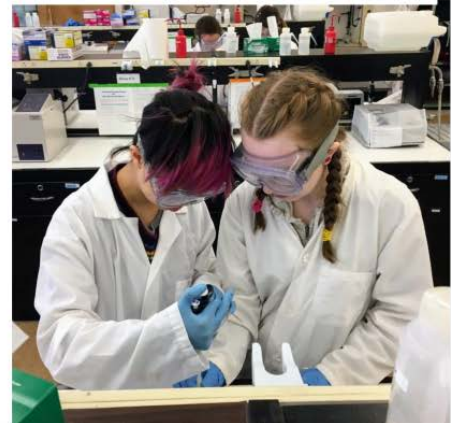




Annual Report

2016-17



Annual Report 2016-17

MESSAGE FROM THE CHAIR

December 20, 2017

The Honourable Dale Kirby
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 Kirby:

On behalf of the Board of Trustees for the Newfoundland and Labrador English School District, I am pleased to submit the third and final Annual Report for our Strategic Plan 2014-17. The report covers the District's goals as outlined in the three-year strategic plan (July 1, 2014 to June 30, 2017), and the objectives in support of that goal for 2016-17.

Work continued over the past year on three strategic priorities:

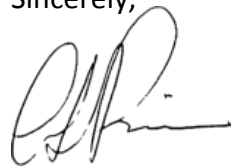
1. Student Success
2. Safe and Caring Schools
3. Organizational Effectiveness.

We are satisfied that we have met our strategic goals for 2014-17, and will continue to build on the work accomplished in the past through the implementation of our new Strategic Plan for 2017-20.

I take this opportunity to thank the District staff and the Board of Trustees – both past and present – 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

Table of Contents

DISTRICT OVERVIEW	3
Mandate.....	3
Lines of Business.....	3
Location.....	4
Board of Trustees.....	4
Divisions.....	4
Schools.....	5
Students.....	6
Employees.....	7
Financial Summary.....	8
Highlights and Partnerships.....	9
REPORT ON PERFORMANCE (Outcome of Strategic Plan Objectives 2015-2016).....	15
1. Student Success.....	16
2. Safe and Caring Schools.....	28
3. Organizational Effectiveness.....	40
OPPORTUNITIES AND CHALLENGES AHEAD.....	55
SUMMARY.....	56
APPENDIX A: Mandate – Schools Act, 1997.....	57
<i>Duties of boards</i>	57
<i>Powers of boards</i>	58
APPENDIX B: Newfoundland and Labrador English School District Board of Trustees.....	62
APPENDIX C: NLESD Audited Statements.....	63

District Overview

Vision

The Newfoundland and Labrador English School Board is an educational leader preparing all students to achieve to their fullest potential in a 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 Province. 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

The NLESD has responsibility for curriculum implementation; student assessment and evaluation; student placement, and teacher professional development. The 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.

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

2. Organizational Services

The 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 the 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

The 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 the District 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, 2017, see **Appendix B**.

Divisions

The 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 2016-17, the Programs and Operations Division implemented student programs, services and curriculum for the District's 254 schools and approximately 66,000 students, including supports for students with exceptionalities. 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). This 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. This 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, 2017, the Board was operating 254 schools 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 2016-17, the NLESD had a varied school population, with school enrolments ranging from two students (Raymond Ward Memorial, Norman Bay) to 972 students (Holy Heart of Mary High School, St. John's). The NLESD served approximately 66,000 students throughout Newfoundland and Labrador.

Region	Number of Students 2016-17
LABRADOR	3,643
WESTERN	11,506
CENTRAL	15,342
AVALON	35,691
TOTAL	66,182

Note: District regions were realigned, effective September 2016, with some schools moving from the Eastern jurisdiction to Central region; some from Central moving to Western, and schools along the Labrador Straits moving from Western regional jurisdiction to Labrador. The Eastern Region subsequently became known as the Avalon Region.

