fiscal year.

Surplus Continuity Summary

The table below details the intended future use of the operating surplus as approved by the Board. The totals in the *Opening Balance* and *Closing Balance* columns are captured on the audited financial statements in *Note 22 - Internally Restricted Funds*.

Description	Opening Balance	2020/21 Utilized	2020/21 Reserved	Closing Balance
Operating Surplus Restricted for Future Years				
2020/21 - Staffing Stabilization Provision	3,721,293	(3,721,293)	0	0
2021/22 - Staffing Stabilization Provision	3,000,000	0	750,000	3,750,000
2022/23 - Staffing Stabilization Provision	1,500,000	0	2,250,000	3,750,000
2023/24 - Staffing Stabilization Provision	155,268	0	2,344,732	2,500,000
2024/25 - Staffing Stabilization Provision	0	0	1,250,000	1,250,000
Facility & Maintenance Initiatives	989,232	(705,285)	813,046	1,096,993
Technology Initiatives	775,895	(586,726)	813,046	1,002,215
Operating Surplus Restricted - One-Time				
2021/22 - Staffing Stabilization Bridging	0	0	1,712,461	1,712,461
2021/22 - Incremental Learning Support	0	0	637,539	637,539
Operating Surplus Restricted - Other				
School Carryforward (inc. Indigenous Education) *	2,188,136	(62,589)	77,624	2,203,171
Education Stabilization Reserve	0	0	2,471,790	2,471,790
Teacher Mentorship Funds	0	0	695,000	695,000
Business Systems Initiative	375,830	(80,840)	0	294,990
NTPP - SRA Supplemental Reserve	155,267	(155,267)	0	0
COVID-Restricted Funds for 2020/21*	1,750,000	(1,750,000)	0	0
Subtotal Balance	14,610,921	(7,062,000)	13,815,238	21,364,159
Pension Stabilization Account	18,402,385	(16,089,119)	0	2,313,266
RESTRICTED OPERATING SURPLUS	33,013,306	(23,151,119)	13,815,238	23,677,425

* School Carryforward balances make up part of the overall surplus but are restricted and therefore cannot be allocated to other sources

The School Carryforward balance represents funding that was provided to schools during the current year that was not fully expended and has been restricted for use in the next school year.

In order to reduce uncertainty of future operational funding requirements and provide greater financial stability over the long term, the board has approved to restrict any surplus that exceeds the funding allocation thresholds articulated in Policy 23 – Financial Reserves to a fourth fiscal year (2024/25), up to \$1.25 million and remaining unallocated funds to an Education Stabilization Contingency Fund. Employing this strategy will mitigate the following known financial risk areas:

1. Restoration of our International Education programs from events such as the pandemic or other international events or economic policies beyond our control that would have a negative impact on revenues that help to support our school districts educational services.
2. Grant funding shortfalls from the Ministry, specifically as it relates to legislated benefit increases, non funded inflationary increases, and supplementing supports for vulnerable students.

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

Resource Allocation with Directions 2025

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

The districts three goals and two cross-cutting themes are defined below:

GOAL	MEANING
1: INTELLECTUAL DEVELOPMENT <i>Achieve Student Success</i>	Our core work and common goal is educational excellence.
2: HUMAN AND SOCIAL DEVELOPMENT <i>Develop the Educated Citizen</i>	Enhance development of self-worth, personal identify and social responsibility while valuing the diversity of all learners
3. ORGANIZATIONAL CAPACITY <i>Foster a Sustainable Education Organization</i>	Ensure that our human, financial and physical resources and sustainable.
CROSS CUTTING THEME	MEANING
TECHNOLOGY	Quality Information; Equitable Access; Human Capacity
SOCIAL ENGAGEMENT	Global and Digital Citizenship; Environmental Stewardship; Community Relationships

These goals drive the districts mission, which is to ensure quality learning opportunities for all students of all ages. The cross-cutting themes are underlying themes that enhance districts work and informs its practices in the process of implementing its strategic goals.

