



Annual Report

2017-18



Annual Report 2017-18

MESSAGE FROM THE CHAIR

The Honourable Allan Hawkins
Minister of Education and Early Childhood Development
Government of Newfoundland and Labrador
P.O. Box 8700, Confederation Building
St. John's, NL A1B 4J6

Dear Minister Hawkins:

On behalf of the Board of Trustees for the Newfoundland and Labrador English School District, I am pleased to submit our Annual Report for the school year 2017-2018 (July 1, 2017 to June 30, 2018).

Work continued over the past year on three strategic priorities:

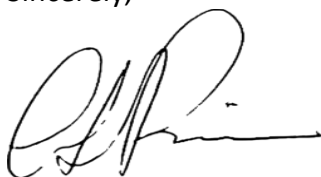
1. Student Success
2. Safe and Caring Schools
3. Leadership Development and Organizational Effectiveness.

This report outlines our progress in Year 1 with respect to the objectives that are articulated in our 2017-2020 Strategic Plan. We are pleased with the efforts of our school and district staff and the progress demonstrated to date.

I take this opportunity to thank the District staff and the members of the Board of Trustees for their commitment to our students and their hard work on behalf of the Newfoundland and Labrador English School Board.

My signature below is indicative of the accountability of our Board for the results reported.

Sincerely,



Goronwy Price,
Chair

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District Overview

Vision

The Newfoundland and Labrador English School Board is an educational leader preparing all students to achieve to their fullest potential in an inclusive, safe and caring environment.

Mandate

The mandate for the Board is established under the **Schools Act, 1997**. The Board has legislative authority to administer primary, elementary and secondary educational services throughout the Newfoundland and Labrador. This includes implementing curriculum and educational programs; human resources; finances and operations; facilities maintenance, and student transportation. For a more detailed description of the mandate of the Board, see **Appendix A**.

Lines of Business

The Board for the Newfoundland and Labrador English School District (NLESD) has the following key lines of business:

1. Services to Students

NLESD has responsibility for curriculum implementation; student assessment and evaluation; student placement, and teacher professional development. NLESD offers programs as approved by the Department of Education and Early Childhood Development (EECD), based on the core requirements within the Service Delivery Model for students with exceptionalities. Personal and career guidance and counselling are available in all schools. Extra-curricular and co-curricular programs and activities are available to varying degrees in all schools. Support is also provided for school growth and development.

NLESD also has responsibility for transporting students to and from school, in compliance with federal and provincial legislation and EECD requirements.

2. Organizational Services

NLESD has responsibility for efficiently managing fiscal, human and other resources to ensure quality teaching and learning; appropriate programs and services, and safe and comfortable environments conducive to student learning.

Location

The headquarters for NLESD and the Avalon Region office are located in St. John's. Other regional offices are located in Gander (Central Region), Corner Brook (Western Region) and Happy Valley-Goose Bay (Labrador Region).

Board of Trustees

NLESD is governed by a Board of Trustees, which currently consists of 17 trustee positions. Trustees are elected or appointed in accordance with the provisions of the **Schools Act, 1997**, and pursuant to related School Board Election Regulations.

The Board sets the course for NLESD through policy development, infrastructure planning, and financial and human resource oversight. Trustees come from all regions of the province and the Board serves as a critical link between communities and the District.

For a list of the Trustees as of June, 2018, see **Appendix B**.

Divisions

NLESD is led by the Director of Education and has three divisions.

1. Programs and Operations:

The Programs and Operations Division is managed by the Associate Director of Education (Programs and Operations). There are four Assistant Directors of Education (Programs) who are assigned to the four regions (Labrador, Western, Central and Avalon) and a Director of Facilities and Custodial Management. In 2017-18, the Programs and Operations Division implemented student programs, services and curriculum for 256 schools, including five alternate sites: Hospital School, NL Youth Centre, District School and the Pathfinder Learning Centre (2 locations) and approximately 65,000 students. The Division is also responsible for property management, facilities repairs and maintenance, and capital priorities.

2. Finance and Business Administration/Student Transportation:

The Finance and Business Administration/Student Transportation Division is managed by the Assistant Director of Education (Finance and Business Administration/Student Transportation). The Division has responsibility for financial resources and compliance with provincial and federal financial legislation and regulations; acquisition of materials, equipment and services, and information technology. The Division is also responsible for student transportation, including contracted and board-owned busing, as well as alternate transportation.

3. Human Resources:

The Assistant Director of Education (Human Resources) manages the Human Resources Division. The Division has responsibility for the recruitment and hiring of all teaching and support staff, implementation of collective agreements and performance appraisal programs, and the development and implementation of policies pertaining to personnel.

Schools

As of June 30, 2018, the Board was operating 256 schools (including five alternate sites) throughout the province for students in rural and urban locations. Schools have various grade configurations best suited to meet the needs of the local area.

Students

In 2017-18, the NLESD had a varied school population, with school enrolments ranging from one student (Raymond Ward Memorial, Norman Bay) to 998 students (Holy Heart High School, St. John's). The NLESD served approximately 65,000 students throughout Newfoundland and Labrador during the reporting period.

| Region | Number of Students 2017-18 |
|--------------|-------------------------------|
| LABRADOR | 3,665 |
| WESTERN | 11,537 |
| CENTRAL | 14,921 |
| AVALON | 34,945 |
| TOTAL | 65,068 |

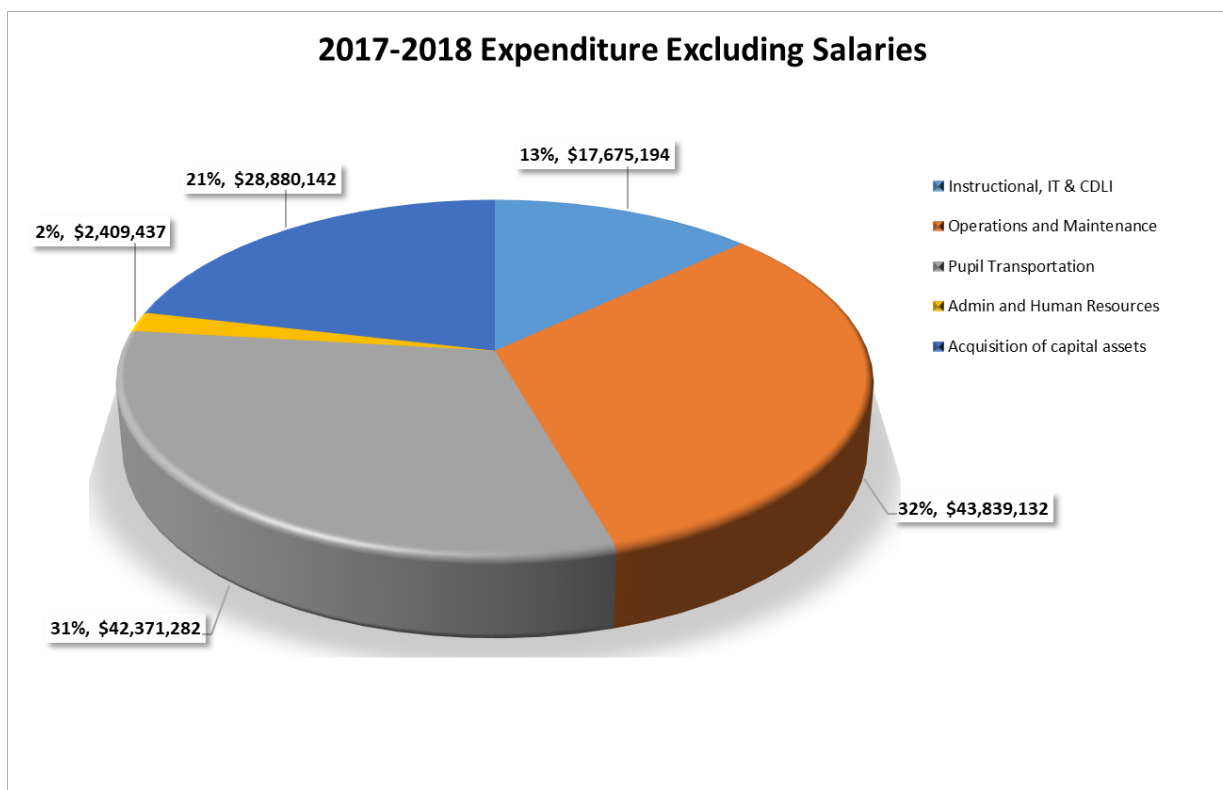
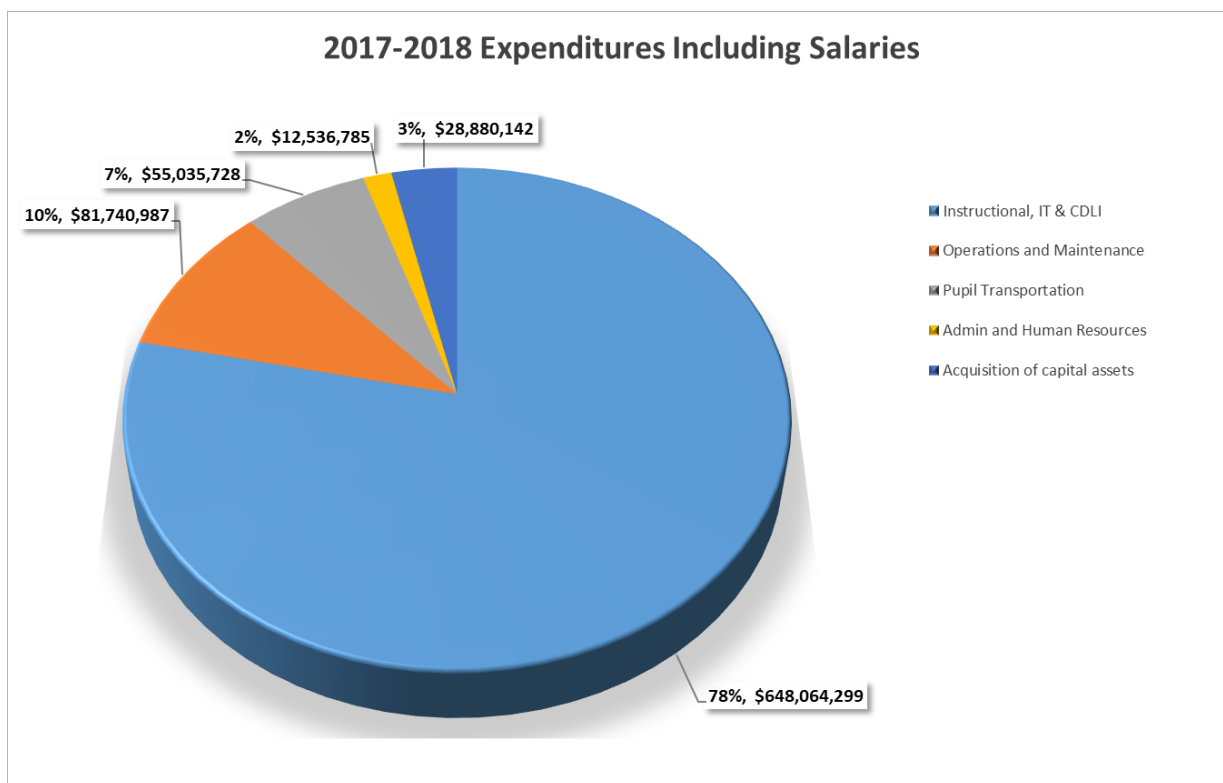
Employees

In 2017-18, the NLESD employed more than 8,200 full-time, part-time, casual employees, and support staff to deliver curriculum and programs and to support the business functions of the District. The following numbers reflect staffing levels as of June 30, 2018. It should be noted that District boundary changes which came into effect in 2016-17 resulted in changes to regional totals for the 2017-18 reporting period.

| Employee Group | Labrador | Western | Central | Avalon | Total Number of Employees (2017-18) |
|----------------------------------|---|--------------|--------------|--------------|-------------------------------------|
| TEACHING STAFF | 308 | 1,018 | 1,286 | 2,581 | 5,193 |
| STUDENT ASSISTANTS | 38 | 174 | 210 | 397 | 819 |
| SUPPORT STAFF | 143 | 279 | 500 | 514 | 1,436 |
| CASUAL EMPLOYEES | 50 | 199 | 187 | 101 | 537 |
| SUBTOTAL | 539 | 1,670 | 2,183 | 3,593 | 7,985 |
| REGIONAL OFFICES, HEADQUARTERS | Executive, Executive Support, Managers, Non-Union, Non-Management (176), Senior Education Officers (24) and Program Specialists (40). | | | | 240 |
| TOTAL NUMBER OF EMPLOYEES | | | | | 8,225 |

*These totals do not include substitute teachers (1,747) and casual student assistants (425).

Financial Summary



Highlights and Partnerships

Highlights

The Way Forward – Education Action Plan

On July 25, 2017, the Premier’s Task Force on Improving Educational Outcomes released **Now is the Time: The Next Chapter in Education in Newfoundland and Labrador**. The report outlined 82 recommendations, within nine focus areas, to improve educational outcomes. The Provincial Government accepted the recommendations; appointed an implementation team, and committed to the development of an Education Action Plan in consultation with professional and community leaders and the education community at large. That plan, entitled **The Way Forward – Education Action Plan** will guide investments and improvements to meet students’ educational needs over the next several years. Focus areas align well with the NLESD’s 2017-20 Strategic Plan. They are: Inclusive Education, Student Mental Health and Wellness, Mathematics, Reading, Indigenous Education, Multicultural Education, The Early Years, Career and Co-operative Education, and Teacher Education and Professional Development. Over one-third of the Education Action Plan’s recommendations were to be implemented or substantially underway by September 2018. The plan can be viewed at: <https://www.ed.gov.nl.ca/edu/EAP-report.pdf>.

Centre for Distance Learning and Innovation (CDLI)

CDLI enables students attending small, rural schools which may not have a student population at the school level to offer the courses onsite, to enroll in courses such as Chemistry and Advanced Mathematics. CDLI uses computers, networks and the internet to support distance learning, and provides a variety of content and ways for students to interact with teachers and with each other. In 2017-18, the District began delivering the provincial education curriculum through CDLI, which had previously been operated by the Department of Education and Early Childhood Development. This allowed the District to have a more hands on role in achieving its curriculum delivery mandate; to use CDLI resources to deliver professional learning, and to house and maintain the website for new program implementation. During the 2017-18 school year, CDLI had over 40 staff, including two program specialists, two training specialists, a connectivity and communications specialist, an IT systems manager, 29 eTeachers, a guidance counsellor, as well as administration and support staff. Staff members were located in 16 locations throughout the province. For the 2017-18 school year, CDLI reported 2,166 courses registrations in 41 different courses for 1,233 individual students in 117 schools throughout the District. This represents an increase of 80 course registrations, three (3) courses and 10 students over the previous year.

Director's Principal Advisory Group

In 2017-18, the Newfoundland and Labrador English School District established a Director's Principal Advisory Group (DPAG), composed of 13 administrators from throughout the province. DPAG is designed to be a forum through which principals can interact directly with District executive to advise on systemic issues of importance to education – particularly support for improved student performance, and the enhancement of professional growth of administrators. Among the issues discussed in DPAG's inaugural year were Student Engagement, Gender Violence, Professional Learning for Administrators and Strategic Planning. Representation on the advisory group will rotate every two years.

Canada's Outstanding Principals

In February 2018, two NLESD administrators were recognized as being among Canada's Outstanding Principals by The Learning Partnership, a national charity dedicated to enhancing publicly-funded education. Mike Tobin of Paradise Elementary and John Antle of Exploits Valley Intermediate are examples of strong leaders who are making a difference in our school communities. Both administrators travelled to Toronto to avail of a five-day professional learning experience at the Rotman School of Management.

Students Showcase Skills at National Competition

The Newfoundland and Labrador English School District is proud of the participation of many of our schools in the Skills Canada program, which aims to encourage and support a coordinated Canadian approach to promoting skilled trades and technologies to youth.

The 24th annual national competition was held June 3-6, 2018 in Edmonton AB, with 46 Team Newfoundland and Labrador members among the 550 competitors from throughout Canada. High school and post-secondary students took home 12 medals in a variety of different skill areas. NLESD medal winners included:



Gold Medals

Chelsie Cake and Breanna Tilley – 2D Computer Animation (Queen Elizabeth High School)
 Keagan Dalley and Hayley Martin – 3D Computer Animation (Holy Spirit High School and Carbonear Collegiate)

Silver Medals

Matthew Buckingham-Bishop – IT Networking (Queen Elizabeth Regional High School)
 Caitlyn Coles – Silver Medal – Job Search (Holy Spirit High School)

Bronze Medals

Laura Keefe – Job Skill Demonstration (Ascension Collegiate)
 Tyler Hiscock –Public Speaking (Bishop White School)

New Schools

In the 2017-18 reporting period, a number of new schools opened their doors to students and staff. They are:

Admiral's Academy

Conception Bay South

Brookside Intermediate

Portugal Cove-St. Philip's

East Point Elementary

St. John's

Eastside Elementary

(redevelopment), Corner Brook

Gander Elementary

Gander



Partnerships

Department of Education and Early Childhood Development

The Board partners with the Department of Education and Early Childhood Development (EECD) to address educational needs. The Department provides funding for personnel and learning resources to enable the Board to carry out its mandate. In 2017-18, NLESD employees also worked collaboratively with Department staff for many different purposes, including:

- Student services initiatives, school development, provincial assessments, safe and caring schools initiatives, attendance tracking, and policy development;
- Delivery of play-based learning professional learning for all Grade 1 teachers;
- Delivery of training and professional learning for teaching staff, e.g., Science - Grades 3 and 5; Communications Technology – 2104/3104, and combined grades; and
- Implementation of special projects/events (e.g., the Provincial Drama Festival)

The District also partners with the Department of Transportation and Works on the construction, redevelopment and upgrading of schools, such as East Point Elementary (St. John's); St. Peter's Primary and St. Peter's Junior High (Mount Pearl); Brookside Intermediate (Portugal Cove-St. Philip's); Admiral's Academy (Conception Bay South); Mobile Central High (Mobile) Gander Academy, and Eastside Elementary (Corner Brook).

School Councils

School councils are established in accordance with the **Schools Act, 1997**, and are an integral partner to the delivery of education. School councils serve in an advisory role to principals. They approve the school's growth and development plan and policies, as well as fundraising plans for the school.

Regional Health Authorities

The Board partners with Regional Health Authorities in the four regions to promote student health and wellness. School Health Promotion Liaison Consultants are based at the NLESD regional offices, and funded by the Department of Health and Community Services. They support implementation of the provincial Healthy Students, Healthy Schools Initiative, focusing on School Food Guidelines, physical activity, and being smoke-free. In 2017-2018, consultants worked to identify and support 70 schools with the Healthy School Planner - a free online tool that schools across Canada can use to assess the health of their school and build a plan for improvements. Schools that participated received tailored feedback, a list of resources, and funding to help develop improvement

initiatives. To date, there are approximately 145 schools in the District that have completed the planner and have been provided with funding.