Employees

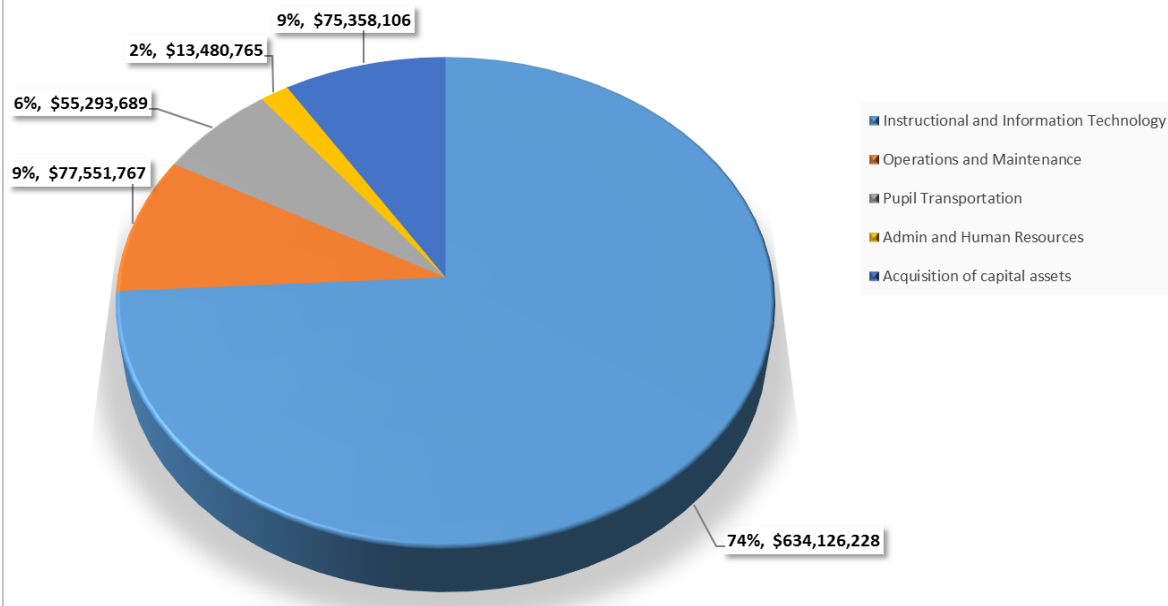
In 2016-17, the NLESD employed approximately 8,100 full-time, part-time, casual employees, and support staff to deliver curriculum and programs and to support the business functions of the District.

Employee Group	Labrador	Western	Central	Avalon	Total Number of Employees (2016-17)
TEACHING STAFF	335	1,092	1,276	2,476	5,179
STUDENT ASSISTANTS	23	140	167	422	752
SUPPORT STAFF	133	228	438	645	1,444
CASUAL EMPLOYEES	21	119	173	204	517
SUBTOTAL	512	1,579	2,054	3,747	7,892
REGIONAL OFFICES, HEADQUARTERS	Executive, Executive Support, Managers, Non-Union, Non-Management (176), Senior Education Officers (22) and Program Specialists (36).				234
TOTAL NUMBER OF EMPLOYEES					8,126