Specifically, the surplus continuity summary on the previous page is aligned with the District’s strategic plan and goals as follows:

Description	Goal 1	Goal 2	Goal 3	Cross Cutting Themes			
Operating Surplus Restricted for Future Years				TECHNOLOGY	SOCIAL ENGAGEMENT		
2021/22 - Staffing Stabilization Provision	•	•				•	
2022/23 - Staffing Stabilization Provision	•	•				•	
2023/24 - Staffing Stabilization Provision	•	•				•	
2024/25 - Staffing Stabilization Provision	•	•				•	
Facility & Maintenance Initiatives			•				
Technology Initiatives	•		•			•	
Operating Surplus Restricted - One-Time							
2021/22 - Staffing Stabilization Bridging	•	•					
2021/22 - Incremental Learning Support		•					
Operating Surplus Restricted - Other							
School Carryforward (inc. Indigenous Education)	•	•					
Education Stabilization Reserve	•		•				
Teacher Mentorship Funds	•						
Business Systems Initiative			•	•			
Pension Stabilization Account			•				

Each line of the restricted operating surplus is tied to at least one goal or cross-cutting theme. This confirms the district is allocating its resources in a way that fulfills the Districts vision and plan (*Directions 2025*), as well as its mission, purpose, strategic goals and objectives.

SPECIAL PURPOSE FUND (SPF)

Special Purpose Funds consist of targeted funding allocated to school districts for a specific purpose. The annual funding received varies from year to year and is confirmed throughout the year. SPF revenues are only recognized as expenses are incurred. SPF's account for approximately 15.5% of the School Districts total expenses and are made up approximately 28 different funds as summarized below. A full description of each of the Special Purpose Funds has been provided in [Appendix A](#).

	Prior Year	Budget	Actuals
Deferred Revenue, beginning of year	12,564,502	13,053,763	13,053,763
Total Contributions Received	50,687,701	62,478,190	63,286,809
Less: Allocated to Revenue or Recovered by MOE	50,198,440	63,971,292	63,432,536
Deferred Revenue, end of year	13,053,763	11,560,661	12,908,036
Total Allocated to Revenue	50,164,400	63,660,133	63,121,377
Total Expenses	50,164,400	63,660,133	63,121,377
Net Revenue (Expense)	0	0	0

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

	Prior Year	Budget	Actuals
Annual Facilities Operating Grant (AFG)	1,139,623	1,139,623	1,139,623
Official Languages Education in French Programs (OLEP)	342,812	454,759	360,365
CommunityLINK (CLINK)	1,474,821	1,524,858	1,524,858
Strong Start (SS)	385,718	453,072	403,202
Ready Set Learn (RSL)	112,245	117,892	112,190
Learning Improvement Fund (LIF)	1,058,481	1,046,395	1,046,395
Classroom Enhancement Fund - Staffing (CEF)	26,115,365	30,666,881	30,496,898
Classroom Enhancement Fund - Overhead (CEF)	2,461,693	2,194,412	2,194,412
Classroom Enhancement Fund - Remedies (CEF)	1,690,735	2,021,976	1,905,869
Contractual Reserves	271,224	250,000	317,121
School Generated Funds (SGF)	10,680,390	5,500,000	5,324,738
Provincial Resource Program -Day Treatment (PRP)	142,188	150,081	150,081
Sick Leave Health Plan	135,040	93,300	103,427
Settlement Workers in Schools (SWIS)	692,539	824,405	824,550
Language Instruction for Newcomers (ELSA/LINC)	2,016,500	2,061,647	1,941,802
Apprenticeship Program	259,032	275,000	213,724
Mental Health in Schools	21,834	47,000	44,253
Changing Results for Young Children	17,284	12,111	433
First Nation Student Transportation Fund	34,953	37,285	37,285
IRCC Career Program	224,800	239,333	250,256
FED C19 - K-12 Restart **(NEW)	-	11,847,069	12,059,423
PROV C19 - K-12 Restart **(NEW)	-	2,392,034	2,392,034
Others (Scholarships, Sundry etc.)	887,123	311,000	278,438
Total	50,164,400	63,660,133	63,121,377

Classroom Enhancement Fund

On March 10, 2017, the Ministry of Education, the BC Public Schools Employers' Association, and the BC Teachers' Federation ratified a Memorandum of Agreement (MOA #12) pursuant to Letter of Understanding No. 17 to the 2013-2019 BCPSEA–BCTF Provincial Collective Agreement. The Memorandum of Agreement fully and finally resolves all matters related to the implementation of the 2016 Supreme Court of Canada decision.

The ratification of this agreement resulted in the establishment of the Classroom Enhancement Fund (CEF) to address the additional teacher and corresponding overhead costs associated with MOA #17. A summary of the CEF funded staff and cost is captured in the table below.

Note: MOU #17 has been reclassified as MOU#12 per the most recent agreement with the BCTF.