Canadian Heritage

Through the Canada-Newfoundland and Labrador Agreement for Minority Language Education and Second Official Language Instruction, the Board continued to support quality French language instruction in our schools. Early and Late French Immersion, Intensive Core French, Grades 4-9 Core French, Senior High Core French and Expanded Core French are offered in various schools.

Kids Eat Smart Foundation

The Kids Eat Smart Foundation is a registered charity which supports nutritious breakfast and snack programs for students throughout the province. Schools provide space, volunteers and a variety of supports and resources for such programs. Kids Eat Smart offers start-up, sustaining, and matching grants. A regional coordinator works with school volunteers and staff who run the programs.

School Milk Foundation

The School Milk Foundation is a non-profit organization with a mandate to increase the milk consumption amongst school-aged children in Newfoundland and Labrador. The Foundation administers the School Milk Program and subsidizes the cost of milk to students at school. A Trustee from the School Board is appointed to serve on the Board of Directors for the School Milk Foundation on an annual basis.



Newfoundland and Labrador Education Foundation

The Newfoundland and Labrador Education Foundation, Inc. is a registered, charitable organization committed to enhancing the education experience of students through innovative community partnerships. The Foundation raises and allocates funding for scholarships, programs, projects and activities which support student achievement and success. The Foundation provided \$1,000 scholarships to 27 graduating students in 2017-18 to assist with their post-secondary pursuits. Meanwhile, the NL Educator's Innovation Awards Program, which funded existing innovative education projects, and the NL Educator's Innovation Grants program, which provided funding for new projects designed to increase student engagement, was being re-evaluated in 2017-18, with a view to seeing it reach a broader student and teacher population. It is expected to return in a revised form at a future date.

Report on Performance

OUTCOMES OF STRATEGIC PLAN GOALS AND OBJECTIVES 2017-18



Report on Performance

Introduction

In 2017-18, the Board of Trustees for the Newfoundland and Labrador English School District began implementation of its three-year Strategic Plan (2017-20) with a focus on three specific strategic issues - Student Success, Safe and Caring Schools, and Leadership Development and Organizational Effectiveness.

The plan is designed to build on specific work undertaken in the areas of literacy, numeracy, inclusion, mental health, technology, financial accountability, improved organizational processes and procedures, student transportation and more. It also introduces new emphasis on leadership development within the K-12 system, as well as initiatives around physical wellness, financial literacy, computer coding, autism spectrum disorder, and improved accessibility to District infrastructure, to name a few.

The plan is also designed to align with recommendations arising from the Premier's Task Force on Improving Educational Outcomes, which was established in 2016 to examine the Kindergarten to Grade 12 education system and make recommendations to improve student outcomes. The 82 recommendations informed the development of an Education Action Plan, which was released in July 2018.

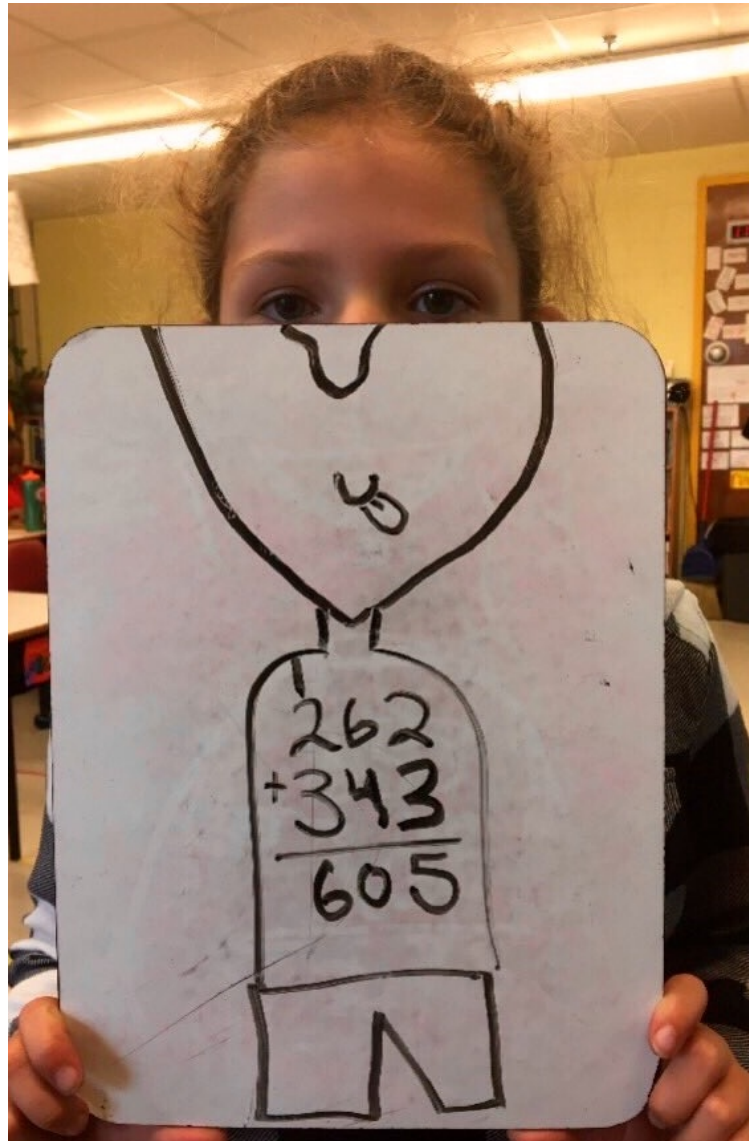
The goals as outlined in the Strategic Plan are as follows:

- GOAL I:** By June 30, 2020, the Newfoundland and Labrador English School Board will have enhanced supports for student success in literacy, numeracy, and other select curricular areas.
- GOAL II:** By June 30, 2020, the Newfoundland and Labrador English School Board will have enhanced school environments to ensure students can learn in safe, caring and inclusive settings that support physical and mental wellness.
- GOAL III:** By June 30, 2020, the Newfoundland and Labrador English School Board will have enhanced school leadership development and organizational effectiveness.

Strategic Issue – Student Success

The Board is committed to setting high expectations; focusing on continued improvement, and creating a teaching and learning environment that encourages all students to achieve academic success at all levels, and in all subject areas, within the K-12 public education system.

The need to continue to focus on literacy, numeracy and other select curricular areas during the 2017-20 period was identified through a comprehensive planning process, carried out between January and June of 2017. It included planning sessions, consultations, or focus groups with both internal and external stakeholders. The 2017-20 plan was designed to implement strategies to improve students' literacy and numeracy skills, and to continue to incorporate this focus into all School Growth and Development Plans. The plan continues to implement the K-6 Literacy Plan and Assessment Framework and to extend that plan to include Grades 7-9. Efforts around numeracy continue to focus on core skills, interventions, online resources for teachers and students, as well as the development of a comprehensive, District-wide numeracy plan focused on Grades 6-9.



In addition, the Board is focusing on strengthening support for students with autism spectrum disorder through professional learning for staff; identifying additional resources and activities to support financial literacy; supporting physical wellness, expanding the use of technology to support teaching and learning, and developing a plan to support computer coding in schools.

Objective 1 – Student Success

| Objective 1 | Indicator |
|--|---|
| <p>By June 30, 2018, the Newfoundland and Labrador English School Board will have introduced, or enhanced, strategies to support student success in literacy, numeracy and other select curricular areas.</p> | <ul style="list-style-type: none"> • Fully implemented the Benchmark Assessment Systems (BAS) 1 and 2 in Grades 1-6 • Identified and supported additional schools in the use of Levelled Literacy Intervention (LLI) resources • Developed professional learning to support reading and writing initiatives • Begun to extend the Literacy for Learning Plan to include Grades 7-9 • Developed a comprehensive District-wide Numeracy Plan for Grades 6-9 • Promoted and engaged in events/activities to highlight the importance of literacy and numeracy to student success • Provided professional learning for teachers and support staff on autism spectrum disorder • Identified resources and activities to support financial literacy • Developed a plan to support computer coding activities in schools • Expanded the use of technology to support teaching and learning • Enhanced teacher training in the use of assistive technology |

Literacy

The Literacy for Learning Plan continues to be a key initiative of NLESD's new Strategic Plan (2017-2020). In 2015-16, the previous Literacy Plan was restructured to be more in line with School Growth and Development Plans and to take the District to 2020. The work to support the Literacy Plan has four focus areas:

1. Connecting the Assessment Portfolio, Literacy for Learning Plan and the NLESD Strategic Plan;
2. Reading Record Assessments - Using Benchmark Assessment Systems (BAS) 1 and 2;
3. Teaching and Assessing Writing; and,
4. Responsive Teaching – Intervention for Students with Identified Needs.

In 2017-18, the District built on the work undertaken in previous years and moved forward with the K-6 component of Literacy for Learning Plan; implementing the associated Language Arts Assessment Portfolio (a collection of student work used for assessment purposes), and ensuring they are both incorporated into individual School Growth and Development Plans. School

communities were shown how to use the Language Arts Assessment Portfolio as an important source of internal data to build School Development Plans, specifically with respect to the goal related to academic achievement. As opportunities are taken to share information with District staff, school administrators and teachers, the Literacy for Learning Plan has become a major focus of the K-6 curriculum, and work began in 2017-18 to expand it to include Grades 7-9.

The following is a report on progress made with Year 1 indicators.

Fully implemented the Benchmark Assessment Systems (BAS) 1 and 2 in Grades 1-6

The District continued to implement the Fountas and Pinnell Benchmark Assessment System (BAS) 1 and 2 reading record assessment tools for primary and elementary grades. The initiative began in 2014-15 with professional learning offered to administrators and lead teachers to support the use of the BAS resources. Grades 1 and 4 were implemented in 2015-16, and Grades 2 and 5 completed in 2016-17. BAS training for Grades 3 and 6 teachers was completed in December 2017. District program specialists have also provided professional learning for teachers in Grades 1, 2, 4 and 5 who did not receive it in previous years. There is now at least one appropriate grade-level BAS kit (English) in every Grades 1-6 classroom. Meanwhile, in addition to the formal commitment to fully implement BAS resources and training (English), the District also conducted training for Grades 3 and 6 Early French Immersion (EFI) teachers in a corresponding reading record assessment resource (Trousse d'appréciation de rendement en lecture). It was completed in December 2017. The District plans to ensure there is at least one Trousse resource (French) in every Grades 1-6 classroom. As of June 2018, an additional 46 Trousse kits were prepared for Grades 1-6 EFI classes and were expected to be delivered to schools in September.

Identified and supported additional schools in the use of Levelled Literacy Intervention (LLI) resources

The Fountas and Pinnell Levelled Literacy Intervention (LLI) system is a supplementary literacy intervention, used in conjunction with the BAS, designed to help teachers provide instruction for students who need intensive support to achieve grade-level competency. An LLI pilot project was initiated at 11 schools in 2014-15. In the wake of positive feedback and data indicating improved reading results, additional LLI kits were purchased by the District and some schools purchased them on their own.

In 2017-18, the District identified and supported additional schools in the use of LLI resources, with professional learning for teaching taking place District-wide.

| LLI Kits in Schools with K-6* – June 2018 | | | |
|--|------------------------------|-----------------------|-----------------------|
| District | Schools with LLI Kits | Percentage (%) | Total LLI Kits |
| Labrador | 17 of 22 | 77% | 31 |
| Western | 30 of 52 | 58% | 46 |
| Central | 37 of 60 | 62% | 48 |
| Avalon | 62 of 67 | 93% | 120 |
| Total | 146 of 201 | 73% | 245 |

*Also includes 3 intermediate schools and District School.

As of June 30, 2018, there were 245 LLI resource kits purchased for schools, an increase of 56 over 2016-17.

During the reporting period, 63 professional learning sessions were held – seven (7) in Labrador, 28 in Western, four (4) in Central and 24 in Avalon region. These sessions were both District-based and school-based, ranging from one-on-one sessions for individual teachers to District-led sessions for large groups of teachers.

Developed professional learning to support reading and writing initiatives

As part of ongoing work to support the Literacy Plan and the Language Arts Assessment Portfolio, K-6 program specialists developed new, targeted professional learning to support the teaching and assessing of reading and writing. This included:

- development of a Primary Writing and Representing Assessment Guide for K-3, which was to be shared with schools in fall 2018;
- creation of Module 3 (a follow-up to Modules 1 and 2) for professional learning around Reading Records for teachers in Grades 1-3, which has been delivered in a number of schools; and
- development of professional learning for teaching writing (K-1), which is expected to be delivered in all regions in October 2018.

Begun to extend the Literacy for Learning Plan to include Grades 7-9

The District has developed a draft Literacy Plan for Grades 7-9, with implementation for Grade 7 initiated during the 2017-18 school year. This is an extension of the K-6 Literacy for Learning Plan, initially developed in 2014-15 and subsequently restructured to take the District to 2020. Formal professional learning has been provided to Grade 7 English and French language arts teachers and to administrators in schools offering Grades 7-9. Grade 8 implementation will begin in 2018-19 and Grade 9 in 2019-20.

The plan includes the development of enhanced communication around literacy on the NLESD website, school websites and through various social media and broadcast media platforms.

Numeracy

Developed a comprehensive District-wide Numeracy Plan for Grades 6-9

Throughout 2017-18, work continued on the development of a comprehensive Numeracy Plan for Grades 6-9. The plan builds on previous initiatives designed to address priority numeracy challenges – particularly where students transition from elementary to intermediate grades. The Numeracy for Learning Plan was completed and communicated to teachers in June, 2018. Formal implementation was to begin in September 2018 and include all Grades 6 and 7 students.

In preparation for the development and implementation of the Numeracy for Learning Plan, the District:

- Facilitated a professional learning session with Grade 7 teachers to allow for direct consultation on the draft numeracy framework (fall 2017);
- Collected and analyzed pilot school assessment data from 2016-2017;
- Expanded the number of pilot schools for numeracy assessments in 2017-2018 to include select Grade 6 classes and all Grade 7 classes
- Developed and administered assessments in pilot schools for 2017-2018;
- Collected and analyzed pilot school assessment data from 2017-2018 to inform a completed numeracy plan;
- Developed mini-checkpoint assessments for Grades 6 and 7;
- Administered mini-checkpoint assessments in pilot schools for 2017-18;
- Collected and analyzed mini-checkpoint assessment data from 2017-2018 to inform the Numeracy Plan;
- Developed a draft Numeracy Plan for Grades 6-9 for teacher feedback;
- Provided an online survey to all Grade 6-9 teachers for feedback and consolidated results from the 388 respondents to inform the Numeracy Plan, and
- Completed the Grade 6-9 Numeracy for Learning Plan and communicated it to the school system (June, 2018).

Online Resources

The Numeracy for Learning Plan for Grades 6-9 incorporates the use of online student intervention resources developed for Math 7 (English and French), Math 8 (English), and Math 9 which are accessible for students and teachers via their @nlesd Google accounts and on the NLESD Mathematics YouTube channel.

Promoted and engaged in events/activities to highlight the importance of literacy and numeracy to student success

In fall 2017, provincial teams were established to focus on student engagement in both literacy and numeracy events/activities, given the importance of these core skills to student success.

Literacy

A District-wide team was established in fall 2017 to create an inventory of major literacy events and activities taking place within different regions of the province. Throughout 2017-18, these activities were promoted through the District website, school websites, social media and public service announcements. Each region participated in, and promoted, various literacy-related activities including, but not limited to:

- Family Literacy Day/Literacy Week activities;
- Knights of Columbus, Lions Club and Rotary Club-sponsored Speak-offs;
- Skills Canada public speaking competition;
- Turning Points – A character awareness and literacy program which provides opportunities for students to read, write and think about their fundamental values;
- Various national and local spelling bees (e.g., CanSpell, Scripps Spelling Bee);
- Literature Fairs, Heritage Fairs;
- Theatre Arts /Drama Festivals;
- Public Library Partnership (professional learning for teachers); and
- Various local programs (e.g., Readers as Leaders, Global Read Aloud Day, Visiting Authors, Reading Rendezvous, Read-Ins, Book in a Bag).

Moving forward, the District will create a schedule of literacy-related events and activities taking place throughout the year and identify the appropriate means to promote and highlight them for school communities and the public.

Numeracy

Mathematics is about making things make sense – and numeracy is the interpretation or application of mathematical ideas to solve problems and help understand the world around us. NLESD is committed to helping student gain confidence in mathematics and promote its importance to overall student success.

With the development of the Numeracy for Learning Plan in 2017-18, the District has also:

- Identified a team to develop and communicate informational numeracy materials;
- Promoted numeracy-related activities and events (Math Leagues, Pi Day, Mole Day, Square Roots Day, mathematics contests) through e-mail, social media and school and District websites; and
- Launched a promotional webpage on the NLESD website, and
- Registered students and classes for DreamBox, a personalized learning platform designed to boost mathematics achievement.



DreamBox Learning

DreamBox Learning is a personalized learning platform designed to help students develop increased confidence and improve achievement in Math. In addition to the personalized learning programs that students can access at school, DreamBox promotes a home and school connection that encourages both student and parent access to personalized accounts. This enables them to review student progress and to continue learning outside the classroom environment. Students continue to have access to their DreamBox accounts over the summer months.

A total of 78 schools (201 classes) were using the Dreambox program as of June 2018– five (5) in Labrador Region; 18 in Western Region; 24 in Central Region and 31 in Avalon Region. The total student enrolment is 3,551, primarily in Grades 2 and 3 – an increase of 398 over 2016-17.

DreamBox Learning (2017-18)

| REGION | # Schools | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | Grade 6 | TOTAL |
|---------------|-----------|-----------|-------------|-------------|------------|------------|-----------|-------------|
| CENTRAL | 24 | 41 | 533 | 225 | 57 | 18 | 15 | 889 |
| EASTERN | 31 | X | 1161 | 654 | 211 | 83 | 24 | 2133 |
| LABRADOR | 5 | X | 38 | 3 | 28 | X | X | 69 |
| WESTERN | 18 | X | 307 | 153 | X | X | X | 460 |
| TOTALS | 78 | 41 | 2039 | 1035 | 296 | 101 | 39 | 3551 |

During the 2017-18 school year, 252,724 individual lessons were completed with data showing an average student growth of 71 per cent. In a survey administered to teachers using the program, 80 per cent noted increased student interest and engagement and 76 per cent reported an increase in student achievement.