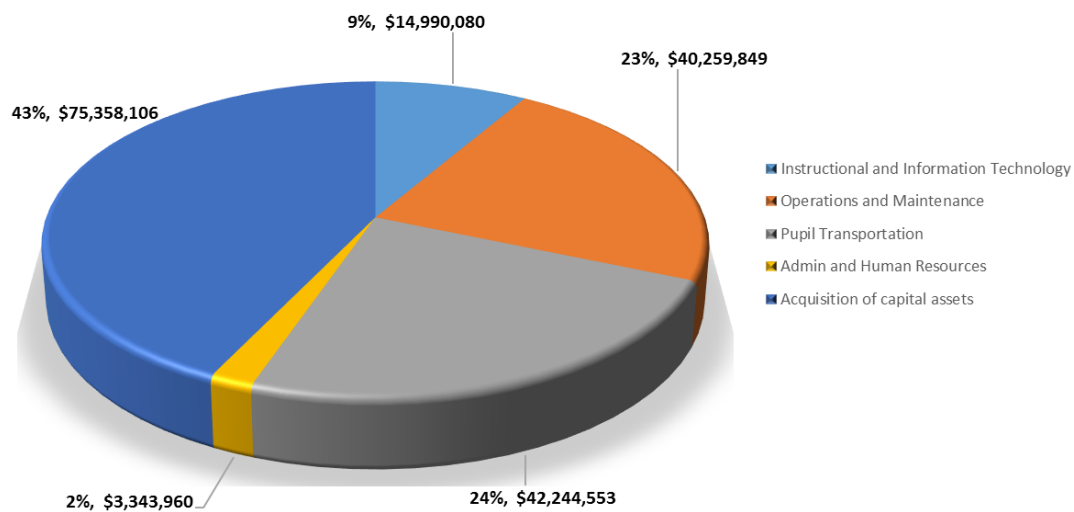
*These totals do not include substitute teachers (2127) and casual student assistants (429).

Financial Summary

2016-2017 Expenditures Including Salaries



2016-2017 EXPENDITURES EXCLUDING SALARIES



Highlights and Partnerships

Highlights

Full-day Kindergarten (FDK)

The end of the 2016-17 school year marked the completion of the first year of full-day Kindergarten at 173 schools under the jurisdiction of the NLESD. There were 344 Kindergarten classes with 4,631 students registered. Professional learning to support teachers and school administrators consisted of two modules designed to encompass all aspects of the teaching and learning day in Kindergarten for both English and Early French Immersion classes. Participants included all Kindergarten teachers, school administrators and instructional resource teachers who work directly with Kindergarten students. Professional learning focused on teaching methods and best practices around play-based learning – including how teachers can utilize classroom space to support and enhance learning. Appropriate furniture (e.g., tables, chairs) was also provided where needed and infrastructure enhancements were completed, such as washrooms for Kindergarten classrooms and modular classrooms/extensions to address space requirements.

Social Media Education

The District continued to develop materials to help inform stakeholders of appropriate social media conduct, building upon previous work, such as the Social Media Use Policy, terms of use for staff and students, frequently asked questions document, and the Internet and Social Media Safety (ISMS) classroom materials. In cooperation with the Newfoundland and Labrador Teachers' Association, a social media awareness video for educators was created and provided to all schools. The video was available in the spring of 2016 and all schools were instructed to show and review the video during the first staff meeting of the 2016-17 school year. The video outlines appropriate activity for educators on social media and encourages teachers to be leaders by modeling positive online activity.

New Location for District Headquarters, Avalon Region Office

The St. John's offices of the Newfoundland and Labrador English School District – including District headquarters and Avalon Region staff – were relocated to 95 Elizabeth Avenue, effective October 31, 2016. Regional offices in the Labrador (Happy Valley-Goose Bay), Western (Corner Brook) and Central (Gander) Regions were not impacted by the move.

School Board Elections

On November 22, 2016, voters went to the polls to elect a new Board of Trustees for the Newfoundland and Labrador English School District. It was the first school board elections since the realignment of four provincial English school boards into one province-wide English school board in 2013. A complete list of elected trustees is included in **Appendix B**.

Since the election, trustees have made strides in a number of areas, including school system reconfigurations in St. John's, Mount Pearl, Corner Brook, Gander and Conception Bay South to accommodate new schools, new housing developments, and new demographics. A number of school review processes have been initiated, and will continue into the 2017-18 school year. Trustees also enhanced the school board meeting schedule (by adding an additional meeting via video-conferencing), consolidated the CDLI under the Board's jurisdiction, and finalized several new policies, including a policy governing Professional Development for Trustees.