	FTE	Salaries	Benefits	Other Expenses	Total
Teachers	271.50	22,264,710	7,116,616		29,381,326
Substitutes		1,115,572			1,115,572
Remedy Costs		1,905,869			1,905,869
Education Assistants	33.00	1,221,759	428,311		1,650,070
Administrators		218,694	54,000		272,694
Other Staffing	1.00	145,572	30,076		175,648
Non-staffing Expenses				96,000	96,000
Total	305.5	26,872,176	7,629,003	96,000	34,597,179

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

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

	Prior Year		Budget		Actuals	
	FTE	\$	FTE	\$	FTE	\$
Teacher Staffing	234.00	26,115,365	271.50	30,666,881	271.50	30,496,898
Overhead Costs	34.00	2,461,693	34.00	2,194,412	34.00	2,194,412
Remedy		1,690,735		2,021,976		1,905,869
Total	268.00	30,267,793	305.50	34,883,269	305.50	34,597,179

The school district received \$30.5 million in Teacher Staffing funding which provided staffing of 271.5 FTE teachers. Staffing increased over the prior year as a result of classroom additions, non-enrolling student to staffing ratio requirements and the usage of the flex factor. Actual costs came \$169,983 lower than budgeted.

The school district received \$2.2 million in overhead funding which provided staffing of 33 Educational Assistants, 1 Administrator, mentoring cost of new teachers, some administrative cost of remedy tracking, and costs related to relief time for teachers to do Individual Education Plans (IEP's).

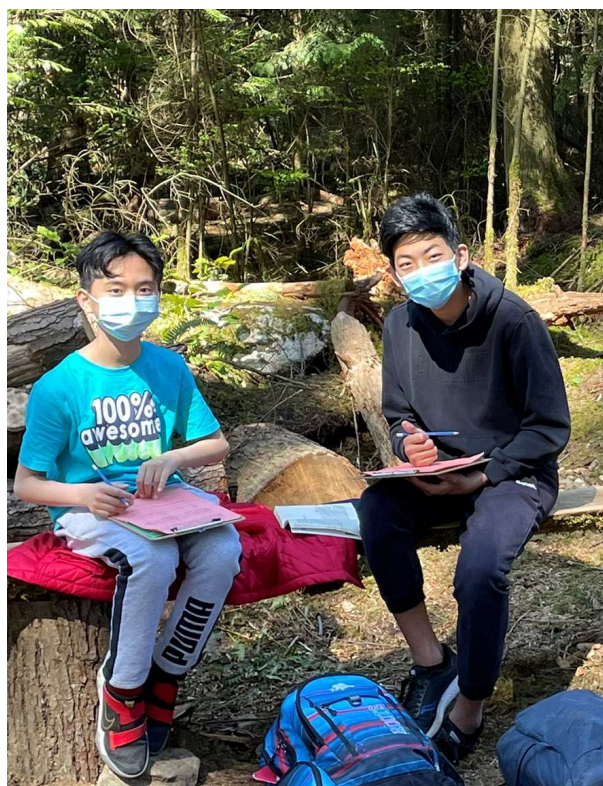
Initial remedy funding was based on actual October 2020 remedies incurred and adjusted for actual expenses as they occur. Remedy costs came in \$215,134 higher than the prior year, but \$116,107 less than budgeted.

Provincial - Safe Return to School Fund

In 2020/21, the Ministry of Education provided \$2.4 million in one-time grant funding as part of its Restart Plan to safely bring K-12 students back to school. As detailed in the COVID-highlights section (pp.7-8), the funding provided was used for additional custodial staffing for enhanced cleaning requirements, hand hygiene, cleaning supplies, masks and computer and assistive technology.

Federal - Safe Return to Class Fund

In addition to the Provincial Safe Return to School Fund, the Federal government also provided \$12.1 million in additional funding to assist with bringing students and staff safely back to school. As illustrated in the COVID-highlights section (pp.7-8) the funding provided was used for teacher staffing, learning resources and supports, mental health supports for students and staff, health and safety training, additional cleaning requirements, improved air systems, installing barriers, purchasing masks, additional transportation costs and addressing the needs of indigenous and vulnerable students. This was a one-time grant and accordingly, will not be provided for in the 2021/22 fiscal year.



CAPITAL FUND

The table below is a highlight of the Schedule of Capital operations – see *Schedule 4* of the financials.