Provided professional learning for teachers and support staff on Autism Spectrum Disorder

As a direct result of priorities expressed through consultations with students, parents, school councils and District/school staff members, NLESD is focusing on providing professional learning opportunities around Autism Spectrum Disorder (ASD) for its teachers and support staff.

In 2017-18, the District provided professional learning for teachers on appropriate strategies and resources to develop evidence-based programming for students with ASD. A total of 47 sessions were held with more than 500 participants. In addition, 26 professional learning circles for teachers of students with ASD were held throughout the District, with 246 participants. To help ensure the implementation of evidence-based programming, NLESD also deployed its regional autism consultants to support teachers and school communities. A total of 1,251 consultations occurred during the school year – 103 in Labrador, 75 in Western, 213 in Central and 860 in the Avalon region.

During the reporting period, professional learning was also provided to 337 student assistants in all regions (Avalon – 149; Central – 84; Western – 99 and Labrador – 5) and 200 school bus drivers (185 in Central and 15 in Labrador).

Professional Learning – Autism Spectrum Disorder – Support Staff (2017-18)

| Region | Bus Drivers (Board employed) | Student Assistants |
|---------------|-------------------------------------|---------------------------|
| Labrador | 15 | 5 |
| Western | - | 99 |
| Central | 185 | 84 |
| Avalon | - | 149 |
| Total | 200 | 337 |

Identified resources and activities to support financial literacy

In fall 2017, NLESD established a team to identify resources and develop a plan to promote financial literacy. The District subsequently created an Economic Education Team Drive, which provided teachers with access to website links, print resources, relevant articles and video links

related to financial literacy. A “resource log” has been created which contains links to Canadian websites that offer resources and activities to support financial literacy outcomes. Some examples include:

- The Canadian Foundation of Economic Education’s “Talk With Our Kids About Money” Program, which promotes the hosting of Money Fairs at schools;
- The Learning Partnership Entrepreneurial Adventure (EA) Program, which focuses on essential 21st century skills, such as marketing, business planning, team building and the importance of social responsibility. Students develop innovative business ventures that raise money for local, national and international charities.); and
- EduGAINS Financial Literacy Resources, which are designed to make financial literacy education a part of every child’s learning by enhancing financial topics and concepts in the existing curriculum.

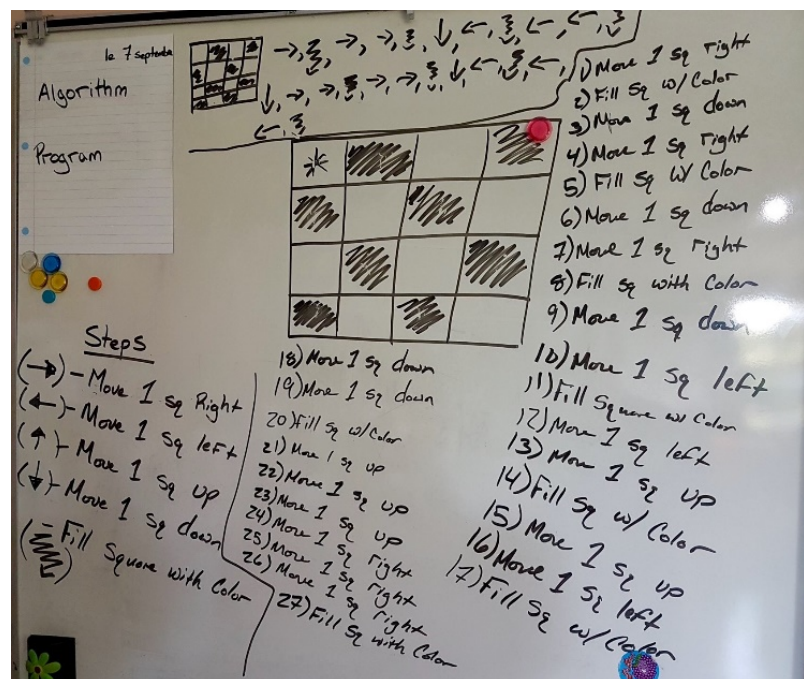
As of June 2018, there were 48 members on the Economic Education Team Drive.

In addition, the District focused on partnering with community organizations to support and promote activities which enhanced financial literacy. In 2017-18 partner organizations included Junior Achievement, Rotary Clubs, and others. For example, Avalon region partnered with the YMCA for “Enterprise Olympics 2018”, which involved three schools and 193 participants. In Western region, the Learning Partnership’s Entrepreneurial Adventure Program was utilized in eight schools.

Developed a plan to support computer coding activities in schools

The District is increasing its efforts around computer coding and in 2017-18 identified a team to promote the relevancy of computer coding in schools. During fall, 2017, the team began work on the plan, which included correspondence to principals and teachers encouraging involvement in an Hour of Code event during the first week in December.

One of the plan’s key elements was to address teachers’ comfort level around coding. In 2018, the District expanded a pilot



model employed by Central region in 2016-17, whereby invitational professional learning was provided to teachers and then each teacher worked with a small group of students during a “Coding Fair” event. Professional learning sessions began in January 2018 and continued into May.

Professional Learning – Computer Coding (2017-18)

| Region | Sessions | Participants |
|---------------|-----------------|---------------------|
| Labrador | 5 | 33 |
| Western | 1 | 15 |
| Central | 4 | 22 |
| Avalon | 2 | 45 |
| Total | 12 | 115 |

NLESD supported and promoted resources and activities to support computer coding instruction and, in 2017-18, provided \$57,800 for computer coding resources in District schools.

Expanded the use of technology to support teaching and learning

G-Suite

G-Suite training for administrators, teachers and school staff was ongoing during 2017-18. General training continued to focus on helping staff build skills in communicating, connecting and collaborating using Google tools such as Drive, Docs, Sheets, Slides, Classroom, Calendar, etc. NLESD staff also delivered training which helped teachers use G-Suite to enhance instruction specific to certain subject areas, such as fine arts, mathematics, science, social studies and more. About 850 participants took advantage of technology sessions during the year.

Using Technology to Enhance Professional Learning

The advent of technology has revolutionized the delivery of professional learning, with Skype for Business and Google Classroom being used to facilitate face-to-face professional learning and collaboration online. For example, in 2017-18 NLESD developed and implemented professional learning for four groups of teachers (about 30 in each group) around assessment, evaluation and reporting practices. The 10-week program allowed teachers to experiment and collaborate on best practices and, most importantly, report back on their experiences over a sustained period. Meanwhile, the District continued to use technology to deliver traditional professional learning sessions – such as Access to Information and Protection of Privacy training for individuals registered in the Emerging Leaders Program and face-to-face training for Instructional Resource Teachers (IRTs). The use of technology to deliver professional learning in diverse subject areas, to individuals and groups throughout the province, has become the new way of doing business at NLESD.

Online Numeracy Resources

During 2017-18, the District continued to build on its online mathematics resources, with the addition of tutorials and practice quizzes for Grade 9 Math and Math 3201. Math resources for intermediate and high school courses are now online and accessible through the District website.

All indications are that the use of online resources has been increasing since the first resources were introduced in September 2014. In particular, students are accessing the self-assessments that provide feedback and multiple attempts for practice – especially around mid-term and year-end exam times. With a District Google account, students can access about 550 videos, and over 200 self-assessments (online quizzes) and unit reviews. In addition, video tutorials for Math 6 (French), Math 7 (English and French) Math 8 (English and French), Math 9, Math 1201, 2201 and Math 3201 are posted on the NLESD Mathematics YouTube channel.

Mathematics resources received over 100,000 views on the NLESD website and more than 243,000 views on the District's YouTube channel during the reporting period.

Online Assessment Tools

While teachers have been shown how to use Google Forms, Docs and other G-Suite tools to conduct assessments and provide feedback to students, other tools/apps have also been introduced, including Kahoot, Flubaroo, Quick Key, Zipgrade, Socrative, Clicker and Smart Response.

Enhanced teacher training in the use of assistive technology

In fall 2017, the District identified a host of different assistive technology resources (Apple, Chrome, Microsoft) employed in different regions, and work began on determining the varying levels of training among staff. Professional learning sessions were subsequently developed for select assistive technology tools to enhance student learning within each region. As of June 2018, Labrador had held 11 invitational professional learning sessions, Western held 14, Central held nine, and Avalon held 12. A lead individual has been identified in each region to co-ordinate the ongoing promotion and support the use of assistive technology.

Student Success - Objective 2 (2018-19)

By June 30, 2019, the Newfoundland and Labrador English School District will have continued implementation of strategies to enhance student success in literacy, numeracy, and other select curricular areas.

Indicators:

- Provided professional learning on assessment in the area of literacy
- Provided professional learning to support reading and writing initiatives
- Continued implementation of the Literacy for Learning Plan for Grades 7-9
- Continued to support and promote major literacy-related events and activities
- Began implementation of a Numeracy Plan for Grades 6-9
- Continued to support and promote numeracy related events and activities
- Continued to provide professional learning for teachers and support staff on autism spectrum disorder
- Continued to identify resources and engage in activities to support financial literacy
- Continued to promote and support computer coding in schools
- Further expanded the use of technology to support teaching and learning
- Further enhanced teacher training in the use of assistive technology to support student learning

Strategic Issue – Safe and Caring Schools



The Board of Trustees of the Newfoundland and Labrador English School District has recognized the provision of safe, caring, inclusive and socially-just learning environments as a continued priority in its 2017-20 Strategic Plan.

In 2017-18, the District continued to focus on implementation of initiatives derived from the Department of Education and Early Childhood Development's Safe and Caring School Policy, as well as initiatives to support the physical and mental well-being of students. These priorities were identified based on feedback from stakeholders during our strategic planning consultation process.

The Board continues to support school-wide Positive Behavior Supports (PBS) and bullying intervention protocols in schools, based on data collection and analysis. The ongoing development of internet and social media safety initiatives remains a priority, along with the support and promotion of physical and mental wellness initiatives. The District further committed to implement upgrades to District facilities to increase accessibility and to improving the Occupational Health and Safety program for District staff.

Objective 1 – Safe and Caring Schools (2017-18)

| Objective 1 | Indicator |
|---|---|
| <p>By June 30, 2018, the Newfoundland and Labrador English School Board will have introduced, or enhanced, initiatives to support safe, caring and inclusive environments that encourage physical and mental wellness.</p> | <ul style="list-style-type: none"> • Used data collection and analysis to support implementation of school-wide Positive Behaviour Supports (PBS) and bullying intervention protocols • Continued to develop and monitor delivery of internet and social media safety initiatives • Enhanced current initiatives and expanded professional learning on LGBTQ initiatives • Expanded school-based programs and professional learning to support mental wellness • Enhanced delivery of professional learning on Active Schools initiative • Supported and promoted initiatives that encourage active, healthy lifestyles • Developed a multi-year plan to increase accessibility in District facilities • Began implementation of enhanced Occupational Health and Safety programming for District staff • Expanded implementation of SafePupil school bus safety training. |

Used data collection and analysis to support implementation of school-wide Positive Behaviour Supports (PBS) and bullying intervention protocols

The Review 360 program collects data used to track and analyze student behaviour in schools - and the schools' subsequent response. It allows administrators to identify behavioural patterns and implement strategies to address identified issues. NLESD is continuing to use Review 360 data to support school-wide Positive Behaviour Supports (PBS) and bullying intervention protocols. In 2017-18, priority schools were identified and plans developed for each school. Meanwhile, all regions continue to work with administrators to review data and determine how it can help inform future school practice.

Programs Promoting Positive Behaviours

Schools throughout the District have also continued to implement various programs designed to build individual character and promote better student behaviour. Programs include: Relationships First, Restorative Justice, STRIVE and DARE (in partnership with the Royal Newfoundland Constabulary), Roots of Empathy, Beyond the Hurt (in partnership with the Red Cross), and more.

For example, in 2017-18, 68 schools reported holding professional learning around Restorative Justice and/or “Talking Circles” involving about 5,000 students.

A brochure entitled “Bullying is Not Cool” was developed in 2016-17 and distributed to schools in 2017-18. The brochure, designed for parents, staff and students, is also replicated on the District website.



Continued to develop and monitor delivery of Internet and Social Media Safety (ISMS) initiatives

NLESD recognizes that students are facing increasing challenges and pressures from social media and the Internet. While there are many positives associated with these technologies, they may be used inappropriately at times. Since 2014, NLESD has been providing teachers with age-appropriate Internet and Social Media Safety (ISMS) lesson plans designed to ensure students receive a foundational level of instruction on the elements of digital citizenship, and to help them to make good decisions - in real life, and online.

In September 2017, 16 age-appropriate ISMS lessons were prepared and circulated to all schools (six lessons for Grades 1-3; three lessons for Grades 4-6; six lessons for Grades 7-9 and four lessons for Grades 10-12). These lessons were delivered by the end of December 2017, with principals confirming their delivery through an ISMS checklist submitted to the District early in the new year. All ISMS lessons are reviewed annually to ensure they address most recent trends. A Frequently Asked Questions (FAQ) document has also been developed to assist administrators, and continues to be updated as implementation moves forward.

Enhanced current initiatives and expanded professional learning on LGBTQ initiatives

The District has partnered with the Department of Education and Early Childhood Development and EGALE (Equality for Gays and Lesbians Everywhere) to implement staff training to ensure a more inclusive school environment for LGBTQ students. In 2015, more than 50 educators from throughout the district were ‘trained as trainers’ in Safer and Accepting Schools NL. In 2017-18, these trainers continued to provide professional learning for school staff at schools identified in regional multi-year plans.

During the reporting period, 47 sessions were held throughout the District involving 1,837 participants.

Safer and Accepting Schools NL (LGBTQ) Training (as of June 2018)

| Region | Training Completed |
|----------|--------------------|
| Labrador | 22 of 22 schools |
| Western | 64 of 64 schools |
| Central | 77 of 78 schools |
| Avalon | 63 of 90 schools |

Professional learning sessions included providing ideas for lesson plans and activities around LGBTQ issues. District staff members have also been available to provide information sessions for students, upon request, to help build empathy and understanding with school communities.

Expanded school-based programs and professional learning to support mental wellness

“Go-To Teacher” Training

The District is building on the “Go-To Teacher” mental health training provided to guidance counsellors in 2016-17. The training focuses on how to foster and maintain good mental health; understand mental disorders and their treatments; decrease stigma, and more. A three-year plan was developed, for schools with Grades 7-12, to systematically train other staff members. In 2017-18, NLESD achieved its goal of having school guidance counsellors and at least one other school-based staff member receive training.

In 2017-18, 170 sessions were held throughout the District, with various numbers of participants per session.

“Go-To Teacher” Training (as of June 2018)

| Region | # of Sessions |
|----------|---------------|
| Labrador | 15 |
| Western | 60 |
| Central | 37 |
| Avalon | 58 |
| Total | 170 |

Go-To Teacher training was also provided to appropriate District staff, new administrators, new guidance counsellors, and those returning from leave.

Mental Health First Aid Training

The District's previous Strategic Plan emphasized Mental Health First Aid Training (MHFA) and, by June 2017, at least one administrator at each school was trained in MHFA. In fall 2017, all regions implemented a tracking system to ensure that the "one administrator minimum" is maintained, regardless of staff turnover. New administrators were trained during the 2017-18 reporting period.



Mental Health Initiatives

A new NLESD Mental Health Committee was established in fall 2017, with representation from all regions. Throughout the school year, the District continued to support various mental health initiatives in schools, including wellness cafés, Zones of Regulation (a program which fosters self-regulation), Wellness/Sexual Health Clinics (four schools), addiction prevention programs, Healthy Youth Relationship Training (in partnership with the Canadian Red Cross), Mental Health and Wellness Days, and Relationships First Circles, led by District Safe and Inclusive Schools itinerants. Schools were also supported in implementing ongoing programs that support mental health such as Bell Let's Talk, Beyond the Hurt, Roots of Empathy, Fun Friends, Friends for Life and the Best Buddies Program. Professional learning on Restorative Practices and Cooperative Discipline was also provided to all staff members at a number of schools.

ASIST (Suicide Intervention Training)

In preparation for the 2018-19 school year, the District had also dedicated resources for the ongoing training of select guidance counsellors as ASIST facilitators in all regions. The ASIST Training Team of Newfoundland and Labrador is a group of volunteers and professionals who have supplied a suicide prevention and intervention program to various communities, organizations and individuals in Newfoundland Labrador – including select NLESD staff.

Social-Emotional Learning Curriculum

The District has been working with the Department of Education and Early Childhood Development to integrate social-emotional learning and mental health resources into specific aspects of the K-6 and 7-12 curriculum. During 2017-18, District staff prepared for implementation of social-emotional learning curriculum, which will begin with K-3 in September 2019. In addition, a PATHS (Promotion of Alternative Thinking Strategies) pilot

program continued at Humber Elementary and J.J. Curling in Western Region in 2017-18. The PATHS program is an elementary school curriculum that covers five domains of social and emotional development: self-control, emotional understanding, positive self-esteem, relationships and interpersonal problem-solving skills.

Enhanced delivery of professional learning on Active Schools initiative

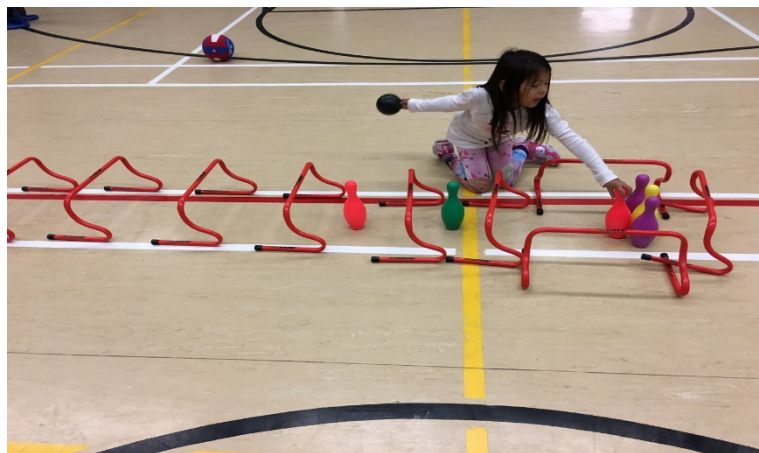
Professional learning around the Active Schools initiative has been ongoing since 2016, with an Active Schools Google Classroom available for K-6 classroom teachers. The Google Classroom is used to help K-6 classroom teachers integrate physical activity into regular classroom activities. It contains a number of cross-curricular activities, resources and videos showing how physical activity can be integrated into any class – including science, art, social studies, religion, mathematics, language arts, etc. In 2017-18, 173 schools and 623 teachers were using the Active Schools Google Classroom. Active Schools “kickstarter” celebrations were held in 48 schools during the reporting period, involving 6,948 students.