Community Comes Together to Support Bay d'Espoir Academy

In the face of adversity, following a devastating January 17, 2017 fire, several government, business and community partners joined the Bay d'Espoir Academy school community to minimize the educational and emotional impact on students, teachers and families. The corporate community rallied to organize fundraising efforts to replace many of the items teachers and students lost in the blaze. Students have been temporarily accommodated at an alternate site in St. Alban's until a long-term solution is finalized.

District Students Shine at Skills Canada 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. At the national competition held May 31 - June 3, 2017 in Winnipeg, MB, the 49 members of Team Newfoundland and Labrador helped to bring home 12 medals. Medal winners from District schools were:

Ian Brake – Gold Medal – IT Office Software Applications (Holy Spirit High School)

Megan Coles – Silver Medal – Workplace Safety (Holy Spirit High School)

Chelsie Cake and **Breanna Tilley** – Silver Medal – 2D Computer Animation (Queen Elizabeth Regional High School)

Matthew Buckingham-Bishop – Bronze Medal – IT Networking (Frank Roberts Junior High)

Inuit Youth Choir, Ullugiagatsuk, Performs in Ottawa as part of Canada 150 Events

Sixteen youth from five coastal Labrador communities came together in song this year as part of Canada's 150 anniversary celebration in Ottawa. The students ranged from Grade 7 to 12 and hailed from within Nunatsiavut, calling Nain, Hopedale, Makkovik, Postville or Rigolet home. This relatively new choir was under the direction of Janet Wiseman (with help from Shallaway's Kellie Walsh).



Ullugiagatsuk headed to Ottawa on June 28, 2017, through a partnership between the Newfoundland and Labrador English School District and the Nunatsiavut Government, and joined hundreds of other choirs and musicians from throughout the country to celebrate the anniversary on Parliament Hill.

New Schools

In the 2014-17 reporting period, a number of new or redeveloped school buildings have opened their doors to students and staff. They are:

2014-15

- St. Teresa's Elementary, St. John's
- William Gillett Academy, Charlottetown, Labrador

2015-16

- Waterford Valley High, St. John's
- Corner Brook Intermediate, Corner Brook

2016-17

- Forest Park Primary, Grand Falls-Windsor
- Juniper Ridge Intermediate, Torbay
- Octagon Pond Elementary, Paradise



Juniper Ridge Intermediate, Torbay

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 infrastructure, personnel and learning resources to enable the Board to carry out its mandate. In 2016-17, NLESD employees also worked collaboratively with Department staff for many different purposes, including:

- Delivery of training and professional development for all staff, including several days training in play-based pedagogy related to the introduction of Full-day Kindergarten.
- Assisting in the development of resources for new curriculum delivery (e.g., Grade 2 Science, Grade 5 Science).
- Implementation of special projects/events (e.g., the Provincial Drama Festival); and,
- Construction and renovation of schools, such as East Point Elementary (replacing the former Virginia Park Elementary), Juniper Ridge Intermediate (a new school in Torbay), the new intermediate school in Portugal Cove-St. Philips, Conception Bay South Elementary, and Eastside Elementary (the former G.C. Rowe Intermediate in 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. In 2016-17, school council representatives in all four NLESD regions were involved in Strategic Plan consultations and provided important feedback on planned initiatives.

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. For the 2016-17 school year, CDLI reported 1,781 course registrations for 38 different courses for 976 different students in 114 schools throughout the District. This represents an increase of 117 course registrations, three courses, and 55 students over the previous year and a decrease of one school. In 2016-17, responsibility for CDLI was transferred from EECD to NLESD. That transfer becomes effective in the 2017-18 school year.

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.