	Prior Year	Budget	Actuals
Revenues	32,462,792	14,825,000	15,719,425
Expenses	16,898,710	18,050,000	19,131,828
Capital Surplus (Deficit) for the year	15,564,082	(3,225,000)	(3,412,403)
Fund Transfers	7,509,807	7,500,000	11,427,555
Change in Accumulated Surplus	23,073,889	4,275,000	8,015,152
Opening Accumulated Surplus	176,732,688	199,806,577	199,806,577
Closing Accumulated Surplus	199,806,577	204,081,577	207,821,729

Revenues and Expenses in the Capital Fund reflect the capital activities of the school district. Revenues comprise of lease income from closed schools, investment income from capital fund balances and gain on sale of capital assets. Revenues also include capital funding received from the Ministry that is recognized over the life of the asset that the funding was provided for, such as school buildings. The recognition of this capital revenue is generally consistent with the recognition of expenses, which is the amortization of the capital assets over its useful life. Transfers from other funds represent assets purchased using operating funds.

The table below summarizes the school district's Restricted Capital Funds. These funds have specific restrictions on their use.

Capital Funds	June 30, 2020	June 30, 2021	Difference
MEd Restricted capital:	\$5,081,684	\$5,155,771	\$74,087
SSAC Capital:	8,616,382	9,846,686	1,230,304
Other Provincial Capital:	1,560,000	2,111,545	551,545
Other Capital:	5,000,000	5,869,702	869,702
Total Unspent Deferred Capital Revenue	20,258,066	22,983,704	2,725,638
Local Capital:	50,977,700	42,892,871	(8,084,829)
Total Restricted Capital Funds	71,235,766	65,876,575	(5,359,191)

(Ministry of Education) Restricted capital: These are funds held on behalf of the Ministry of Education and represent the Ministry's portion of proceeds on disposal of land and buildings and any surpluses on completed projects. The balance in this fund increased by \$74,087 from interest earned.

School Site Acquisition Charge (SSAC) capital: These funds represent amounts collected by the district from the municipalities and villages as part of the school site acquisition change which will be used for future school site land purchases as identified in the capital plan. The balance in this fund increased by \$1.23 million which including \$133,603 in interest earned.

Other Provincial capital: In March 2020, the district signed a funding agreement in partnership with the Ministry of Children and Family Development to receive the *Childcare BC New Spaces* Fund and received \$1.56 million (65%) as an advance for new childcare spaces at Irvine Elementary School (currently part of a seismic replacement) and \$0.55 million for childcare space at Sheffield Elementary. The increased balance represents funds that continue to be received as the project progresses, with 10% of the final amount paid upon project completion. Subsequently after the end of the school year SD43 entered into an agreement for new childcare spaces to be provided at the new Moody Elementary School.

Other capital: These funds represent proceeds from the Glen Elementary land sale with the City of Coquitlam to build an artificial turf field at Centennial Secondary and other miscellaneous capital payments.

Local capital balance: Local capital funds are designated for local capital expenditures and have been restricted for the following purposes:

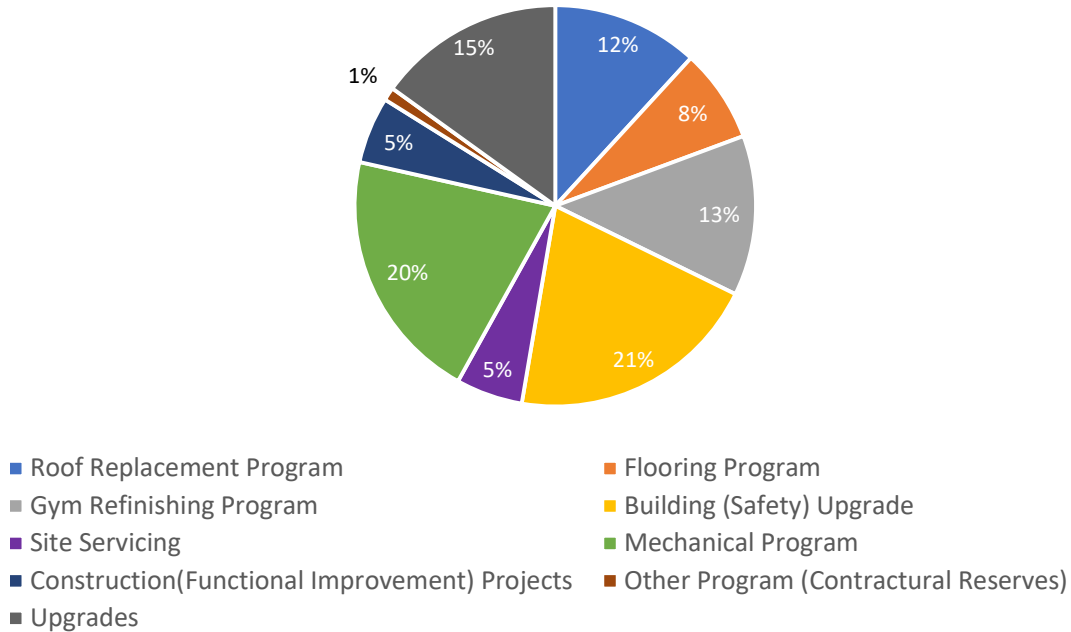
Projects	June 30, 2020	June 30, 2021	Difference
Education Learning Centre:	35,178,595	28,004,847	(7,173,748)
Centennial NLC space	500,000	500,000	0
Information Technology Infrastructure	1,155,959	1,383,581	227,622
Vehicle Replacement	0	378,000	378,000
Scott Creek Middle - 10 classroom addition	9,975,310	9,948,003	(27,307)
Portables	4,167,836	2,678,442	(1,489,394)
Total	50,977,700	42,892,873	(8,084,827)