Professional learning around Active Schools began in 2017-18 with eight sessions held in Western region (70 participants); one session held in Central (14 participants) and three sessions held in Avalon (64 participants) for a total of 148 participants. Sessions will continue District-wide into the 2018-19 school year.

Supported and promoted initiatives that encourage active, healthy lifestyles

Healthy School Planner

The District continued to actively promote the Healthy School Planner initiative during 2017-18, encouraging principals to use the tool to assess the overall health of their school environment – and make plans for improvement. After completing a portion of the program, schools can apply for District funding to support projects that encourage active, healthy lifestyles. In 2017-18, 92 grants totalling \$299,000 were provided to schools to help acquire equipment and support projects which encourage physical activity.



Healthy School Planner (June 2018)

| Region | Grants |
|--------------|-----------|
| Labrador | 23 |
| Western | 25 |
| Central | 11 |
| Avalon | 33 |
| Total | 92 |

Smoke Free Schools

The District has continued to place emphasis on promoting smoke free schools in 2017-18, reminding students and staff at all District facilities that smoking is not permitted within buildings or anywhere on District property (including in vehicles). Signage is provided for buildings and property; sessions on the effects of smoking are provided to students, and various programs, services and resources to encourage living tobacco-free are promoted within the school environment. These include, for example, The Smoker's Help Line, NL Alliance for the Control of Tobacco resources, various Provincial Government programs and services, and the District's own Tobacco-Free Environment Policy.

Developed a multi-year plan to increase accessibility in District facilities

The District administered a survey in 2018 to assess the accessibility of each provincial school, identifying issues and potential solutions. The collated data informed a multi-year plan to increase accessibility at District facilities. The planning process included professional learning for provincial facilities managers, delivered by representatives of the Coalition of Persons with Disabilities (The Coalition). The training focused on increasing awareness of the realities faced by people with accessibility challenges.

Meanwhile, the District purchased accessible playground equipment, which will be installed in 2018-19; purchased accessible door openers (which was a highlighted need in the 2018 survey), and performed accessibility upgrades to the District Conference Centre, which had previously been inaccessible.



Budget 2018 earmarked \$500,000 for accessibility projects at District facilities. These will begin in 2018-19 with a focus on ensuring barrier-free parking at District facilities is compliant with new legislative standards which came into effect in April 2018.

Began implementation of enhanced Occupational Health and Safety programming for District staff

NLESD is committed to providing safe working environments for all its staff. Safe practices and ongoing training helps ensure schools, school buses and other District sites are safe for students, staff and the public. Various divisions worked with staff in 2017-18 to address priority Occupational Health and Safety (OHS) training needs.

- Human Resources:

- In 2017-18, the District focused on Occupational Health and Safety (OHS) recertification for school-based OHS committee members who had previously undergone training. The online recertification training was delivered up to the end of June 2018. Standard OHS Committee training was to resume in 2018-19.
- First Aid training was conducted in all District regions in 2017-18.

Completed First Aid Training in 2017-18

| | Avalon | Central | Western | Labrador |
|-----------|--------|---------|---------|----------|
| Type: | | | | |
| Standard | 19 | 58 | 4 | 0 |
| Emergency | 115 | 35 | 8 | 25 |

- The District has drafted a new Occupational Health and Safety policy and administrative procedures/regulations, which will be brought to school-based OHS Committees for feedback in 2018-19.
 - The Board of Trustees for NLESD approved a policy for Prevention of Workplace Violence in September, 2017, and District staff presented it to all regions in the fall. Work is continuing on associated administrative procedures/regulations.
- Facilities: OHS safety sessions for custodians were held in all regions in 2017-18, covering such topics as electrical safety, fire inspections, and general safety of the school environment. In addition, all schools are now documenting daily fire inspections online (rather than through a paper process), providing greater efficiency for tracking and addressing issues. The combination of online reporting and additional training for support staff are tangible steps taken by the District to reinforce its commitment to occupational health and safety and safe school environments.
 - School Transportation: The School Transportation Division has drafted an OHS Safety Manual which includes procedures developed for hazard assessment, elimination and

control; communication; accident/incident investigation, and more. Risk assessments have been developed for general electrical, general fire, office work, slips, trips and falls, and another 15 task-based activities. All bus depots are conducting quarterly safety committee meetings and workplace inspections as required under the **Occupational Health and Safety Act**. A total of 202 board-employed drivers received Workplace Hazardous Materials Information System (WHMIS) training in 2017-18. The transportation division is also actively engaged in the Certificate of Recognition (COR) Program, in pursuit of national accreditation for its safety and health management system.

Expanded implementation of SafePupil school bus safety training

SafePupil training for contracted and board-employed bus drivers continued in fall 2017. Three new training modules were added (to total 36), and by December 31, 2017 over 1,170 of approximately 1,300 drivers had completed all components of the training. This represented an increase of about 580 drivers since the end of the 2016-17 school year.

Subject areas covered include:

- An NLESD Busing Safety Video
- Assembly and Placement of Emergency Triangles
- Basic Student Management
- Distracted Driving
- Driving in Wind, Backing, Tail Swing
- Instruments and Brakes
- Loading and Unloading Students
- Mirror Adjustment
- Post Trip Inspection, and
- Time and Space Management

The three new driver training modules included videos covering such topics as: the role of the bus driver; bus driver responsibilities; dress and appearance; smoking policy; daily checks of school buses; pre-trip inspection notes; bus cleanliness; equipment and signage on buses; musical instruments on the bus; two-way communication; bus idling; bus stop safety, and student behaviour and discipline on the bus.

Other Safety Procedures and Practices

Additional school bus safety initiatives undertaken in 2017-18 for board-employed drivers included:

- national certification of two District employees to deliver the Professional Driver Improvement and Defensive Driver Courses;
- 214 drivers completed the Defensive Drive Course;
- 188 school bus drivers completed autism training;
- 173 drivers participated in school bus evacuation drills at 108 schools, with a view to making drills mandatory in 2018-19;
- 152 drivers completed Emergency First Aid, CPR and EpiPen training
- 68 drivers received respectful workplace training;
- 202 drivers received Workplace Hazardous Materials Information System (WHMIS) training;
- 15 drivers completed crisis prevention intervention training;
- continued implementation of new preventative maintenance guidelines for board-owned buses, which resulted in a 97% “pass rate” for 263 buses inspected by ServiceNL between August and October 2017;
- Foreman and lead drivers (18) completed a full-day Leadership Basics course from the College of the North Atlantic (CNA) in April 2018;
- 7 managers engaged in three days of training at the Gardiner Institute around conflict resolution, ethics and leadership, and respectful workplace
- liaised with senior Service NL staff to ensure alignment of safety inspection protocols;

Safe and Caring Schools - Objective 2 (2018-19)

By June 30, 2019, the Newfoundland and Labrador English School District will have continued to implement initiatives to support safe, caring and inclusive learning environments that encourage physical and mental wellness.

Indicators:

- Further supported implementation of school-wide Positive Behaviour Supports and bullying intervention protocols, based on data collection and analysis
- Further developed and continued to monitor delivery of internet and social media safety initiatives
- Continued current initiatives and professional learning around LGBTQ for students and staff
- Continued to support professional learning and initiatives to support mental health and wellness
- Continued to promote initiatives to support healthy and active lifestyles
- Began to implement a multi-year plan to increase accessibility in District facilities
- Continued implementation of enhanced Occupational Health and safety Programming for District staff

Strategic Issue – Leadership Development and Organizational Effectiveness

The Newfoundland and Labrador English School Board is committed to the development of strong school leadership; using technology to enhance and streamline processes, and to using public resources in a manner which maximizes organizational effectiveness.

Support for student learning is the Board's primary responsibility – and research shows the number one influence on student learning is teaching, followed closely by school administration. Strong schools have strong leaders. The Board is committed to building school leadership capacity in the K-12 system by providing leadership development opportunities for those who have an interest, and the potential, to become effective leaders in their schools.

By June 30, 2018, the Newfoundland and Labrador English School Board committed to having enhanced school leadership development opportunities; expanded the use of technology, and improved administrative policy and practices to support teaching, learning and the effective operations of the District.

Objective 1: Leadership Development and Organizational Effectiveness

| Objective 1 | Indicator |
|---|---|
| <p>By June 30, 2018, the Newfoundland and Labrador English School Board will have enhanced school leadership development opportunities; expanded the use of technology, and improved administrative policy and practices to support teaching, learning and the effective operations of the District.</p> | <ul style="list-style-type: none"> • Introduced enhanced Emerging Leaders Program and began implementation • Enhanced use of electronic personnel systems • Enhanced school transportation procedures and practices • Improved purchasing processes and approval procedures • Enhanced inventory controls • Improved school-based financial management procedures • Reviewed and revised District policies • Enhanced communication to stakeholders |

Throughout 2017-18, the District continued its focus on leadership development within the education system and identified opportunities to more effectively deliver services to the organization itself and to the public. For example, the Human Resources Division began a provincial reorganization to realign resources to more efficiently and effectively meet the human resources needs of the District. One of the first steps in this process was the creation of a Legal Service Division within Human Resources. The District Solicitor provides legal advice to all areas of the organization. As a part of the development of this division, the District also recruited a Manager of Access to Information and Protection of Privacy to manage District obligations for ATIPPA. The realignment of Human Resources services will continue in the coming year.

Introduced enhanced Emerging Leaders Program and began implementation

The Emerging Leaders Program is a multi-layered professional learning approach designed for teachers who are interested in becoming effective school administrators. The program is intended to engage participants in meaningful learning experiences focused on instructional leadership and the various aspects of being a good principal/vice-principal. The program moved forward in 2017-18, with 77 participants involved in the introductory session. A total of 25 of those participants have completed the second and third components of the program (Instructional Leadership and Online Case Studies).

Emerging Leaders Program (2016-17)

| Program Components | Participants Completed |
|--------------------------|------------------------|
| Introductory Session | 75 |
| Instructional Leadership | 44 |
| Online Case Studies | 30 |

Emerging Leaders Program (2017-18)

| Program Components | Participants Completed |
|--------------------------|------------------------|
| Introductory Session | 77 |
| Instructional Leadership | 25 |
| Online Case Studies | 25 |

Emerging Leaders Program (2018-19*)

| Program Components | Participants Completed |
|--------------------------|------------------------|
| Introductory Session | 54 |
| Instructional Leadership | 26 registered |
| Online Case Studies | - |

*To June 30, 2018

As of June 30, 2018, 206 individuals had completed the introductory session (component 1), with 69 of those having completed component 2 (with 26 more registered). As of June 30, 2018, 55 emerging leaders have completed the program.

Enhanced use of electronic personnel systems

SmartFind Express enables 'auto-calling' for replacement of substitute teachers, student assistants and other staff. The system is designed to be an efficient and effective means of filling vacancies due to employee leave and unexpected absences. As of June 2017, the system was fully implemented for student assistants throughout the District. In the fall of 2017, the District began a pilot program in areas of the Avalon and Central regions which was designed to help expand the system to include secretaries and bus drivers. That work will continue into the 2018-19 school year, with plans to incorporate substitute teachers to follow. In 2017-18, the system made 355,981 calls resulting in 17,966 filled vacancies as a result of unexpected absences on a school day.

Electronic Hiring Package

In 2017-18, the District continued to make improvements to its electronic hiring package for teachers. In the last school year the District posted 2,167 jobs to its website. In recruiting for these positions, the District collected 110,756 applications through its electronic platform. The division will continue with further upgrades in the 2018-19 school year.

Enhanced school transportation procedures and practices

In 2017-18, NLESD initiated and improved school transportation procedures and practices designed to increase operational effectiveness and efficiency, as well as school bus safety.

BusPlanner

BusPlanner is school bus route planning software which allows NLESD transportation staff to use student locations to determine the most efficient bus routes possible – and respond in a timely manner to changes required to those routes. It also allows for more accurate distance and time calculations, route statistics, and detailed reporting functions. In fall 2017, the District began logging all bus routes/bus stops into the system. Approximately 62 per cent of contracted routes, and 67 per cent of District-operated routes, were uploaded into the system as of June 2018. More were to be uploaded over the summer months with a view to having all routes entered into the system for the beginning of the 2018-19 school year. Moving forward, the District will explore the software's many options to improve school transportation information, making it more accessible to school administrators and parents.

Student Transportation Document Management System

The Student Transportation Document Management System is an online system designed to better enable NLESD and contracted school busing service-providers to manage and improve:

- collection and updating of required contractor documentation (e.g., driver abstracts; criminal record checks);
- driver and vehicle assignments to specific routes; and
- communication between NLESD and contractors

Website design work and system testing took place during 2017-18. As of June 2018:

- 100 per cent of District drivers and vehicles were entered into the system;
- 100 per cent of contracted drivers and 50 per cent of vehicles were entered into the system;

District-operated routes will be using the system at the beginning of the 2018-19 school year. Contracted drivers will be added throughout the year, with a view to having them all on the system by the end of 2018-19. When the system is fully operational, the District will have a contract and its associated routes in the system. The contractor will then be responsible for keeping their information up-to-date (contractor information, driver information, fleet information); uploading

all required documentation under the corresponding driver/vehicle, and ensuring a driver and vehicle is assigned to each route. The system will send automatic notification to contractors for upcoming document expiration as well as District approval of drivers and vehicles.

Student Transportation Online Inquiry/Request Form

The District has established a database to track and monitor public inquiries regarding student transportation. Implementation of this accountability measure began with the Avalon region in September 2017, which had registered 1,058 inquiries as of June 2018. Labrador, Western and Central regions were added in March 2018 and had registered 77 entries as of the end of the school year.

Electronic Contract/Contractor/Driver Database

The District has begun the process of establishing a contract/contractor electronic file database to more efficiently manage information on drivers, vehicles and routes.

Vehicle Usage Protocol

The Student Transportation Division implemented a District-wide Vehicle Usage Protocol in April 2018, which outlines acceptable use of the school bus and service vehicle fleet.

Online Bus Repair Work Order System

In 2017-18, the District introduced a new Bus Repair Work Order System, which uses Google Forms to track repairs and maintenance to the District-owned fleet. This replaces the previous system of having a paper work order filed at regional bus depots. The lead mechanic at each depot will complete a Google Form for each work order, which will allow the District to monitor and analyze the volume of work orders, by depot and by mechanic. The system creates a more efficient work environment, and a means by which to monitor workload and inventory more effectively.

GPS Pilots

In May 2018, the District began a GPS pilot project in Baie Verte and Gander with a view to purchasing the technology for school buses and maintenance vehicles during the 2018-19 school year. The technology would allow for increased safety (ability to monitor bus/bus driver compliance with speed limits, etc.), efficiency, and accountability. The real-time online bus locator will allow parents to determine where the bus is near their stop, reducing student wait times.

Improved purchasing processes and approval procedures

The District has taken a number of actions to improve administrative purchasing and approval procedures, including:

- Initiating the documentation of all District-wide purchasing procedures and guidelines;



- Regularly reviewing approval procedures for various purchases (e.g., levels of approval);
- Reviewing staff access to electronic purchasing/approval system, and adjusting as necessary (e.g., ensuring employees for have access are still active and that their role has not changed);
- Establishing a manual process, through Accounts Payable, to ensure payment for all District vehicle expenses includes identifying information such as the licence plate number and VIN number (and exploring a new financial management system that would enable a level of automation); and
- Requiring log books on all board-owned vehicles to record trips taken; mileage and fuel purchases.

Enhanced inventory controls

The District is investigating an inventory management system that could better identify NLESD assets and monitor/track their use. In 2017-18, the District began a review of requirements and establishment of appropriate asset management documentation, and also began the process of tagging and tracking IT resources provided to regional offices.

Improved school-based financial management procedures

In 2017-18, District schools generated a total of \$22.5 million at the school level. As part of its efforts to improve school financial management procedures, the District has:

- Established an enhanced quarterly school financial review procedure, designed to proactively monitor activity around school generated funds and identify any emerging issues;
- Implemented a new School Finance Helpdesk for administrators and secretaries to respond to school finance inquiries more efficiently and effectively. [also for communications section]
- Established a School Support Tracking Database, which tracks all support calls, emails, and formal communication to administrators and secretaries regarding school finances and administration. Between the School Finance Helpdesk and the School Support Tracking Database, the District responded to over 1800 inquiries in 2017-18.
- Updated the resource “School Administrator’s Handbook – Managing School Generated Funds” for implementation in fall 2018.
- Initiated the development of a financial assessment procedure, which will see District personnel visit schools in 2018-19 to help ensure compliance with District financial policies and procedures.

Professional Learning – School Staff

In 2017-18, the District took a number of actions designed to improve financial management procedures at the school level, including a comprehensive training regimen involving individuals involved in the Emerging Leaders Program, new administrators, current administrators and school secretaries. The topics of professional learning sessions ranged from introductory courses for new administrators and emerging leaders to financial updates, refreshers and presentations on best practices for vice-principals, principals and school secretaries. The District also followed up with individual school sessions for principals and secretaries, where requested.

School Financial Support Training

| Professional Development | Personnel | # Attendees |
|---|--------------------|--------------------|
| School Finance Basics | Emerging Leaders | 23 |
| Introduction to School Finance | New Administrators | 20 |
| School Finance Sessions (e.g., budgeting, key controls, finance updates, eFunds, instructional grant, fraud awareness) | Administrators | 635 |
| Secretary School Finance | School Secretaries | 266 |

Reviewed and revised District policies

For the period July 1, 2017 to June 30, 2018 the following policies and administrative regulations have been approved, or are in process of being reviewed, revised or finalized:

Completed

- Media Relations Policy (August, 2017)
- Travel – District Employees – Policy and Regulations (August, 2017)
- Conflict of Interest – District Employees (August 2017)
- Use of Instructional Time – Policy and Regulations (August 2017)
- Prevention of Workplace Violence Policy (September, 2017)
- Prevention of Workplace Violence (Regulations)
- Internal Audit (January 2018)
- Political Activity (February, 2018)
- Research Studies and Surveys (February, 2018)
- Traumatic-Critical Incidents (Regulations)
- French Programs (June, 2018)

- Facility Security and Access (June 2018)

Ongoing

- Active Living
- Fiscal Accounting and Reporting of School Generated Funds
- Healthy Eating
- Occupational Health and Safety
- School Fundraising
- Student Transportation (Alternate)
- Student Transportation (Regular)
- Student Travel
- Smoke Free (Review of Tobacco-free policy)
- Student Search and Seizure (Review of policy/administrative regulations)

Enhanced communication to stakeholders

The District continues to take advantage of technology and various communications platforms to more effectively communicate with stakeholders.

Back to School Communications

Building on work from the previous year, the District continued to update and enhance its Back to School information webpage in preparation for the 2018-19 school year. The page, which acts as an informational hub for families preparing for the school year, included contact information, details on District policies, resources for coding, mental health, LGBTQ issues, health and wellness and more. The page can be viewed here: <https://www.nlesd.ca/schools/backtoschool/>.