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 2016-17 to assist with their post-secondary pursuits. In addition, 10 educators received an NL Educator's Innovation Award, valued at \$2,500, to help fund existing innovative education projects that enhance and support student learning. A further 10 educators were provided an NL Educator's Innovation Grant of \$2,500 to assist in starting or growing an innovation project with the goal of inspiring student engagement within their schools. Funds provided to educators are earmarked for specific resources, supplies and initiatives as outlined by teachers through an application process adjudicated by Foundation members and NLESD staff.

Report on Performance

OUTCOMES OF STRATEGIC PLAN GOALS AND OBJECTIVES 2016-17



Report on Performance – Goals and Objectives

Strategic Issues

As 2016-17 represents the third and final year of the Newfoundland and Labrador English School Board's 2014-17 Strategic Plan, this section is designed to report on the outcomes of goals related to the three overarching strategic issues identified in the plan:

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

Strategic Issue #1 - 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 put additional focus on literacy and numeracy during the 2014-17 period was identified through a comprehensive planning process, carried out between January and June of 2014. It included planning sessions, consultations, or focus groups with both internal and external stakeholders. The 2014-17 plan was designed to implement strategies to improve students' literacy and numeracy skills, and to incorporate this focus into all School Growth and Development Plans. The plan was to develop and implement a K-6 Literacy Plan and assessment framework and to identify and address priority numeracy challenges in Grades 7-12.

Literacy

The K-6 Literacy for Learning Plan was to provide guiding principles and outline possible practices for improving core literacy. It was to include:

- An assessment framework, benchmarks and measures for assessing progress;
- Interventions for students who are experiencing difficulty with literacy development;
- Implementation of new resources;
- Integration of 21st Century tools and competencies for learning and instruction; and
- Professional development to support literacy instruction.

Numeracy

With respect to numeracy, the Board commitments included:

- Completing a review to identify priority numeracy challenges for Grades 7-12 students;
- Developing and implementing strategies to target priority areas and to explore possible resources and practices to support students experiencing difficulty;
- Developing school-based instructional interventions; and
- Developing online supports for students and teachers.



Goal 1	Indicators
By June 30, 2017, the Newfoundland and Labrador English School Board will have enhanced supports for student success in literacy and numeracy.	<ul style="list-style-type: none"> • Developed and implemented a K-6 Literacy Plan and Assessment Framework • Developed and implemented strategies to address priority numeracy challenges for Grades 7-12 • Supported school-based literacy and numeracy initiatives

REPORT ON PERFORMANCE:

In 2014-15, the District developed and began implementation of the K-6 Literacy for Learning Plan and Assessment Framework, and also began to identify and address numeracy challenges for Grades 7-12 students. All schools were required to have a core focus on numeracy and literacy and to incorporate this focus into School Growth and Development Plans. The District followed up with these and other literacy and numeracy initiatives with professional learning for educators.

Indicator 1: Developed and implemented a K-6 Literacy Plan and Assessment Framework

The K-6 Literacy Plan – Literacy for Learning was a key initiative of the Newfoundland and Labrador English School Board’s 2014-17 Strategic Plan. In 2015-16, the 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 Literacy for Learning Plan, Language Arts Assessment Portfolio, and School Growth Development Plans;
2. Reading Record Assessment, using Benchmark Assessment Systems (BAS 1 and 2);
3. Teaching and Assessing Writing, and
4. Responsive Teaching – Intervention for Students with Identified Needs.

The Literacy Plan and Assessment Framework identified benchmarks and measures for assessing progress, as well as interventions for students who were experiencing difficulty. The plan included the implementation of new resources; integration of 21st Century tools and competencies for learning and instruction, and professional development to support literacy instruction. A K-6 Language Arts Assessment Portfolio was revised and expanded in 2015-16 to include French Immersion and Intensive Core French, and support documents were also developed to provide clearer direction for teachers. The Literacy Plan and Assessment Framework, and the Language Arts Assessment Portfolio have been communicated to schools and implementation at the K-6 level continues.