Centennial Secondary – NLC Space



Annual Facility Grant (AFG)

The Annual Facility Grant is funding provided by the Ministry of Education for designated school capital or maintenance upgrades. \$5.6 million was provided by the Ministry of Education for the 2020/21 school year and the expenditures are illustrated below:



The district completed 93 AFG funded projects last year, which are depicted in the table below. These projects are in addition to work done that is financed by SD43 operating funds. Note that upgrades, which account for almost half of all AFG expenses, are designated by type.

Project Type	Total
Roof Replacement Program	11
Flooring Program	7
Gym Refinishing Program	12
Electrical Upgrade	2
Building (Safety) Upgrade	19
Facilities Upgrade	11
Site Servicing	5
Mechanical Program	19
Construction (Functional Improvement) Projects	5
Technology Upgrade	1
Other Program (Contractual Reserves)	1
Total	93

Major Capital Projects

The district is engaged in various capital projects throughout the year. The following is a summary of some of the major projects undertaken during the year.

Education Learning Centre

The new Educational Learning Centre (ELC) will be located at the Winslow Centre Campus and will consolidate functions that are currently performed at multiple facilities throughout the district. As of this report date, construction is 47.4% complete, with anticipated occupancy in the Spring of 2022.

Seismic Replacement

- **Centennial Secondary:** Demolition of the old school has been completed and construction of phase 2 - NLC is underway, with an expected completion by December 2021.
- **Irvine Elementary:** Construction in-progress: slab on grade completed while steel and precast concrete underway. Expected completion date of June 2023.
- **Dr. Charles Best Secondary:** An updated concept plan has been submitted and is pending approval by the Ministry of Education.
- **Moody Elementary** – secured approval and addition. SD43 to contribute \$5 million toward the addition.

New School Construction

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

Sheffield Elementary



Project Definition Reports (PDR)

- **Montgomery Middle:** A PDR report has been submitted to the Ministry of Education and is pending approval. A Capital Plan will subsequently be submitted once approval has been received.
- **Middle/Secondary Burke Mountain School:** Concept plan has been approved and a PDR is in progress.

New School Construction Planning

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

Classroom Additions

- **Westwood Elementary** – Six-classroom addition for increased enrolment completed August 2020.
- **Panorama Heights Elementary:** Four-classroom addition for increased enrolment and class size and composition requirements. Construction is underway with a 65% completion, including rough-in and drywall. Interior finishing to start in two weeks, with an estimated completion date of October 2021.
- **Riverside Secondary:** Eight-classroom addition for increased enrolment. A project feasibility report was submitted to the Ministry and is waiting for approval.
- **Dr. Charles Best Secondary:** Six-classroom additions has been completed. Outstanding deficiencies has been finalized as of July 2021.

Building Envelope Program Funding (BEP)

- **Roy Stibbs Elementary, Pinetree Way Elementary, Mountain Meadows Elementary and Bramblewood Elementary:** Received support in March 2020 for Building Envelope Repairs with BC Housing. These projects are currently in the design development stage and anticipated to move to construction in the upcoming school year with completion targeted by July 2022.