Administrative Planner

In response to feedback from administrators, in 2017-18 the District began compiling the annual Administrative Planner in a web-based electronic form, in addition to the paper-based and electronic document form of previous years. All District divisions were tasked with providing updated information and materials to help guide school administrators in the performance of daily duties within the school environment. The resource, to be introduced for the 2018-19 school year, will allow for updates and additions to be made throughout the year, as necessary, and provides administrators with instant access to required information.

ISMS Lessons

The Internet and Social Media Safety (ISMS) Committee prepared materials for the 2018-19 school year; the fifth consecutive year the District will offer a comprehensive suite of lessons to instruct students in the concepts of digital citizenship. Principals will be provided ISMS resources through

the new web-based Administrative Planner. Additionally, the online resource for families and school communities was updated to reflect the most recent program and provide parents and guardians with resources to continue the important discussion of online safety at home. The resource is available at: <https://www.nlesd.ca/families/socialmediasafety.jsp>.

Special Events

The NLESD opened five new or redeveloped schools in 2017-18 (Juniper Ridge Intermediate in Torbay, which had opened to students the previous spring; East Point Elementary in St. John's; Conception Bay South Elementary, Gander Elementary and Eastside Elementary in Corner Brook, and Brookside Intermediate in Portugal Cove-St. Philip's). School opening events were co-ordinated with school administrators and the Department of Education and Early Childhood Development.

The District also continued to highlight and profile national and international events and initiatives of importance to our school communities. Throughout 2017-18, the District engaged in activities to highlight:

- Autism Awareness Month (October)
- National Principals Month (October)
- Remembrance Day (Nov. 11)
- 16 Days of Activism Against Gender-Based Violence, 16 Days of Activism Against Gender-Based Violence, which took place from Nov. 25 to Dec. 6, the anniversary of the 1989 shooting at Montreal's École Polytechnique.
- International Day of Persons with Disabilities (Dec. 3)
- Computer Science Education Week (December 4-10)
- Violence Prevention Month (February)
- Pink Shirt Day (February 28)
- Elimination of Racial Discrimination Day (March 21)
- Volunteer Week (April 15-21)
- International Day Against Homophobia and Transphobia (May 17)

Social Media

From June 2017 to June 2018, the District's Twitter feed shared over 6,500 tweets on District events, resources, school activities, professional development, and other important information relevant to school communities. Throughout that time period, the District's account received over 1,900 new followers (14,047 to 16,004) to share in the educational experience of students, teachers, support staff and schools. The District continues to develop and enhance

communications practices and procedures throughout its Divisions to more effectively communicate with stakeholders.

Engagement with Student Transportation Stakeholders

The District has established a database to track and monitor public inquiries regarding student transportation. Implementation of this accountability measure began with the Avalon region in September 2017, which had registered 1,058 inquiries as of June 2018. Labrador, Western and Central regions were added in March 2018 and had registered 77 entries as of the end of the school year.

In May 2018, the District partnered with Service NL to hold three student transportation contractor meetings (St. John's, Clarenville and Corner Brook) to address any questions from contractors. A commitment has been made to conduct similar meetings on an annual basis.

Financial Manuel/Helpdesk

The District has established a School Support Tracking Database, which tracks all support calls, emails, and formal communication to administrators/secretaries regarding school finances and administration. The District responded to over 1,800 inquiries of a financial nature in 2017-18.

Leadership Development and Operational Effectiveness - Objective 2 (2018-19)

By June 30, 2019, the Newfoundland and Labrador English School Board will have continued to enhance school leadership development opportunities; expanded the use of technology, and improved administrative policy and practices to support teaching, learning and the effective operations of the District.

Indicators:

- Continued implementation of the Emerging Leaders Program
- Continued to enhance the use of electronic personnel systems
- Further enhanced school transportation procedures and practices
- Further improved purchasing processes and approval procedures
- Continued to enhance inventory controls
- Further improved school-based financial management procedures
- Continued to review and revise District policies
- Continued to enhance communications to stakeholders

Opportunities and Challenges Ahead

Education Action Plan

At the end of the 2017-18 reporting period, the Newfoundland and Labrador English School Board was anticipating the imminent public release of the Provincial Government's Education Action Plan, developed from 82 recommendations included in the Premier's Task Force on Improving Educational Outcomes. Some aspects of the plan had already been communicated to the Board, including a commitment to allocate additional reading and mathematics specialists to the District, and to start introducing teaching and learning assistants to the school system in September 2018. The establishment of a secretariat within Executive Council to guide implementation of the recommendations also provides a renewed opportunity for collaboration across Provincial Government departments and agencies – including the Newfoundland and Labrador English School Board. This provides the school district with a tremendous opportunity to support teachers and students in the classroom and improve educational outcomes. The Board expects to continue to partner with the Provincial Government in the coming years on a number of curriculum-related and safe and caring schools initiatives – as well as to focus on improving the inclusion model and support to students with a diversity of needs.

Improving student achievement results

Student achievement has improved in several areas of the curriculum in recent years. The Board will continue to focus on areas of student outcomes where it is recognized that student achievement can be enhanced. Emphasis will continue to be placed on deep learning, student interventions, and ensuring schools have the appropriate mechanisms in place to recognize students who are at risk, and the ability to enact the appropriate interventions to help them achieve academic success. Included in this approach will be continued use of the "Bird's-Eye View" student data information documents. The data allow administrators and teachers the ability to focus on class and student data in real time, and in significant detail, which allows better opportunities for timely interventions.

Changing Demographics

Newfoundland and Labrador continues to experience a demographic shift, which has resulted in increased enrollment in some regions – particularly the Northeast Avalon, where many schools have struggled to accommodate a large influx of students over a relatively short period of time. New school construction has alleviated the pressure in many areas, but challenges remain in

others. Meanwhile, some rural areas of the province are seeing a steady decline in student enrollment, which presents challenges in terms of offering students the best educational programs and services possible. Realigning and consolidating school systems can increase educational opportunities – and make optimal use of the school infrastructure available - but can also mean significant changes for school communities.

Summary

This report covers the period from July 1, 2017 to June 30, 2018 and reviews first year activities completed in addressing the issues outlined in our three-year Strategic Plan (2017-2020).

APPENDIX A

Mandate – *Schools Act, 1997*

School Board Mandate

(Legislation: *Schools Act, 1997*)

Duties of boards

75. (1) A board shall

- (a) organize and administer primary, elementary and secondary education within the district;
- (b) provide for the instruction of students either by the establishment of a program in its schools or by making an arrangement with another board or with another educational body in Canada;
- (c) determine policy for the effective operation of primary, elementary and secondary schools in the district;
- (d) ensure that policies and guidelines issued by the minister relating to special education for students are followed in schools under its jurisdiction;
- (e) ensure adequate supervision of all students enrolled in its schools during the period for which the board is responsible for those students;
- (f) develop a policy on employment equity and a plan for implementing the policy;
- (g) appoint and dismiss employees;
- (h) appoint and assign duties of teachers;

- (i) adopt personnel policies which shall follow the personnel administration procedures of the government of the province, with the necessary changes, unless other policies are approved, in writing, by the minister;
- (j) formulate policies for evaluating employees;
- (k) arrange for the bonding of the assistant director of finance and administration and other persons employed by the board whose duties include the collecting, receiving or depositing of money belonging to the board;
- (l) purchase or otherwise acquire, subject to the prior written approval of the minister, real property that it requires;
- (m) ensure that those programs or courses of study, including courses in religious education, and the materials prescribed or approved by the minister are followed in the schools under its control;
- (n) ensure that each school within its district maintains adequate program and performance standards;
- (o) establish policies for student evaluation and student promotion;
- (p) establish priorities for school construction, maintenance and repair and make recommendations to the minister;
- (q) make known to the public and enlist the support of the public for board policies and programs;
- (r) transmit to the minister all records and returns required by this Act and other reports and returns that the minister may require;
- (s) where the board considers it necessary, arrange for a system of transportation of students to and from schools;
- (t) where arrangements are made by it for the transportation of students, ensure that all vehicles engaged in carrying students to and from school are

(i) in good mechanical condition,

(ii) have adequate liability insurance, and

(iii) that an appropriate bus safety program is offered to students who are transported by bus;

(u) insure and keep insured all its buildings and equipment and obtain insurance indemnifying it against liability in respect of a claim for damages or personal injury;

(v) admit, at all reasonable times and subject to the terms of an agreement between it and the Memorial University of Newfoundland, a student enrolled in the Faculty of Education or School of Physical Education and Athletics at that University to a school under its control for the purpose of observation and the practice of teaching;

(w) admit, at all reasonable times and subject to the terms of an agreement between it and a college or institute, a student enrolled in a training program for student assistants, to a school under its control for the purpose of observation and activities associated with a work term;

(x) organize and administer a school in an institution, where directed to do so by the minister;

(y) comply with a policy directive of the minister; and

(z) immediately inform the minister in writing of a vacancy in the position of director or assistant director.

(2) Notwithstanding paragraph (1)(g), an emergency supply shall not be employed or appointed to teach without the permission of the minister.

(3) A board shall be responsible to the minister for the expenditure of public funds, the conduct of programs of instruction, and evaluation required by the minister and for the maintenance of adequate program and performance standards in schools in the district.

Powers of boards

76. (1) A board may

- (a) employ persons that the board considers necessary for its operations and to carry out its objects;
- (b) enter into agreements for the purpose of carrying out its functions under this Act;
- (c) permit a school building under its control to be used outside of school hours, where this does not interfere with the regular conduct of the school;
- (d) assess a person or group a fee for use of a school under paragraph (c);
- (e) require a student, believed by a teacher to be suffering from a communicable disease or a physical or mental condition which might endanger an employee of the board or other students, to be examined by a medical practitioner or other professional person appointed or approved by the board and, upon the recommendation of the medical practitioner or that other professional person, exclude that student from school until a certificate acceptable to the board is obtained from a medical practitioner or that other professional person permitting that student to return to school, but an exclusion or extension of an exclusion shall be reviewed by the board within 25 school days;
- (f) by notice, in writing, require an employee or other person to undergo a physical examination by a medical practitioner appointed or approved by the board or a psychological examination by 2 medical practitioners or 2 psychologists registered under the *Psychologists Act* and to submit a certificate acceptable to the board signed by the medical practitioners or psychologists setting out the conclusions regarding the physical or mental health of that employee or person;
- (g) summarily dismiss an employee or other person who within 14 days from the date of receiving a notice under paragraph (f) has not made a reasonable attempt to obtain the examination;
- (h) where a certificate submitted to a board under paragraph (f) shows that an employee or other person's physical or mental health would be injurious to an employee of the board or the students, direct the employee or other person to take sick leave or other earned leave or,

where he or she has no sick leave or other earned leave or the sick leave or other earned leave is exhausted, require the employee or other person to take unpaid leave;

(i) suspend from work, with or without pay, an employee or other person who is charged with an offence that in the opinion of the board would make that employee or other person unsuitable to perform his or her duties;

(j) provide, subject to the written permission of the parent of the student concerned and in conjunction with the appropriate officials responsible for traffic control in the area, a system of school patrols in which a student may assist in the control of motor vehicle traffic on highways or elsewhere so far as the traffic may affect a student going to or from the school;

(k) raise money, subject to the prior written approval of the minister, upon its corporate credit and for the purpose of the board;

(l) sell or lease property for the purpose of the board, subject to the prior written approval of the minister;

(m) levy a fee for the transportation of students; and

(n) become a member of a provincial association of school boards and pay a required membership fee.

(2) Notwithstanding section 75 or subsection (1) of this section, a board may close a school only after the parents of students affected have been given an opportunity to make representations to the board.

APPENDIX B:

Newfoundland and Labrador English School Board of Trustees

| REGION | Zone | NAME | EMAIL |
|----------|------|----------------------------------|--|
| LABRADOR | 1 | Mr. Raymond Bennett | raymondbennett@nlesd.ca |
| | 2 | Mr. Goronwy Price, <i>Chair</i> | goronwyprice@nlesd.ca |
| | 3 | Mr. Lester Simmons | lestersimmons@nlesd.ca |
| WESTERN | 4 | Mr. Scott Burden | scottburden@nlesd.ca |
| | 5 | Ms. Pamela Gill | pamelagill@nlesd.ca |
| | 6 | Mr. Wayne Lee, <i>Vice Chair</i> | waynelee@nlesd.ca |
| CENTRAL | 7 | Mr. Thomas Kendell | thomaskendell@nlesd.ca |
| | 8 | Mr. John George | johngeorge@nlesd.ca |
| | 9 | Mr. Winston Carter | winstoncarter@nlesd.ca |
| Avalon | 10 | Mr. Corey Parsons | coreyparsons@nlesd.ca |
| | 11 | Mr. Hilary Primmer | hilaryprimmer@nlesd.ca |
| | 12 | Mr. Hayward Blake | haywardblake@nlesd.ca |
| | 13 | Mr. Kevin Ryan | kevinryan@nlesd.ca |
| | 14 | Ms. Jennifer Aspell | jenniferaspell@nlesd.ca |
| | 15 | Mr. Keith Culleton | keithculleton@nlesd.ca |
| | 16 | Mr. Peter Whittle | peterwhittle@nlesd.ca |
| | 17 | Mr. John Smith | johnsmith@nlesd.ca |

APPENDIX C: Audited Financial Statements

NEWFOUNDLAND AND LABRADOR ENGLISH SCHOOL DISTRICT

**AUDITOR'S REPORT
NON-CONSOLIDATED FINANCIAL STATEMENTS**

June 30, 2018

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STATEMENT OF RESPONSIBILITY

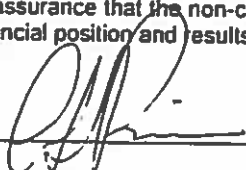
The accompanying non-consolidated financial statements of the Newfoundland and Labrador English School District (the "District") are the responsibility of management and have been prepared in compliance with legislation, and in accordance with Canadian public sector accounting standards.

In carrying out its responsibilities, management maintains appropriate systems of internal and administrative controls designed to provide reasonable assurance that transactions are executed in accordance with proper authorization, that assets are properly accounted for and safeguarded, and that financial information produced is relevant and reliable.

The Board of Trustees (the "Board") met with management and its external auditors to review a draft of the non-consolidated financial statements and to discuss any significant financial reporting or internal control matters prior to their approval of the finalized non-consolidated financial statements.

Byron Smith, Chartered Professional Accountant, as the Board's appointed external auditor, has audited the non-consolidated financial statements. The auditor's report is addressed to the members of the Board and appears on the following page. The auditor's opinion is based upon an examination conducted in accordance with Canadian generally accepted accounting standards, performing such tests and other procedures as they consider necessary to obtain reasonable assurance that the non-consolidated financial statements are free from material misstatement and present fairly the financial position and results of the District in accordance with Canadian public sector accounting standards.

Chairperson



Treasurer

**BYRON
SMITH**

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INDEPENDENT AUDITOR'S REPORT

To the Members of the Board of Trustees of:
Newfoundland and Labrador English School District

Report on the Financial Statements

I have audited the accompanying non-consolidated financial statements of the Newfoundland and Labrador English School District, which are comprised of the Statement of Financial Position as at June 30, 2018 and the Statements of Operations, Cash Flows, and Changes in Net Debt for the year ended and a summary of significant accounting policies and other explanatory information.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these non-consolidated financial statements in compliance with legislation, and in accordance with Canadian public sector accounting standards, and for such internal control as management determines necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

My responsibility is to express an opinion on these non-consolidated financial statements based on my audit. I conducted my audit in accordance with Canadian generally accepted auditing standards. Those standards require that I comply with ethical requirements and plan and perform the audit to obtain reasonable assurance whether the non-consolidated financial statements are free from material misstatement.

An audit includes performing procedures to obtain audit evidence about the amounts and disclosures in the non-consolidated financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the non-consolidated financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the non-consolidated financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by management, as well as evaluating the overall presentation of the non-consolidated financial statements.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my qualified audit opinion.

Basis for Qualified Opinion

The accounting policy with respect to teachers' severance pay and sick leave pay is described in Note 1. Canadian public sector accounting standards require that all accounts receivable should be recorded and disclosed on the financial statements. The liabilities for teachers' severance pay and sick leave pay have been recorded, but no offsetting receivables have been recorded. In this respect, these non-consolidated financial statements are not in accordance with Canadian public sector accounting standards. If the accounts receivable were recorded in accordance with Canadian public sector accounting standards, changes to the amounts reported for accounts receivable, revenue, excess of expenditures, over revenue and accumulated surplus would be necessary.

Qualified Opinion

In my opinion, except for the effects of the failure to record accounts receivable as described in the preceding paragraph, these non-consolidated financial statements present fairly, in all material respects, the financial position of the Newfoundland and Labrador English School District at June 30, 2018, and the results of its operations and its cash flows for the year then ended, in accordance with Canadian public sector accounting standards, and are in compliance with reporting requirements established for School Boards in the Province of Newfoundland and Labrador by the Department of Education and Early Childhood Development.