Benchmark Assessment System (BAS)

Over the course of the 2014-17 reporting period, work continued on implementation of the K-6 Literacy for Learning Plan, including the acquisition and implementation of the Fountas and Pinnell Benchmark Assessment System (BAS) 1 and 2 reading record assessment tool for primary and elementary grades. In 2014-15, District staff began offering professional learning to lead teachers and administrators to support the use of the BAS resources. The District then focused on providing professional learning to support full BAS implementation, with Grades 1 and 4 completed in 2015-16, and Grades 2 and 5 completed in 2016-17. Grades 3 and 6 will be undertaken in 2017-18.

BAS Kits (2014-17)	
District Region	BAS Kits (1 and 2)
Labrador	116
Western	327
Central	409
Eastern	829
Total	1681

At the end of 2015-16, there were appropriate grade-level assessment kits (English and French) in every school in the District. As of June 2017, the District had met its goal of having at least one BAS kit (English) for every Grades 1 to 6 classroom. The next step will be to provide all French immersion classrooms with a corresponding reading record assessment resource (Trousse d'appréciation de rendement en lecture), a goal which will extend into the 2017-18 school year.

Teaching and Assessing Writing

As part of the work to support the Literacy Plan and the K-6 Language Arts Assessment Portfolio, K-6 program specialists provided professional learning to support the teaching and assessing of writing during the 2016-17 school year. Meanwhile, work continued on the development of a K-2 Writing Scoring Guide. The guide will be completed in 2017-18, along with professional learning plans focused on teaching and assessing writing.

Levelled Literacy Intervention (LLI)

The Fountas and Pinnell Levelled Literacy Intervention (LLI) system is a supplementary literacy intervention, used in conjunction with BAS. It is designed to help teachers provide instruction for students who need intensive support to achieve grade-level competency. A Levelled Literacy Intervention (LLI) Pilot Project was initiated in 11 schools in 2014-15.

The schools were as follows:

LABRADOR:	Amos Comenius School (Hopedale)
WESTERN:	C.C. Loughlin (Corner Brook)
	White Hills Academy (St. Anthony)
CENTRAL:	Centreville Academy (Centreville)
	Memorial Academy (Botwood)
	St. Lawrence Academy (Burin)
	Anthony Paddon Elementary (Musgravetown)
	Tricon Elementary (Bay de Verde)
EASTERN:	Cowan Heights Elementary (St. John's)
	Bishop Abraham Elementary (St. John's)
	Mary Queen of the World (Mount Pearl)

Initial response to the resource was positive. After the first year of the pilot, teachers indicated students gained confidence in reading and that their own ability to teach reading and writing had evolved through the use of the LLI resources. Almost 85 per cent of teachers who responded to a year-end survey strongly recommended the continued use of the LLI resource and almost 90 per cent recommended expanding the resource to other grade levels.

In the wake of this positive feedback, and preliminary data indicating improved reading results, additional LLI kits were purchased by the District and some schools purchased them on their own.

LLI Kits in K-6 Schools – June 2017			
District	Schools with LLI Kits	Percentage (%)	Total LLI Kits
Labrador	10 of 21	48%	22
Western	26 of 53	49%	35
Central	36 of 59	61%	48
Avalon	52 of 62	84%	84
Total	125 of 195*	64%	189

*Also includes 2 intermediate schools.

An evaluation of the resource, conducted in 2016-17 with the 11 initial pilot schools, measured Grade 1 and 2 students' reading progress over a six-month period. Of the 146 students identified as requiring intervention, 88 (60%) showed significant improvement – either approaching grade level competency or significantly closing the gap. Thirty-five of the students (24%) improved, but were deemed to require continued intensive support, while 24 students (16%) made little progress and were considered for referral to Student Support Services for other supports.

LLI Survey Results – 11 Pilot Schools			
Student participants	Major Improvement	Some improvement	Little Improvement
146	88 (60%)	35 (24%)	24 (16%)

As of June 30, 2017, there were 189 LLI resource kits in schools. A total of 351 teachers (23 in Labrador, 51 in Central, 55 in Western and 222 in Avalon) had participated in professional learning sessions offered to both pilot and non-pilot schools.