Portable Additions

- The district purchased 11 new portables required for enrollment growth and class size and composition requirements for September 2021 at the following sites:
 - **Smiling Creek (4)**
 - **Minnehada Middle (3)**
 - **Roy Stibbs Elementary (2)**
 - **Banting Middle (2)**

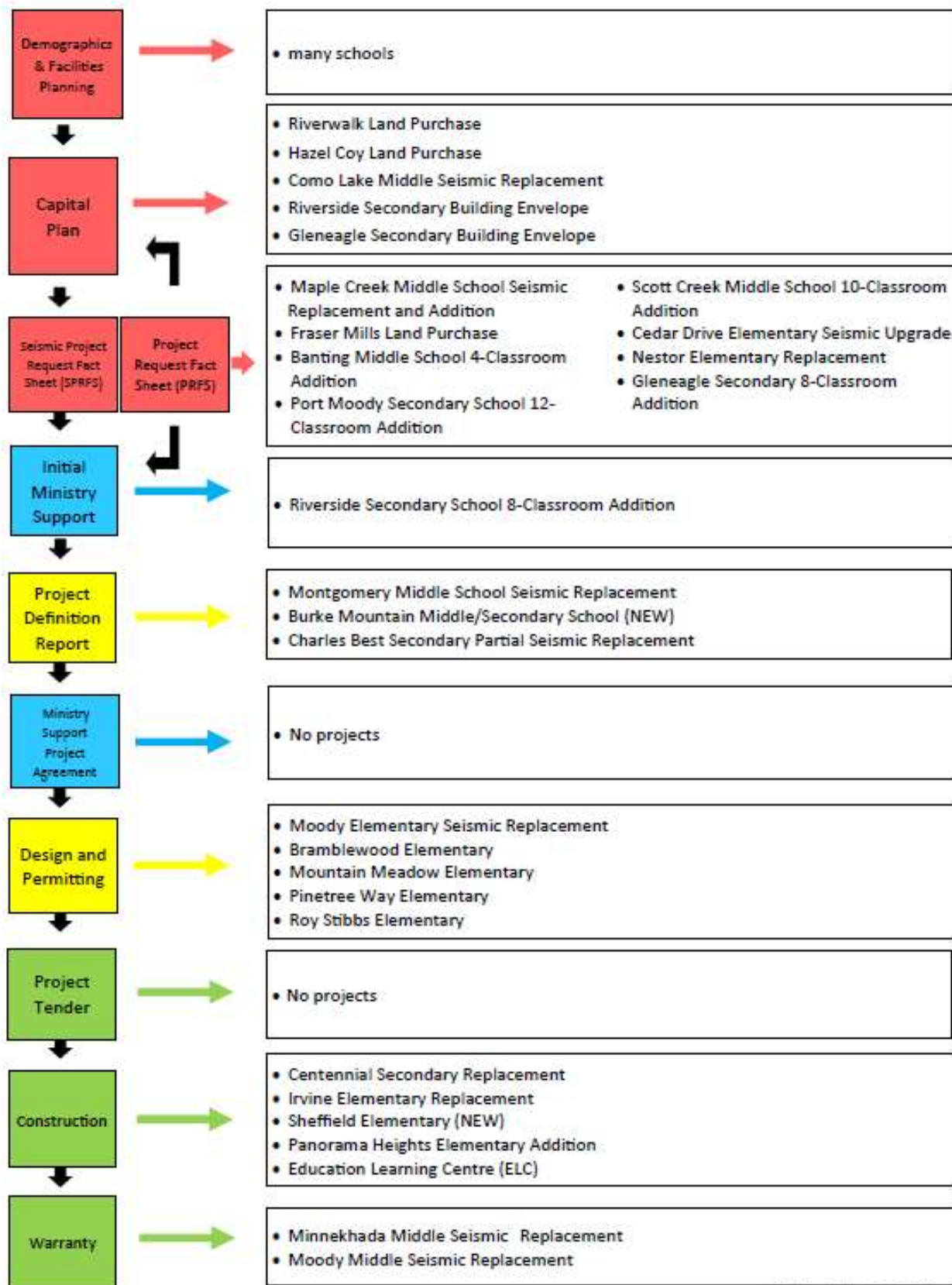
School Enhancement Projects (SEP)

- School enhancement projects were completed for:
 - **Miller Park Elementary** – Mechanical Upgrade for Air Handlers
 - **Pleasantside Elementary** – Building Enclosure Upgrade (Phase 1) Phase 2 is underway.

Playground Equipment Program (PEP)

- Playground Equipment projects were completed for the following during the year:
 - **Porter Street Elementary** – Universally accessible Playground Equipment
 - **Cedar Drive Elementary** – Universally accessible Playground Equipment

Flowchart of Major Capital Projects



Updated: June 30, 2021

For details and updates of each capital projects, please refer to the district's Capital Projects website [https://www.sd43.bc.ca/CapitalProjects/Pages/default.aspx#/="](https://www.sd43.bc.ca/CapitalProjects/Pages/default.aspx#/=)



RISK & UNCERTAINTY

FUTURE FINANCIAL STABILITY

There are several factors that could influence the School District's stable and healthy financial situation during the 2021/22 school year and beyond.