Spaniard's Bay, NL
November 30, 2018


CHARTERED PROFESSIONAL ACCOUNTANT



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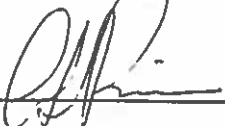


Newfoundland and Labrador English School District
Non-Consolidated - Statement of Financial Position

As at June 30, 2018

| | <u>June 30, 2018</u> | <u>June 30, 2017</u> |
|---|-----------------------|-----------------------|
| FINANCIAL ASSETS | | |
| Cash (Note 3) | \$ 22,456,203 | \$ 27,752,492 |
| Short-term investments (Note 4) | 3,923,733 | 3,881,511 |
| Accounts receivable (Note 5) | 2,025,712 | 1,113,094 |
| Due from government entities (Note 6) | 14,581,170 | 10,891,382 |
| Teachers' vacation pay receivable (Note 11) | <u>82,565,681</u> | <u>81,998,097</u> |
| | <u>125,552,499</u> | <u>125,636,576</u> |
| FINANCIAL LIABILITIES | | |
| Accounts payable and accrued liabilities (Note 9) | \$ 13,609,817 | 10,908,191 |
| Due to Government of NL (Note 10) | 1,149,377 | 5,088,604 |
| Accrued vacation pay (Note 11) | 88,284,010 | 87,771,099 |
| Employee future benefits | | |
| Accrued severance pay (Note 12) | 148,649,835 | 148,551,682 |
| Accrued sick leave pay (Note 12) | 90,034,432 | 91,242,676 |
| Other employee benefits | 63,524 | 97,605 |
| Long-term debt (Schedule 9 and 9A) | 14,678,618 | 13,661,319 |
| Obligation under capital leases (Note 13) | 796,086 | 1,102,355 |
| Deferred revenue (Note 16) | 6,224,156 | 7,373,935 |
| Deferred special incentives (Note 17) | <u>9,362,695</u> | <u>8,595,495</u> |
| | <u>372,852,550</u> | <u>374,392,961</u> |
| NET DEBT | <u>(247,300,051)</u> | <u>(248,756,385)</u> |
| NON-FINANCIAL ASSETS | | |
| Prepaid expenses (Note 7) | 2,141,814 | 1,454,381 |
| Tangible capital assets (Schedule 8) | <u>717,465,406</u> | <u>722,313,576</u> |
| | <u>719,607,220</u> | <u>723,767,957</u> |
| ACCUMULATED SURPLUS | | |
| Accumulated surplus - restricted (Note 19) | 1,370,659 | 1,370,659 |
| Accumulated surplus - unrestricted | <u>470,936,510</u> | <u>473,640,913</u> |
| | <u>\$ 472,307,169</u> | <u>\$ 475,011,572</u> |

On Behalf of the Board:


 _____ Chairperson


 _____ Treasurer

Newfoundland and Labrador English School District
Non-Consolidated - Statement of Operations

For the year ended June 30, 2018

| | <u>Budget</u> | <u>June 2018</u> | <u>June 2017</u> |
|--|-----------------------|-----------------------------|-----------------------------|
| Revenue | | | |
| Provincial government grants (Schedule 1) | \$ 770,647,325 | \$ 800,284,872 | \$ 778,018,629 |
| Other income (Schedule 1) | 831,000 | 4,137,432 | 6,971,449 |
| Capital transfers from government | | <u>23,971,229</u> | <u>71,090,754</u> |
| | <u>771,478,325</u> | <u>828,393,533</u> | <u>856,080,832</u> |
| Expenditures | | | |
| Administration (Schedule 2) | 11,026,810 | 10,748,880 | 11,797,585 |
| Human resources (Schedule 2) | 1,964,760 | 1,787,905 | 1,683,180 |
| Instructional (Schedule 3) | 615,307,940 | 640,887,401 | 629,339,220 |
| CDLI (Schedule 4) | 2,323,125 | 2,053,046 | |
| Information technology (Schedule 5) | 5,161,520 | 5,123,852 | 4,787,008 |
| Operations and maintenance (Schedule 6) | 77,597,780 | 81,740,987 | 77,551,767 |
| Pupil transportation (Schedule 7) | 58,096,390 | 55,035,728 | 55,293,689 |
| Amortization of capital assets (Schedule 8B) | | 33,710,645 | 29,632,084 |
| Loss on sale of capital assets | | <u>9,492</u> | <u>339,609</u> |
| | <u>\$ 771,478,325</u> | <u>831,097,936</u> | <u>810,424,142</u> |
| Annual (deficit) surplus from operations - unrestricted | | <u>\$ (2,704,403)</u> | <u>\$ 45,656,690</u> |
| <hr/> | | | |
| Accumulated surplus - unrestricted, beginning of year | | \$ 473,640,913 | \$ 427,984,223 |
| Annual (deficit) surplus from operations - unrestricted | | <u>(2,704,403)</u> | <u>45,656,690</u> |
| Accumulated surplus - unrestricted, end of year | | <u>\$ 470,936,510</u> | <u>\$ 473,640,913</u> |
| <hr/> | | | |
| Accumulated surplus - restricted, beginning of year | | \$ 1,370,659 | \$ 1,370,659 |
| Annual surplus from operations - restricted | | <u> </u> | <u> </u> |
| Accumulated surplus - restricted, end of year | | <u>\$ 1,370,659</u> | <u>\$ 1,370,659</u> |

Newfoundland and Labrador English School District
Non-Consolidated - Statement of Changes in Net Debt

For the year ended June 30, 2018

| | <u>June 30, 2018</u> | <u>June 30, 2017</u> |
|---|-------------------------|-------------------------|
| Annual (deficit) surplus from operations | \$ (2,704,403) | \$ 45,656,690 |
| Changes in tangible capital assets | | |
| Acquisition of tangible capital assets | (28,880,142) | (75,358,106) |
| Loss (gain) on disposal of tangible capital assets | 9,491 | 339,609 |
| Proceeds on disposal of tangible capital assets | 8,176 | 152,063 |
| Amortization of tangible capital assets | <u>33,710,645</u> | <u>29,632,084</u> |
| Increase (decrease) in net book value of tangible capital assets | <u>4,848,170</u> | <u>(45,234,350)</u> |
| Changes in other non-financial assets | | |
| Increase in prepaid expenses | <u>(687,433)</u> | <u>(161,880)</u> |
| Decrease in net debt | 1,456,334 | 260,460 |
| Net debt, beginning of year | <u>(248,756,385)</u> | <u>(249,016,845)</u> |
| Net debt, end of year | <u>\$ (247,300,051)</u> | <u>\$ (248,756,385)</u> |

Newfoundland and Labrador English School District
Non-Consolidated - Statement of Cash Flows

For the year ended June 30, 2018

| | <u>June 30, 2018</u> | <u>June 30, 2017</u> |
|--|----------------------|----------------------|
| OPERATING ACTIVITIES | | |
| Annual deficit (surplus) from operations | \$ (2,704,403) | \$ 45,656,690 |
| Items not affecting cash: | | |
| Amortization of tangible capital assets | 33,710,645 | 29,632,084 |
| Loss (gain) on disposal of tangible capital assets | 9,491 | 339,609 |
| Increase (decrease) in accrued vacation pay | 512,911 | (1,505,371) |
| Decrease in accrued sick leave pay | (1,208,244) | (1,063,926) |
| Increase in accrued severance pay | 98,153 | 4,126,209 |
| Decrease in other employee benefits liability | (34,081) | (21,054) |
| Changes in: | | |
| Short-term investments | (42,222) | (42,071) |
| Accounts receivable | (5,169,990) | (1,247,359) |
| Prepaid expenses | (687,433) | (161,880) |
| Deferred revenue | (382,579) | 1,588,820 |
| Accounts payable and accrued liabilities | (1,237,601) | 5,097,800 |
| | <u>22,864,647</u> | <u>82,399,551</u> |
| FINANCING ACTIVITIES | | |
| Proceeds from obligation under capital leases | | 825,147 |
| Repayment of obligation under capital leases | (306,269) | (307,756) |
| Proceeds from long-term borrowings | 3,169,930 | 2,408,395 |
| Repayment of long-term debt | (2,152,631) | (2,279,216) |
| | <u>711,030</u> | <u>646,570</u> |
| INVESTING ACTIVITIES | | |
| Acquisition of tangible capital assets | (28,880,142) | (75,358,106) |
| Proceeds on disposal of tangible capital assets | 8,176 | 152,063 |
| | <u>(28,871,966)</u> | <u>(75,206,043)</u> |
| Change in cash resources | (5,296,289) | 7,840,078 |
| Cash, beginning of year | <u>27,752,492</u> | <u>19,912,414</u> |
| Cash, end of year | <u>\$ 22,456,203</u> | <u>\$ 27,752,492</u> |

**Newfoundland and Labrador English School District
Notes to Non-Consolidated Financial Statements**

For the year ended June 30, 2018

Nature of Operations

The Newfoundland and Labrador English School District (the "District") is responsible for the operations and maintenance of all English speaking schools in the Province of Newfoundland and Labrador. The District was formed September 1, 2013 after the Government of Newfoundland and Labrador (the "Province") amalgamated four previous boards known as Eastern School District, Western School District, Nova Central School District, and Labrador School District.

1. Significant Accounting Policies

Except for the fact that these statements are non-consolidated, these non-consolidated financial statements are prepared in accordance with Canadian public sector accounting standards, which for purposes of the District's financial statements are represented by accounting recommendations of the Public Sector Accounting Board ("PSAB") of CPA Canada, supplemented by other CPA Canada accounting standards and pronouncements.

These non-consolidated financial statements have, in management's opinion, been properly prepared within reasonable limits of materiality and within the framework of accounting policies summarized below:

Basis of Presentation

These non-consolidated financial statements reflect the assets, liabilities, revenues and expenditures of the District. These non-consolidated financial statements have not been consolidated with those of other organizations controlled by the District.

The District currently exercises control over corporations known as Newfoundland and Labrador Education Foundation Inc. and Newfoundland and Labrador International Student Education Inc. ("NLISE").

The net assets of the Newfoundland and Labrador Education Foundation Inc. as at December 31, 2017 were \$618,152, in accordance with the financial statements compiled by the corporation. The net assets of the Newfoundland and Labrador International Student Education Inc. as at June 30, 2018 were \$1,516,415, in accordance with the financial statements compiled by the corporation.

These non-consolidated financial statements do not include school based financial activities, which would consist of revenues, expenses and net assets controlled by school administration.

Revenue

The District's main source of funding is derived from the Government of Newfoundland and Labrador, Department of Education and Early Childhood Development (the "Department"). The Department provides funding for operations, transportation, capital expenditures and teacher salaries and severance pay. Funding is included in revenue on the accrual basis and when the related expenditures have been incurred, with the exception of funding for the teachers severance pay, which is recorded when the severance is paid to employees. Funding designated for specific purposes, for which criteria have not been met, is deferred and included in revenue when all eligibility criteria have been met.

Restricted Surplus

The District received funding from the Province and external sources, which has been restricted for specific purposes in the future. Restricted funds have been recorded as revenue and transferred to restricted surplus for the designated purposes.

Leases

Leases that transfer to the District substantially all of the risks and rewards incidental to ownership of the leased items are accounted for as capital leases. Assets acquired under a capital lease result in a tangible capital asset and an obligation being recorded equal to the lesser of the present value of the minimum lease payments and the property's fair value at the inception of the lease.

All other leases are accounted for as operating leases and the related payments are expensed as incurred.

**Newfoundland and Labrador English School District
Notes to Non-Consolidated Financial Statements**

For the year ended June 30, 2018

Tangible Capital Assets

Tangible capital assets assumed by the District on September 1, 2013, as a result of legislation passed pursuant to the *Schools Act, 1997* and the *Education Act*, were recorded based on the carrying values shown on the audited financial statements of the predecessor entities.

Tangible capital assets are amortized using the straightline basis over their estimated useful lives, using the following rates:

| | |
|--------------------------------|-------------|
| Buildings | 25-50 years |
| Furniture and equipment | |
| Computer hardware and software | 5 years |
| Furniture and equipment | 10 years |
| Service vehicles | 5 years |
| Buses | 12 years |
| Miscellaneous | 5 years |

The District capitalizes items purchased during the year that are in the excess of \$15,000 and have useful economic lives extending beyond the current accounting period.

Teachers' and Student Assistants' Payroll

The Government of Newfoundland and Labrador processes the payrolls and remits the source deductions directly to the appropriate agencies. The amounts recorded in the financial statements represent gross salaries and employee benefits as reported by the Department for the year.

Pension Costs

All permanent employees of the District are covered by pension plans administered by the Province. Contributions to these plans are required from both the employee and the District. Post retirement obligations to employees are the responsibility of the Province and, as such, the employer contributions for pensions are recognized in the accounts on a current basis.

Employee Future Benefits

The District's employee future benefits include accrued severance, accrued sick leave and other employee benefits.

(i) accrued severance

Consistent with government policy, the District had in effect severance pay policies whereby certain employees were entitled to a severance payment upon leaving employment with the District. Under these policies, an employee who had nine (9) or more years of continuous service in the employment of the District, or other public sector employer, was entitled to be paid severance on resignation, retirement, termination by reasons of disability, expiry of recall rights or, in the event of death, to the employee's estate. Based on collective agreements signed with the Newfoundland and Labrador Association of Public and Private Employees ("NAPE") as at March 31, 2018, NAPE employees with at least one year of eligible service are entitled to a lump sum payout of their accrued severance benefit based on pay and service as at March 31, 2018. Similar changes were introduced to their severance benefit for non-union employees through the Salary Restraint and Extinguishment of Severance Pay Act. Non-union employees with at least one year of eligible service are entitled to a lump sum payout of their accrued severance benefit based on pay and service as at May 31, 2018. The severance benefit obligation has been actuarially determined using assumptions based on management's best estimate of future salary changes and other factors. Discount rates are based on the Province's long-term borrowing rate. Settlement payments that have been made by June 30, 2018 have been reflected in the current year benefit expense, with the remaining settlement payments expected to be made in the 2018-2019 fiscal year. There have been no changes made to the severance benefit relating to NLTA or CUPE school board employees.

Newfoundland and Labrador English School District
Notes to Non-Consolidated Financial Statements

For the year ended June 30, 2018

Pursuant to a directive issued by the Department during fiscal 1998, the District recorded a severance pay liability for teachers in the District. The *Schools Act, 1997* specifies that salaries and other compensation for teachers are the responsibility of the Department. The District received written approval from the Minister of Education for the deficit arising from the Department's requirement to record accrued teachers' severance.

(ii) accrued sick leave

The District provides certain employees with sick leave benefits that accumulate but do not vest. The benefits provided to employees vary based upon classification within the various negotiated agreements. An actuarially determined accrued liability has been recorded on the statements for non-vesting sick leave benefits. The cost of non-vesting sick leave benefits are actuarially determined using management's best estimate of salary escalation, accumulated sick days at retirement, long term inflation rates and discount rates.

(iii) other employee benefits

The District has recorded the obligation to pay certain employees at the termination of their employment for unused sick leave accumulated prior to January 1, 1985. As these benefits no longer accumulate or vest as of 1985, they are outside of the scope of PS 3255, *Post-employment benefits, compensated absences and termination benefits*, and are not actuarially determined at the end of each period.

Use of Accounting Estimates

The preparation of financial statements in conformity with Canadian public sector accounting standards requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenditures during the reporting periods. Areas requiring the use of management's estimates include the allowance for doubtful accounts, employee future benefits, environmental remediation costs and amortization of tangible capital assets. Actual results could differ from those estimates.

Long-Lived Assets

Long-lived assets are reviewed for impairment upon the occurrence of events or changes in circumstances indicating that the value of the assets may not be recoverable.

Contaminated Sites

A liability for remediation of contaminated sites is recognized when an environmental standard exists, contamination exceeds the environmental standard, the District is directly responsible or accepts responsibility, it is expected that future economic benefits will be given up and a reasonable estimate of the amount can be made. An obligation is not recognized unless all criteria above are satisfied.

2. Bond Coverage

At the balance sheet date, the Insurance Division of Treasury Board carried fidelity bond coverage covering District employees in the amount of \$300,000 per occurrence.

3. Cash

| | <u>June 30, 2018</u> | <u>June 30, 2017</u> |
|----------------------------------|----------------------|----------------------|
| Current and savings bank account | \$ 22,293,887 | \$ 27,662,940 |
| Teachers' payroll bank account | 160,128 | 87,364 |
| Other | <u>2,188</u> | <u>2,188</u> |
| | <u>\$ 22,456,203</u> | <u>\$ 27,752,492</u> |



Newfoundland and Labrador English School District
Notes to Non-Consolidated Financial Statements

For the year ended June 30, 2018

4. Short Term Investments

| | <u>June 30, 2018</u> | <u>June 30, 2017</u> |
|-------------------------|----------------------|----------------------|
| Term deposits and GIC's | \$ 3,695,243 | \$ 3,681,004 |
| Marketable securities | <u>228,490</u> | <u>200,507</u> |
| | <u>\$ 3,923,733</u> | <u>\$ 3,881,511</u> |

Term deposits relate to funds specifically allocated for educational purposes within the Province of Newfoundland and Labrador. These amounts are not intended for general operations of the District.

5. Accounts Receivable

| | <u>June 30, 2018</u> | <u>June 30, 2017</u> |
|--------------------------------|----------------------|----------------------|
| Trade, miscellaneous and other | \$ 1,176,081 | \$ 915,244 |
| Interest | 50,077 | 37,703 |
| Due from NLISE | 169,860 | 160,147 |
| Insurance claim receivable | <u>629,694</u> | <u> </u> |
| | <u>\$ 2,025,712</u> | <u>\$ 1,113,094</u> |

6. Due from Government Entities

| | <u>June 30, 2018</u> | <u>June 30, 2017</u> |
|---|----------------------|----------------------|
| Government of NL - Operating | \$ 1,914,278 | \$ 2,426,580 |
| Government of NL - Special incentives | 8,508,238 | 7,741,038 |
| Government of NL - Early severance payout (Note 22) | 3,460,772 | <u> </u> |
| Federal Government | <u>697,882</u> | <u>723,764</u> |
| | <u>\$ 14,581,170</u> | <u>\$ 10,891,382</u> |

7. Prepaid Expenses

| | <u>June 30, 2018</u> | <u>June 30, 2017</u> |
|--------------------------------|----------------------|----------------------|
| Municipal service fees | \$ 899,001 | \$ 915,902 |
| Software support and licensing | 1,134,636 | 434,656 |
| Insurance | 89,327 | 84,973 |
| Rent | <u>18,850</u> | <u>18,850</u> |
| | <u>\$ 2,141,814</u> | <u>\$ 1,454,381</u> |

8. Bank Indebtedness

The District had an authorized operating demand loan of \$4,000,000, bearing interest at Royal Bank prime, less 0.65%, which was unused as at June 30, 2018 and June 30, 2017. In accordance with the *Schools Act, 1997*, the operating demand loan was supported by a letter of approval to borrow provided by the Minister of Education.

Newfoundland and Labrador English School District
Notes to Non-Consolidated Financial Statements

For the year ended June 30, 2018

9. Accounts Payable and Accrued Liabilities

| | <u>June 30, 2018</u> | <u>June 30, 2017</u> |
|------------------------------------|----------------------|----------------------|
| Trade payables | \$ 6,602,456 | \$ 4,436,788 |
| Accrued wages | 2,515,214 | 2,147,126 |
| Accrued payroll deductions | 2,008,379 | 1,820,133 |
| Accrued liabilities | 913,905 | 976,076 |
| Accrued environmental remediation | 55,000 | |
| Scholarship funds | 837,673 | 850,446 |
| Eastern School District Trust Fund | <u>677,190</u> | <u>677,622</u> |
| | <u>\$ 13,609,817</u> | <u>\$ 10,908,191</u> |

Accrued environmental remediation costs are comprised of estimated site restoration and remediation costs for contaminated sites associated with school properties under the District. The liability relates to one site and is estimated at \$55,000. Such costs were recognized by the Province in previous fiscal years.