K-6 Report Card

The new K-6 Report Card is a tool that was introduced in support of assessment and reporting for all subjects for K-6 students, including Language Arts and Mathematics. Piloted in 2014-15, and revised based on feedback in 2015-16, it was implemented District-wide in September 2016.

Professional Development

Throughout the 2014-17 reporting period, professional development was provided to teachers to support the implementation of the K-6 Literacy Plan and Assessment Framework, and the use of the Language Arts Assessment Portfolio. Sessions focused on the use of the BAS 1 and 2 assessment resources and in the use of the LLI intervention resources, where they were being utilized.

Indicator 2: Developed and implemented strategies to address priority numeracy challenges for Grades 7-12

Over the course of the 2014-17 Strategic Plan, the District committed to developing resources for students, parents and teachers that targeted areas of Mathematics where students experience difficulty – such as proficiency in fundamental number operations (multiplication, division, fractions, etc.). In 2014-15, District staff focused on Math 7 and Math 1201. In 2015-16, the focus expanded to Math 8 and 2201, and in 2016-17, on Math 9 and 3201.

Online Resources

As of June 30, 2017, student intervention resources for Math 7 (English and French), Math 8 (English), Math 1201 and Math 2201 were accessible to students, teachers and parents using the NLESD website. These include about 550 videos and over 200 self-assessments (online quizzes) and unit reviews. Assessments for Math 9 and Math 3201 have been developed and are ready to be released to teachers for the fall of 2017. After teacher review, they will be released to students.

Meanwhile, video tutorials for 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: <https://www.youtube.com/channel/UCGTLtXcbbA8wDOdGKPIPeJg>.

Since the first videos were posted in September 2014, there have been over 216,000 views – and the use of these mathematics intervention resources is increasing. 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.

Assessments

A new assessment for Mathematics (Grades 7-9) is in pilot at 24 schools, and has been shared with all schools. A second administration of the pilot was conducted in February and March 2017. The data indicated as much as a 16% increase in grade level success. Mathematics 7-12 program specialists met in the spring of 2017 to map out a professional development plan to phase in numeracy assessments for Grades 7-9 that will take the District to 2020. A new Grade 6 assessment began development in April 2017 and teachers interested in being part of the development and pilot process were identified.

Interventions for Students at Risk

Timely and effective interventions to support students at risk are crucial to enabling them to reach their full potential and, as such, were among the District's most important initiatives during the 2014-17 planning period. The District supported academic interventions for students at risk by partnering with the Provincial Government to provide face-to-face and online professional learning for Math 5, 6, 8 and 9 teachers and supporting Instructional Resource Teachers (IRTs). District staff members worked with schools where challenges had been identified, and provided teachers with support as required. Accountability measures included school profiles, class-at-risk reports, student-at-risk reports and teacher intervention plans. The District also provided school administrators with individual student performance data to help them provide interventions at the school level. The intent was to create a culture in schools where intervention for students who require focused attention is an integral part of the teaching and learning process on an ongoing basis.

Meanwhile, data derived from PowerSchool (a new electronic student information system) proved extremely useful in identifying schools and individual classes that required support in mathematics and other subject areas. In 2016-17, for example, high schools analyzed mid-term exam data to determine where targeted supports were required, and what specific areas of the curriculum needed to be retaught/reviewed with students before final examinations.

Indicator 3: Supported school-based literacy and numeracy initiatives

The District continued to support school-based literacy and numeracy initiatives through the 2014-17 period – primarily through achievement data provided to inform schools of specific strengths and challenges. Administrators were able to access achievement data through PowerSchool, import it into Bird's Eye View (BEV) software, and easily determine which students, or classes, were struggling in particular subject areas. As a result, District staff could focus targeted professional learning and other supports to meet the specific needs of individual students, teachers and schools.