In 2017 a risk assessment was completed which identified 29 areas of risk. One new risk was added this year with respect to Climate Change. This is in keeping with Directions 2025 and the crosscutting theme on Social Engagement and Environmental Stewardship. The Board is provided with an annual update on the efforts to mitigate these identified risks, however a number are outside the immediate control of the School District. The operationalization of the accumulated surplus policy does help to soften or reduce some of these risk exposures. Following are several risks that continue to be preeminent.

COVID-19

As discussed, COVID-19 had a significant impact on the district's financial operations. Federal and provincial funds received in the current year were a one-time grant, which has resulted in the district budgeting and allocating resources for any COVID overhand costs (such as cleaning supplies, hand sanitizer, and additional custodians to meet Provincial Health guidelines). An optimistic outlook will see the province return to step 4 of BC's Restart Plan on September 7, which means that schools can enter Stage 1 of BC's K-12 Education Sector Restart Plan (learning as usual, full-time in class). However, that is a best-case scenario and there is no new information to indicate we will not be using the funds set aside for next year. This will impact our operating budget and the educational programs provided.

International Education

The School District is heavily reliant on International Education programs to provide a significant source of additional revenue funding to reduce the gap on grant funding shortfalls and provide support for vulnerable students and those requiring mental health supports. In recent years, the Board has moved to adopt best practices in this area which requires the School District to realize the net income from these programs (and especially 2nd semester enrolment) before deploying these funds into educational services for the benefit of all students in the school district. This is an important area to help support all Direction 2025 goals and cross cutting themes.

COVID-19 have severely impacted next year's International Education student enrolment numbers which will affect the Program's ability to provide the level of financial support as it has in the past. Revenues from the 2021/22 summer programs, which are an important stabilizing financial influence have also been adversely affected. We are working closely with both Provincial and Federal officials to address and overcome the unintended consequences resulting from government's response to the pandemic. The current policy on the deployment of accumulated surplus funds will help to mitigate some of the financial risk.

Grant Funding Shortfall

The Operating Grant Revenues is the single largest source of funding for the school districts operating expenses. The Ministry of Education provides funding based on student enrollment, unique student needs as well as some other supplemental funds. Although the ministry increased the basic grant per student by \$325 for 2021-22, contractual increases that had previously been funded separately (Teacher and CUPE 2% wage increases, Teacher wage increments) were included in the basic grant. The net result was an underfunding of \$541,034.

This level of underfunding cannot be absorbed by the district without reductions elsewhere. The district already spends less than 8% of its operating expenses on services and supplies and has little ability for further reductions in this area. Benefit costs are also rising and are contractual in nature and cannot be

reduced. This level of underfunding is not sustainable without reductions to staff which can have a negative impact on providing learning opportunities for our students and staff retention.

Grant Funding Model Implementation

During 2018 the Ministry of Education initiated a review of the current grant funding model that has been in place since 2002. The report of the Funding Model Review Panel was released in late December 2018 under the title of *Improving Equity and Accountability*. While the initial intent was to implement the recommendations for the 2019/20 school year, the significance of the recommendations required it to be delayed as further consultation occurred. The recommendations were assigned to four working groups with representatives from all educational sectors. These groups were charged with the purpose of reviewing and determining how the recommendations should be implemented.

On February 7th2020, the Ministry of Education announced that it would implement the recommendations in two phases (see details of the announcement [here](#)). Phase 1 recommendations will be implemented in the 2020/21 school year. The recommendations are primarily associated with accountability and financial matters, however the implementation of a new grant – *Equity of Opportunity* - which replaced the Vulnerable Student grant resulted in reduced funding to SD43. Phase 2 recommendations, primarily associated with funding equity, will be implemented at a later date (COVID-19 added to the delay in implementation). There are several recommendations in Phase 2 that could have a significant negative impact on current levels of Ministry funding to our school district. These include:

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

With no new funds to be injected into the K-12 Education system, changes to the current Funding Model (as realized) have the potential to negatively impact our School District as grants are redistributed to other school districts.

Funding Adequacy: Inflation and Cost Pressures

Grant funding increases include collective agreement wage and salary increases but do not include funding for inflationary costs, including benefits, or wage (step) increases for non-collective agreement staff. In the *Report of the Funding Model Review Panel* this issue was raised (Recommendation #18).

- As part of the budget process, SD43 takes into consideration statutory and other like requirements as a priority before addressing other cost pressure elements. With 90% of the budget in staffing and related benefit costs, any funding shortfall would likely result in reduced staffing levels.