10. Due to Government of NL

| | <u>June 30, 2018</u> | <u>June 30, 2017</u> |
|--|----------------------|----------------------|
| Government of NL - Operating | \$ 1,149,377 | \$ 2,066,092 |
| Government of NL - Utility rate stabilization rebate | | <u>3,022,512</u> |
| | <u>\$ 1,149,377</u> | <u>\$ 5,088,604</u> |

**Newfoundland and Labrador English School District
Notes to Non-Consolidated Financial Statements**

For the year ended June 30, 2018

11. Accrued Vacation Pay

Pursuant to a directive issued by the Department during the fiscal year 2006, the District recorded the vacation pay liability for teachers in the District. The liability relates to teachers' salaries earned during the school year but not fully paid to teachers until subsequent to June 30. Accordingly, the District has recorded teachers' vacation pay receivable of \$82,565,681 at June 30, 2018.

| | <u>June 30, 2018</u> | <u>June 30, 2017</u> |
|-----------------------------------|-----------------------------|-----------------------------|
| Vacation pay - teachers | \$ 82,565,681 | \$ 81,998,097 |
| Vacation pay - board employees | 4,793,030 | 4,681,396 |
| Vacation pay - executive staff | <u>925,299</u> | <u>1,091,606</u> |
| Total Accrued Vacation Pay | <u>\$ 88,284,010</u> | <u>\$ 87,771,099</u> |

12. Employee Future Benefits

The actuarial valuation date for sick leave and severance accruals was June 30, 2015, and has been extrapolated for June 30, 2018. PS 3255 implies that benefit obligations that are not funded in advance should be valued using a rate referencing government's cost of borrowing. As the sick leave and severance are not funded in advance, the discount rate selected by management is equal to the Provincial long term borrowing rate. This rate was 3.20% as at June 30, 2018 (3.25 % - June 30, 2017). Board employees include NAPE, CUPE, Non-Union/Non-Management.

| ACCRUED SEVERANCE | <u>June 30, 2018</u> | <u>June 30, 2017</u> |
|---|------------------------------|------------------------------|
| <i>Severance Pay (Teachers)</i> | | |
| Accrued benefit liability, beginning of year | \$ 132,283,374 | \$ 128,474,418 |
| Benefits expense | 11,079,733 | 10,513,208 |
| Benefits paid | <u>(6,568,362)</u> | <u>(6,704,252)</u> |
| Accrued benefit liability (Teachers), end of year | <u>136,794,745</u> | <u>132,283,374</u> |
| <i>Severance Pay (Board Employees)</i> | | |
| Accrued benefit liability, beginning of year | 16,268,308 | 15,951,055 |
| Benefits Expense | 3,459,587 | 2,256,184 |
| Benefits Paid | <u>(7,872,805)</u> | <u>(1,938,931)</u> |
| Accrued benefit liability (Board Employees), end of year | <u>11,855,090</u> | <u>16,268,308</u> |
| Total accrued severance liability, end of year | 148,649,835 | 148,551,682 |
| Unamortized portion of actuarial loss | <u>(27,862,397)</u> | <u>(15,713,041)</u> |
| Total accrued severance obligation | <u>\$ 120,787,438</u> | <u>\$ 132,838,641</u> |

Reconciliation of Accrued Benefit Obligation from June 30, 2017 to June 30, 2018

| | <u>Board Employees</u> | <u>Teachers</u> | <u>Total</u> |
|---|-----------------------------|------------------------------|------------------------------|
| Accrued benefit obligation as at June 30, 2017 | \$ 17,417,914 | \$ 115,420,727 | \$ 132,838,641 |
| Current period benefit cost | 1,360,506 | 8,546,881 | 9,907,387 |
| Benefits payments/contributions | (1,653,163) | (6,568,362) | (8,221,525) |
| Interest on the accrued benefit obligation | 564,698 | 3,783,325 | 4,348,023 |
| Actuarial (gains)/losses | 62,268 | (11,927,714) | (11,865,446) |
| Settlement payments | <u>(6,219,642)</u> | <u></u> | <u>(6,219,642)</u> |
| Accrued benefit obligation as at June 30, 2018 | <u>\$ 11,532,581</u> | <u>\$ 109,254,857</u> | <u>\$ 120,787,438</u> |

**Newfoundland and Labrador English School District
Notes to Non-Consolidated Financial Statements**

For the year ended June 30, 2018

| ACCRUED SICK LEAVE | June 30, 2018 | June 30, 2017 |
|---|----------------------|----------------------|
| <i>Sick Leave (Teachers)</i> | | |
| Accrued benefit liability, beginning of year | \$ 82,762,437 | \$ 83,603,950 |
| Benefit expense | 10,265,396 | 10,071,842 |
| Benefits paid | <u>(11,240,756)</u> | <u>(10,913,355)</u> |
| Accrued benefit liability (Teachers), end of year | <u>81,787,077</u> | <u>82,762,437</u> |
| <i>Sick Leave (Board Employees)</i> | | |
| Accrued benefits liability, beginning of year | 8,480,239 | 8,702,652 |
| Benefit expense | 1,274,415 | 1,240,984 |
| Benefits paid | <u>(1,507,299)</u> | <u>(1,463,397)</u> |
| Accrued benefit liability (Board Employees), end of year | <u>8,247,355</u> | <u>8,480,239</u> |
| Total accrued sick leave liability, end of year | 90,034,432 | 91,242,676 |
| Unamortized portion of actuarial loss | <u>(7,298,364)</u> | <u>3,884,356</u> |
| Total accrued sick leave obligation | <u>\$ 82,736,068</u> | <u>\$ 95,127,032</u> |

Reconciliation of Accrued Benefit Obligation from June 30, 2017 to June 30, 2018

| | <u>Board Employees</u> | <u>Teachers</u> | <u>Total</u> |
|---|------------------------|----------------------|----------------------|
| Accrued benefit obligation as at June 30, 2017 | \$ 7,974,887 | \$ 87,152,145 | \$ 95,127,032 |
| Current period benefit cost | 1,078,881 | 7,029,066 | 8,107,947 |
| Benefits payments/contributions | (1,507,299) | (11,240,756) | (12,748,055) |
| Interest on the accrued benefit obligation | 252,222 | 2,764,005 | 3,016,227 |
| Actuarial (gains)/losses | <u>(954,669)</u> | <u>(9,812,414)</u> | <u>(10,767,083)</u> |
| Accrued benefit obligation as at June 30, 2018 | <u>\$ 6,844,022</u> | <u>\$ 75,892,046</u> | <u>\$ 82,736,068</u> |

Newfoundland and Labrador English School District
Notes to Non-Consolidated Financial Statements

For the year ended June 30, 2018

13. Obligation Under Capital Leases

The District has entered into capital leases with the Royal Bank of Canada for various copiers and laptops. The principal balance outstanding as at June 30, 2018, was \$796,086, with a purchase option of \$1. Interest has been imputed at various rates for these leases. Total interest paid on these leases for the year ended June 30th, 2018 was \$27,606.

Future minimum payments under these capital leases are as follows for the year ending in:

| | | | |
|-------------------------------------|------|----|-----------------|
| | 2019 | \$ | 294,579 |
| | 2020 | | 281,481 |
| | 2021 | | 218,974 |
| | 2022 | | <u>46,643</u> |
| Total future minimum lease payments | | | 841,677 |
| Less: amount representing interest | | | <u>(45,591)</u> |
| | | \$ | <u>796,086</u> |

14. Financial Instruments

The District's financial instruments consist of cash, short-term investments, accounts receivable, accounts payable, employee benefits payable and long term obligations. It is management's opinion that the District is not exposed to significant interest rate risk, currency or credit risks arising from these financial instruments.

The carrying values of the District's financial instruments, with the exception of long-term receivables, approximate fair values due to the short-term maturity and normal credit terms of those instruments. The long-term receivables balance does not approximate fair value as it is non-interest bearing.

15. Insurance Subsidy

The cost of insuring school properties is incurred by the Provincial Government and no amount has been recorded in these accounts to reflect this cost.

Newfoundland and Labrador English School District
Notes to Non-Consolidated Financial Statements

For the year ended June 30, 2018

16. Deferred Revenue

Deferred revenue represents funding designated for specific purposes for which the revenue recognition criteria have not been met. The funding is deferred and included in revenue when all eligibility criteria have been met. Changes in the funding deferred to future periods are as follows:

| | <u>June 30, 2018</u> | <u>June 30, 2017</u> |
|---|----------------------|----------------------|
| Balance, beginning of year | \$ 7,373,935 | \$ 7,984,115 |
| Less: amounts recognized as revenue in the year | (4,499,309) | (4,225,913) |
| Add: amounts funded during the year | <u>3,349,530</u> | <u>3,615,733</u> |
| Balance, end of year | <u>\$ 6,224,156</u> | <u>\$ 7,373,935</u> |

Deferred revenue is comprised of the following:

| | <u>June 30, 2018</u> | <u>June 30, 2017</u> |
|----------------------------|----------------------|----------------------|
| Operations and maintenance | \$ 172,129 | \$ 210,139 |
| Instruction | 3,685,241 | 4,572,264 |
| Pupil transportation | 902,069 | 1,534,165 |
| Nunatsiavut Government | <u>1,464,717</u> | <u>1,057,367</u> |
| | <u>\$ 6,224,156</u> | <u>\$ 7,373,935</u> |

17. Deferred Special Incentives

Deferred special incentives represents funding designated for specific purposes for which the revenue recognition criteria have not been met. The funding is deferred and included in revenue when all eligibility criteria have been met. Changes in the funding deferred to future periods are as follows:

| | <u>June 30, 2018</u> | <u>June 30, 2017</u> |
|-------------------------------------|----------------------|----------------------|
| Balance, beginning of year | \$ 8,595,495 | \$ 6,396,495 |
| Add: amounts funded during the year | <u>767,200</u> | <u>2,199,000</u> |
| Balance, end of year | <u>\$ 9,362,695</u> | <u>\$ 8,595,495</u> |

Newfoundland and Labrador English School District
Notes to Non-Consolidated Financial Statements

For the year ended June 30, 2018

18. Accumulated Surplus (Deficit)

The District has an annual deficit of \$ (1,519,053) for the year ending June 30 2018, which consist of the following:

| | <u>June 30, 2018</u> | <u>June 30, 2017</u> |
|---|----------------------|----------------------|
| Annual surplus (deficit) from operations - unrestricted | \$ (2,704,403) | \$ 45,656,690 |
| Add (less): expenditures not funded through operating grant | | |
| Amortization | 33,710,645 | 29,632,084 |
| Change in employee future benefits accrual | (1,110,091) | 3,062,283 |
| Vacation pay accrual for board executive | (166,308) | (420,981) |
| Less: non expenditure items funded through operating grant | | |
| Principal payments on long-term debt and leases | (2,458,900) | (2,586,972) |
| Tangible capital asset additions funded from operating | (758,448) | (998,232) |
| Less: revenues from capital sources | | |
| Capital transfers from Government | (23,971,229) | (71,090,754) |
| Loss (gain) on disposal of tangible capital assets | <u>9,491</u> | <u>339,609</u> |
| Adjusted annual surplus from operations | <u>\$ 2,550,757</u> | <u>\$ 3,593,727</u> |

19. Restricted Surplus

In previous years, the Board of Trustees approved transfers totaling \$1,370,659 to restricted equity for specified capital purposes.

20. Budget

The unaudited budget data presented in these non-consolidated financial statements is based upon the Board approved budget for the year ended June 2018. Capitalization of assets, amortization and accrued severance and sick leave are not reflected in the budgeted amounts. The chart below adjusts the approved budget to reflect the same basis of accounting.

| | |
|---|-----------------------|
| Original budgeted revenues | \$ 771,478,325 |
| Add: capital transfers from government | <u>23,971,229</u> |
| Revised budgeted revenues | <u>795,449,554</u> |
| Original budgeted expenditures | 771,478,325 |
| Add: amortization of tangible capital assets | 33,710,645 |
| Add: change in employee future benefits accrual | <u>(1,110,091)</u> |
| Revised budgeted expenditures | <u>804,078,879</u> |
| Original annual surplus (deficit) | <u>NIL</u> |
| Revised budgeted annual surplus (deficit) | <u>\$ (8,629,325)</u> |

**Newfoundland and Labrador English School District
Notes to Non-Consolidated Financial Statements**

For the year ended June 30, 2018

21. Comparative Figures

Certain prior year's figures have been restated for comparative purposes and to conform to current year presentation.

22. Subsequent Events

Subsequent to the fiscal year ending June 30, 2018, the District sold three vacant school properties for total proceeds of \$3,353,097. Two sales closed on August 8, 2018 and one sale closed on September 26, 2018.

Newfoundland and Labrador English School District
Schedule 1
Current Revenues

For the year ended June 30, 2018

| | <u>Budget</u> | <u>June 30, 2018</u> | <u>June 30, 2017</u> |
|--|-----------------------|-----------------------|-----------------------|
| Provincial Government Grants | | | |
| Regular operating grants | \$ 118,348,925 | \$ 117,836,671 | \$ 111,433,338 |
| Special grants and projects | | 3,373,852 | 3,491,796 |
| Early severance payout | | 6,219,641 | |
| Directors, Assistant Directors and Senior Education Officers salaries and benefits | 4,301,300 | 4,991,681 | 5,494,637 |
| Teachers and substitutes salaries and benefits | 565,343,600 | 578,939,760 | 571,504,233 |
| Student assistants salaries and benefits | 24,936,100 | 26,193,688 | 24,638,613 |
| Board owned pupil transportation | 20,307,400 | 19,700,130 | 20,514,202 |
| Contracted pupil transportation | 29,800,000 | 29,807,039 | 29,127,716 |
| Transportation administration | 110,000 | 110,000 | 110,000 |
| Special needs pupil transportation | 7,500,000 | 7,248,712 | 7,527,688 |
| Maintenance grants | | <u>5,863,698</u> | <u>4,176,406</u> |
| | <u>770,647,325</u> | <u>800,284,872</u> | <u>778,018,629</u> |
| Other Income | | | |
| Interest on investments and bank | 250,000 | 547,579 | 335,777 |
| Revenues from bus charters | 182,000 | 187,667 | 204,464 |
| Revenues from rental of schools and facilities | 285,000 | 276,994 | 350,094 |
| Special project grants | | 326,561 | 237,171 |
| Miscellaneous | 114,000 | 118,636 | 104,358 |
| Nunatsiavut government grants | | 2,679,995 | 2,717,073 |
| Utility rate stabilization rebate | | | <u>3,022,512</u> |
| | <u>831,000</u> | <u>4,137,432</u> | <u>6,971,449</u> |
| Total Current Revenues | <u>\$ 771,478,325</u> | <u>\$ 804,422,304</u> | <u>\$ 784,990,078</u> |

Newfoundland and Labrador English School District
Schedule 2
Administration and Human Resource Expenditures

For the year ended June 30, 2018

| | <u>Budget</u> | <u>June 30, 2018</u> | <u>June 30, 2017</u> |
|--|----------------------|----------------------|----------------------|
| Administration Expenditures | | | |
| Directors, Assistant Directors and Senior Education Officers salaries and benefits | \$ 4,301,300 | \$ 4,825,373 | \$ 5,073,657 |
| Board office staff salaries and benefits | 4,119,110 | 3,779,413 | 3,678,286 |
| Office supplies | 158,500 | 134,582 | 144,436 |
| Postage | 175,000 | 123,582 | 127,094 |
| Telephone | 359,000 | 326,656 | 335,516 |
| Office equipment rentals and repairs | 56,000 | 37,976 | 45,798 |
| Electricity | 330,000 | 233,957 | 193,649 |
| Travel and professional development | 68,100 | 61,402 | 39,940 |
| Board meeting expenses | 185,000 | 135,760 | 108,055 |
| Election expenses | | | 188,196 |
| Professional fees | 671,300 | 505,511 | 716,045 |
| Advertising and public relations | 58,000 | 30,291 | 24,017 |
| Membership dues | 96,800 | 104,258 | 100,938 |
| Municipal service fees | 82,000 | 95,134 | 75,651 |
| Rental of office space | 240,700 | 234,084 | 832,130 |
| Snow clearing | 109,000 | 131,723 | 96,816 |
| Miscellaneous and meetings | 10,000 | 4,046 | 12,180 |
| Interest expense | 7,000 | 11,599 | 3,905 |
| Bad debt (recovery) | | (26,467) | 1,276 |
| Total Administration Expenditures | <u>\$ 11,026,810</u> | <u>\$ 10,748,880</u> | <u>\$ 11,797,585</u> |

| | <u>Budget</u> | <u>June 30, 2018</u> | <u>June 30, 2017</u> |
|--|---------------------|----------------------|----------------------|
| Human Resource Expenditures | | | |
| Human resource staff salaries and benefits | \$ 1,556,860 | \$ 1,522,562 | \$ 1,384,862 |
| Recruitment and training | 90,000 | 53,869 | 29,712 |
| Travel | 66,000 | 58,507 | 71,843 |
| Personnel services | 251,900 | 152,967 | 196,763 |
| Total Human Resource Expenditures | <u>\$ 1,964,760</u> | <u>\$ 1,787,905</u> | <u>\$ 1,683,180</u> |

Newfoundland and Labrador English School District
Schedule 3
Instructional Expenditures

For the year ended June 30, 2018

| | <u>Budget</u> | <u>June 30, 2018</u> | <u>June 30, 2017</u> |
|--|-----------------------|-----------------------|-----------------------|
| Instructional Salaries and Benefits | | | |
| Regular teachers - salaries and benefits | \$ 537,249,000 | \$ 548,097,051 | \$ 541,453,958 |
| Substitute teachers - salaries and benefits | 28,094,600 | 30,832,539 | 30,050,274 |
| Student assistants - salaries and benefits | 24,936,100 | 26,180,934 | 24,638,613 |
| School secretaries salaries and benefits | 13,127,490 | 12,890,331 | 12,766,954 |
| Board employees - salaries and benefits | 849,260 | 712,949 | 828,480 |
| Native teachers - salaries and benefits | | 1,662,084 | 1,815,783 |
| Special projects - salaries and benefits | | 1,084,027 | 1,176,157 |
| Early severance payout | | 6,219,641 | |
| Change in employee future benefits accrual | | <u>(1,110,091)</u> | <u>3,062,283</u> |
| | <u>604,256,450</u> | <u>626,569,465</u> | <u>615,792,502</u> |
| Instructional Materials | | | |
| Materials - schools | 8,751,690 | 8,481,073 | 8,203,921 |
| Materials - district | 221,423 | 160,347 | 208,137 |
| Aboriginal peoples programs | | 982,799 | 874,583 |
| Special grants and projects | | <u>2,583,548</u> | <u>2,356,962</u> |
| | <u>8,973,113</u> | <u>12,207,767</u> | <u>11,643,603</u> |
| Instructional Furniture and Equipment | | | |
| Replacement | <u>126,694</u> | <u>122,274</u> | <u>86,205</u> |
| Instructional Staff Travel and PD | | | |
| Travel and PD - Instructional staff | 1,540,383 | 1,481,901 | 1,288,680 |
| Travel and PD - Aboriginal peoples programs | | <u>31,257</u> | <u>26,707</u> |
| | <u>1,540,383</u> | <u>1,513,158</u> | <u>1,315,387</u> |
| Other Instructional Costs | | | |
| Other | 351,300 | 360,829 | 380,974 |
| Summer school | <u>60,000</u> | <u>113,908</u> | <u>120,549</u> |
| | <u>411,300</u> | <u>474,737</u> | <u>501,523</u> |
| Total Instructional Expenditures | <u>\$ 615,307,940</u> | <u>\$ 640,887,401</u> | <u>\$ 629,339,220</u> |

Newfoundland and Labrador English School District
Schedule 4
Centre for Distance Learning and Innovation Expenditures

For the year ended June 30, 2018

| | <u>Budget</u> | <u>June 30, 2018</u> |
|---------------------------------------|---------------------|----------------------|
| CDLI salary and benefits | \$ 419,375 | \$ 430,664 |
| Travel | 113,500 | 59,849 |
| Communications - voice and data | 345,250 | 151,756 |
| Instructional materials and resources | 488,750 | 477,816 |
| Grants and subsidies | <u>956,250</u> | <u>932,961</u> |
| Total CDLI Expenditures | <u>\$ 2,323,125</u> | <u>\$ 2,053,046</u> |

Responsibilities for The Centre for distance learning and innovation was transferred from the Department of Education and Early Childhood Development to the District on April 1, 2017. The June 2018 amounts reflect fifteen months of expenses for the period April 1, 2017 to June 30, 2018. Comparative amounts for this page were received directly by the Government of Newfoundland and Labrador and are not reported in these financial statements.