Facilities – Capital Funds

As we have noted in previous reports, tackling system stresses to address increased demand for enrolment space in elementary schools, especially in the northeast sector of the School District and municipal urban core, requires intensive forward-looking capital planning. In some situations, this involves the advancement of local capital funds to mitigate the risk of school overcrowding and student and staff safety.

Additionally, the requirement to comply with collective agreement restored language places an increased burden and demand on class space. Unrestricted local capital is essentially nil ('0') leaving the inability to fund new classroom additions, portable placements or further classroom conversions until the Ministry of Education provides the commitment to fund facility requirements. Significant underfunding of capital for new and replacement school facilities creates a requirement to redirect funds out of the classroom to meet this requirement. At the same time there is increasing requirements from the Provincial Treasury Board for

school districts to contribute to a variety of capital building programs further to be sourced from classroom educational funding.

Continued advocacy for adequate capital funding and the potential to dispose of excess assets provides the ability to enhance and augment available provincial funding for facility requirements. The need to provide for an adequate surplus to address this risk is critical. (Recommendation #20 & 22 of the *Report of the Funding Model Review Panel*).

Technology and Business System Requirements

The demand for upgrading technology hardware, software, and systems continues at a rapid pace. Providing the required services and ensuring that information is secure necessitates increased financial resources. Technology in support of education will allow us to implement the paradigm shift and transformational education required to be on the cutting-edge in the 21st-century. Technology in support of the framework for enhancing student learning and more real-time reporting on student progress is a crucial undertaking. MyEdBC student administration system requires enhancements to meet the ongoing needs for improved data and reporting. System security remains a high concern. While a multi-year plan has been developed for some aspects of School District requirements, additional resources will need to continue to be directed into this area.

Sustainable technology funding is lacking while at the same time, usage of technology as an education delivery tool continues to grow. This was never more evident than during the shift from in class to on-line instruction during the pandemic.

- Creating financial certainty will facilitate a funding source to develop a level of technology funding that is sustainable and providing one-time funds to invest in business systems. This is dependent on the outcome of the funding model review and grant funding adequacy.
- Our business systems (human resources, payroll, and finance) are dated and require a significant resource emphasis to meet current and future requirements. SD43 staff are currently in the process of a multi-year project to refresh this shared system.

APPENDIX A - Special Purpose Funds Descriptions

Annual Facility Grant (AFG)

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

AFG funds may be spent for the purpose of:

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

SD43 must provide the Ministry with the 2020/21 AFG project spending plan prior to April 30, 2021. The NTPP will include a list of the AFG projects and expenditures the district will undertake between April 1, 2021 and March 31, 2022.

Changing Results for Young Children (CR4YC) - NEW

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

Community LINK

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

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

Contractual Reserves

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

Day Treatment (Simon Fraser Youth School Program)

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

Language Instruction for Newcomers to Canada (LINC)

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

Learning Improvement Fund

The Learning Improvement Fund (LIF) was established by the province for the purpose of providing additional resources, specifically targeted to support complex classes that present challenging learning conditions. Districts are required to submit a spending plan to the Ministry of Education by October 2019 for approval. To develop the spending plans, district staff work collaboratively with CUPE. In the past these funds have been utilized to create additional Education Assistant (EA) positions and provide additional hours of support to all EA's.

Official Language Education Program (OLEP)

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

Ready Set Learn

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

Scholarships and Bursaries

Scholarships and bursaries are established and awarded through the generosity of individuals and corporations in our community. The scholarships and bursaries administered by the school district range from memorials to honour the passing of a loved one, to corporations and individuals wanting to give back to the community. In September 2019, the *SD43 Education Foundation* (the Foundation) was established as a registered charitable organization. Since then, most new scholarships and bursaries have been donated through the Foundation.

School Generated Funds

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

Settlement Workers (SWIS)

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

Sick Leave Health Plan

This fund represents contributions received from support staff workers and matched by the Board, to provide short term disability benefits to CUPE members who are disabled from employment resulting from illness or injury. The Trust pays for health and dental benefits and NTPP pension payments for these individuals.

StrongStart

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

Staff Development

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

NEW - Mental Health in Schools

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

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

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

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

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



Contacting Management

This financial report is designed to provide the School District’s stakeholders with a general but more detailed overview of the School District’s finances and to demonstrate increased accountability for the public funds received by the School District.

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

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



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

**Achieve Student Success
Develop the Educated Citizen
Foster a Sustainable Organization**

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