Newfoundland and Labrador English School District
Schedule 5
Information Technology Expenditures

For the year ended June 30, 2018

| | <u>Budget</u> | <u>June 30, 2018</u> | <u>June 30, 2017</u> |
|--|----------------------------|----------------------------|----------------------------|
| Information technology staff salaries and benefits | \$ 3,431,820 | \$ 3,388,976 | \$ 3,343,646 |
| Supplies and materials | 650,000 | 407,294 | 507,063 |
| Licences and subscriptions | 879,700 | 1,153,719 | 771,256 |
| Travel | <u>200,000</u> | <u>173,863</u> | <u>165,043</u> |
| Total Information Technology Expenditures | \$ <u>5,161,520</u> | \$ <u>5,123,852</u> | \$ <u>4,787,008</u> |

Newfoundland and Labrador English School District
Schedule 6
Operations and Maintenance Expenditures

For the year ended June 30, 2018

| | <u>Budget</u> | <u>June 30, 2018</u> | <u>June 30, 2017</u> |
|--|-----------------------------|-----------------------------|-----------------------------|
| Salaries and benefits - janitorial | \$ 31,315,730 | \$ 30,232,632 | \$ 29,690,839 |
| Salaries and benefits - maintenance | 7,760,250 | 7,669,223 | 7,601,079 |
| Electricity | 13,978,900 | 14,408,336 | 13,502,158 |
| Fuel | 2,719,200 | 2,707,457 | 2,572,798 |
| Municipal service fee | 3,573,500 | 3,302,305 | 3,548,122 |
| Telephone | 3,569,800 | 3,552,979 | 3,484,162 |
| Snow clearing | 6,208,600 | 6,315,633 | 5,241,760 |
| Vehicle operating and travel | 874,500 | 805,258 | 807,649 |
| Janitorial supplies and equipment | 1,780,500 | 1,724,373 | 1,796,312 |
| Repairs and maintenance | 5,563,800 | 4,665,071 | 4,747,565 |
| Maintenance grants expense | | 6,050,329 | 4,260,687 |
| Housing | <u>253,000</u> | <u>307,391</u> | <u>298,636</u> |
| Total Operations and Maintenance Expenditures | <u>\$ 77,597,780</u> | <u>\$ 81,740,987</u> | <u>\$ 77,551,767</u> |

Newfoundland and Labrador English School District
Schedule 7
Pupil Transportation Expenditures

For the year ended June 30, 2018

| | <u>Budget</u> | <u>June 30, 2018</u> | <u>June 30, 2017</u> |
|--|----------------------|----------------------|----------------------|
| Board Owned Fleet | | | |
| Salaries and benefits | \$ 13,035,600 | \$ 12,451,381 | \$ 12,684,533 |
| Debt repayment - interest | 429,600 | 381,893 | 341,663 |
| Principal payments on bus loans | 2,204,500 | | |
| Gas and oil | 1,817,400 | 1,969,414 | 1,857,331 |
| Licenses | 211,900 | 206,700 | 218,289 |
| Insurance | 249,400 | 275,304 | 228,995 |
| Repairs and maintenance - fleet | 1,453,500 | 1,453,462 | 1,837,447 |
| Building | 86,100 | 92,714 | 76,452 |
| Tires and tubes | 165,000 | 116,685 | 136,294 |
| Heat and light | 112,300 | 110,013 | 112,212 |
| Municipal service | 78,700 | 57,386 | 78,359 |
| Snow clearing | 164,000 | 167,648 | 163,036 |
| Office supplies | 32,000 | 25,574 | 26,633 |
| Rent | 87,900 | 66,826 | 82,796 |
| Travel | 38,700 | 45,406 | 88,007 |
| Professional fees | | 30,830 | |
| Miscellaneous | 183,800 | 176,610 | 192,481 |
| Telephone | 139,000 | 121,280 | 135,002 |
| | <u>20,489,400</u> | <u>17,749,126</u> | <u>18,259,530</u> |
| Contracted Services | | | |
| Regular transportation | 29,800,000 | 29,807,039 | 29,127,716 |
| Alternate transportation | 7,500,000 | 7,248,712 | 7,527,688 |
| | <u>37,300,000</u> | <u>37,055,751</u> | <u>36,655,404</u> |
| District Administration | | | |
| Salaries and benefits - administrative | 275,990 | 213,065 | 364,603 |
| Travel, training and other | 19,000 | 18,401 | 11,394 |
| Non funded equipment and expenses (recovery) | 12,000 | (615) | 2,758 |
| | <u>306,990</u> | <u>230,851</u> | <u>378,755</u> |
| Total Pupil Transportation Expenditures | <u>\$ 58,096,390</u> | <u>\$ 55,035,728</u> | <u>\$ 55,293,689</u> |

Newfoundland and Labrador English School District
Schedule 8
Tangible Capital Assets

For the year ended June 30, 2018

| | Cost June 30, 2018 | Accumulated Amortization 2018 | NBV June 30, 2018 | NBV June 30, 2017 |
|-------------------------------------|--------------------------|-------------------------------------|-------------------------|-------------------------|
| Land and Sites | <u>\$ 21,380,114</u> | | <u>\$ 21,380,114</u> | <u>\$ 21,236,997</u> |
| Buildings | | | | |
| Schools | 1,202,694,137 | \$ 534,753,930 | 667,940,207 | 676,047,717 |
| Administration | 9,308,680 | 6,874,897 | 2,433,783 | 2,534,010 |
| Residential | 9,526,799 | 6,889,060 | 2,637,739 | 3,054,792 |
| Other | <u>57,356</u> | <u>57,356</u> | | |
| | <u>1,221,586,972</u> | <u>548,575,243</u> | <u>673,011,729</u> | <u>681,636,519</u> |
| Furniture and Equipment | | | | |
| Schools | 30,064,248 | 27,397,560 | 2,666,688 | 1,459,495 |
| Administration | 11,840,410 | 11,147,255 | 693,155 | 1,004,009 |
| Residential | 2,384 | 2,384 | | |
| Computers | <u>7,789,103</u> | <u>6,435,492</u> | <u>1,353,611</u> | <u>385,862</u> |
| | <u>49,696,145</u> | <u>44,982,691</u> | <u>4,713,454</u> | <u>2,849,366</u> |
| Vehicles | | | | |
| Service vehicles | <u>2,234,508</u> | <u>1,873,122</u> | <u>361,386</u> | <u>349,648</u> |
| Pupil Transportation | | | | |
| Building | 2,851,722 | 2,473,169 | 378,553 | 402,600 |
| Buses | 34,993,618 | 20,385,585 | 14,608,033 | 13,113,808 |
| Service vehicles | <u>216,089</u> | <u>190,332</u> | <u>25,757</u> | <u>44,076</u> |
| | <u>38,061,429</u> | <u>23,049,086</u> | <u>15,012,343</u> | <u>13,560,484</u> |
| Miscellaneous Capital Assets | | | | |
| Parking lots | 2,736,254 | 549,281 | 2,186,973 | 2,062,959 |
| Tools | 18,162 | 18,162 | | |
| Water lines | 29,151 | 12,632 | 16,519 | 17,491 |
| Oil tanks | <u>1,858,525</u> | <u>1,075,637</u> | <u>782,888</u> | <u>600,112</u> |
| | <u>4,642,092</u> | <u>1,655,712</u> | <u>2,986,380</u> | <u>2,680,562</u> |
| Total Capital Assets | <u>\$1,337,601,260</u> | <u>\$ 620,135,854</u> | <u>\$ 717,465,406</u> | <u>\$ 722,313,576</u> |

Newfoundland and Labrador English School District
 Schedule 8A
 Details of Tangible Capital Assets - Additions and Disposals

For the year ended June 30, 2018

| | Cost June 30, 2017 | Additions 2018 | Disposals 2018 | Cost June 30, 2018 |
|-------------------------------------|--------------------------|----------------------|-------------------|--------------------------|
| Land and Sites | \$ 21,236,997 | \$ 160,784 | \$ 17,667 | \$ 21,380,114 |
| Buildings | | | | |
| Schools | 1,182,539,489 | 20,689,620 | 534,972 | 1,202,694,137 |
| Administration | 9,308,680 | | | 9,308,680 |
| Residential | 9,507,269 | 19,530 | | 9,526,799 |
| Other | 57,356 | | | 57,356 |
| | <u>1,201,412,794</u> | <u>20,709,150</u> | <u>534,972</u> | <u>1,221,586,972</u> |
| Furniture and Equipment | | | | |
| Schools | 28,335,880 | 1,728,368 | | 30,064,248 |
| Administration | 11,840,410 | | | 11,840,410 |
| Residential | 2,384 | | | 2,384 |
| Computers | 6,434,305 | 1,354,798 | | 7,789,103 |
| | <u>46,612,979</u> | <u>3,083,166</u> | | <u>49,696,145</u> |
| Vehicles | | | | |
| Service vehicles | 2,069,718 | 164,790 | | 2,234,508 |
| Pupil Transportation | | | | |
| Building | 2,851,722 | | | 2,851,722 |
| Buses | 30,903,778 | 4,089,840 | | 34,993,618 |
| Service vehicles | 216,089 | | | 216,089 |
| | <u>33,971,589</u> | <u>4,089,840</u> | | <u>38,061,429</u> |
| Miscellaneous Capital Assets | | | | |
| Parking lot | 2,473,700 | 262,554 | | 2,736,254 |
| Tools | 18,162 | | | 18,162 |
| Water lines | 29,151 | | | 29,151 |
| Oil tanks | 1,448,667 | 409,858 | | 1,858,525 |
| | <u>3,969,680</u> | <u>672,412</u> | | <u>4,642,092</u> |
| Total Capital Assets | <u>\$1,309,273,757</u> | <u>\$ 28,880,142</u> | <u>\$ 552,639</u> | <u>\$1,337,601,260</u> |

Newfoundland and Labrador English School District
 Schedule 8B
 Details of Tangible Capital Assets - Amortization

For the year ended June 30, 2018

| | Accumulated Amortization June 30, 2017 | Amortization 2018 | Amortization on Disposals 2018 | Change in Amortization 2018 | Accumulated Amortization June 30, 2018 |
|-------------------------------------|--|----------------------|--------------------------------------|-----------------------------------|--|
| Land and Sites | | | | | |
| Buildings | | | | | |
| Schools | \$ 506,491,772 | \$ 28,797,130 | \$ 534,972 | \$ 28,262,158 | \$ 534,753,930 |
| Administration | 6,774,670 | 100,227 | | 100,227 | 6,874,897 |
| Residential | 6,452,477 | 436,583 | | 436,583 | 6,889,060 |
| Other | 57,356 | | | | 57,356 |
| | <u>519,776,275</u> | <u>29,333,940</u> | <u>534,972</u> | <u>28,798,968</u> | <u>548,575,243</u> |
| Furniture and Equipment | | | | | |
| Schools | 26,876,385 | 521,175 | | 521,175 | 27,397,560 |
| Administration | 10,836,401 | 310,854 | | 310,854 | 11,147,255 |
| Residential | 2,384 | | | | 2,384 |
| Computers | 6,048,443 | 387,049 | | 387,049 | 6,435,492 |
| | <u>43,763,613</u> | <u>1,219,078</u> | | <u>1,219,078</u> | <u>44,982,691</u> |
| Vehicles | | | | | |
| Service vehicles | <u>1,720,070</u> | <u>153,052</u> | | <u>153,052</u> | <u>1,873,122</u> |
| Pupil Transportation | | | | | |
| Building | 2,449,122 | 24,047 | | 24,047 | 2,473,169 |
| Buses | 17,789,969 | 2,595,616 | | 2,595,616 | 20,385,585 |
| Service vehicles | <u>172,014</u> | <u>18,318</u> | | <u>18,318</u> | <u>190,332</u> |
| | <u>20,411,105</u> | <u>2,637,981</u> | | <u>2,637,981</u> | <u>23,049,086</u> |
| Miscellaneous Capital Assets | | | | | |
| Parking lots | 410,741 | 138,540 | | 138,540 | 549,281 |
| Tools | 18,162 | | | | 18,162 |
| Water lines | 11,660 | 972 | | 972 | 12,632 |
| Oil tanks | <u>848,555</u> | <u>227,082</u> | | <u>227,082</u> | <u>1,075,637</u> |
| | <u>1,289,118</u> | <u>366,594</u> | | <u>366,594</u> | <u>1,655,712</u> |
| Total Capital Assets | <u>\$ 586,960,181</u> | <u>\$ 33,710,645</u> | <u>\$ 534,972</u> | <u>\$ 33,175,673</u> | <u>\$ 620,135,854</u> |

Newfoundland and Labrador English School District
Schedule 9
Long-Term Debt

For the year ended June 30, 2018

Pupil Transportation Loans, Variable Rate

| <u>Creditor</u> | <u>Monthly Principal</u> | <u>Plus Interest</u> | <u>Maturity Date</u> | <u>June 30, 2018</u> | <u>June 30, 2017</u> |
|-----------------|--------------------------|----------------------|----------------------|----------------------|----------------------|
| TD Canada Trust | 21,563 | Prime -1% | 2017 | | 21,563 |
| CIBC | 4,530 | Prime | 2018 | | 18,120 |
| Scotiabank | 2,924 | Prime -0.25% | 2018 | 5,792 | 40,880 |
| TD Canada Trust | 24,443 | Prime -1% | 2019 | 24,443 | 317,760 |
| CIBC | 5,930 | Prime | 2019 | 29,653 | 100,817 |
| Scotiabank | 2,523 | Prime -0.25% | 2022 | 131,257 | 161,533 |
| CIBC | 3,025 | Prime | 2022 | 160,325 | 196,625 |
| TD Canada Trust | 13,293 | Prime -1% | 2022 | 677,968 | 837,489 |
| Scotiabank | 4,687 | Prime -0.25% | 2023 | 295,197 | 346,754 |
| CIBC | 3,201 | Prime | 2023 | 199,005 | 236,903 |
| TD Canada Trust | 7,873 | Prime -1% | 2023 | 495,968 | 590,438 |
| Scotiabank | 4,459 | Prime -0.25% | 2024 | 334,419 | 387,927 |
| TD Canada Trust | 6,182 | Prime -1% | 2024 | 476,452 | 550,704 |
| Scotiabank | 2,569 | Prime -0.25% | 2025 | 219,198 | 250,026 |
| TD Canada Trust | 5,538 | Prime | 2025 | 483,156 | 548,281 |
| TD Canada Trust | 6,806 | Prime | 2025 | 605,694 | 687,361 |
| CIBC | 5,521 | Prime | 2025 | 437,339 | 502,374 |

Total Pupil Transportation 4,575,866 5,795,556

Pupil Transportation Loans, Fixed Rate

| <u>Creditor</u> | <u>Blended Pys</u> | <u>Interest Rate</u> | <u>Maturity Date</u> | <u>June 30, 2018</u> | <u>June 30, 2017</u> |
|------------------|--------------------|----------------------|----------------------|----------------------|----------------------|
| Bank of Montreal | 4,393 | 4.55% | 2017 | | 12,514 |
| Royal Bank | 4,320 | 5.04% | 2018 | 17,111 | 66,507 |
| Royal Bank | 2,217 | 3.06% | 2022 | 105,841 | 128,790 |
| Royal Bank | 3,695 | 2.01% | 2023 | 220,151 | 259,418 |
| Royal Bank | 3,788 | 3.02% | 2024 | 259,010 | 295,590 |
| Royal Bank | 4,604 | 3.08% | 2025 | 365,800 | 409,056 |
| Royal Bank | 8,782 | 3.03% | 2025 | 706,163 | 788,726 |
| Royal Bank | 23,314 | 2.96% | 2026 | 2,045,813 | 2,261,446 |
| Royal Bank | 12,326 | 2.38% | 2027 | 1,236,885 | 1,353,761 |
| CIBC | 18,943 | 2.10% | 2028 | 2,108,022 | 2,289,956 |
| Royal Bank | 25,752 | 2.67% | 2029 | 3,037,956 | |

Total Pupil Transportation 10,102,752 7,865,764

Total Long Term Debt \$ 14,678,618 \$ 13,661,320

Security for certain loans has been provided in the form of chattel mortgages over specific vehicles.

Newfoundland and Labrador English School District
Schedule 9A
Details of Long-Term Debt

For the year ended June 30, 2018

| | <u>Balance, Beginning of Year</u> | <u>Loans Obtained During Year</u> | <u>Principal Repayment for Year</u> | <u>Balance, End of Year</u> |
|------------------------------|---|---|---|-------------------------------------|
| <u>Long-Term Debt</u> | | | | |
| Pupil transportation | \$ 13,661,319 | \$ 3,169,930 | \$ 2,152,631 | \$ 14,678,618 |

Annual Principal Payments

Annual principal payments to maturity are as follows:

| | |
|------------|----------------------|
| 2019 | \$ 1,854,129 |
| 2020 | \$ 1,803,773 |
| 2021 | \$ 1,831,043 |
| 2022 | \$ 1,858,960 |
| 2023 | \$ 1,703,377 |
| Thereafter | <u>\$ 5,627,336</u> |
| | <u>\$ 14,678,618</u> |