The District also continued the use of the 21st Century Model of Learning and digital technologies for literacy and numeracy instruction. The model focuses on the "four Cs" – collaboration, communication, critical thinking, and creativity and innovation in driving the learning process.

Other initiatives supported during the 2014-17 Strategic Planning period include:

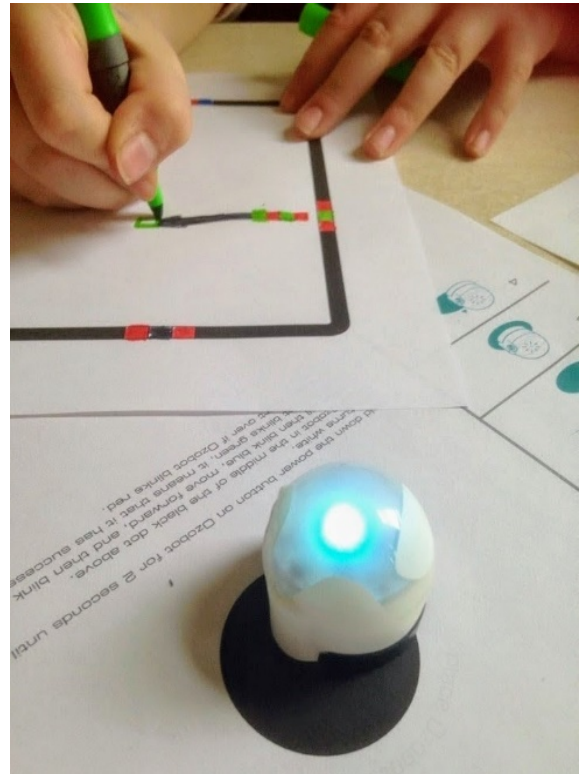
- The Dreambox Pilot Project – Dreambox is a personalized learning web-based platform designed to help students develop increased confidence and improve achievement in Math. The pilot began in 2014 with 1,500 Grade 2 students in 34 schools and expanded to include just over 3,000 students (primarily in Grades 2 and 3). The program was evaluated at the end of the 2016-17 school year. Teachers and administrators identified student engagement and individualized learning as positive outcomes of the program. The majority of participating schools showed improvement on the Primary Provincial Mathematics Assessments administered during this pilot. Improvements were noted in the following areas:
 - Number Concepts - 89.3% of participating schools showed improvement;
 - Number Operations - 60.9% of participating schools showed improvement;
 - Problem Solving - 64.2% of participating schools showed improvement, and
 - Communication and Reasoning - 60.9% of participating schools showed improvement.

A home-school connection was promoted, with students and parents/guardians having access to personalized accounts to review student progress and to continue learning engagement at home. Based on the information garnered through teacher and administrator surveys, and a comparison of the 2014 and 2016 Primary Provincial Mathematics Assessment data for participating schools, the District determined it would continue to support this initiative by making DreamBox available to Grades 2 and 3 in 2017-18. The program will be cost-shared with schools which have expressed an interest in participating. For the 2017-18 school year, 71 schools have committed to using the program – four (4) in Labrador Region; 18 in Western Region; 20 in Central Region and 29 in Avalon Region. The total student enrolment is 3,153.

- Google Apps for Education – Province-wide implementation of Google Apps for Education (GAFE) came into effect for the 2016-17 school year. GAFE is a software package used for cloud-based collaborative teaching and learning. The applications include Gmail, Calendar, Drive, Docs and Sites. All of these applications are online (or “in the Cloud”), meaning all creations can be accessed from any device, anywhere, at any time. Professional learning regarding GAFE was delivered in all regions and continued into the 2016-17 school year.
- Digital Portfolios – In terms of literacy, work continued on the development of online portfolios which help determine the literacy levels of K-6 students. The portfolios include assessments and examples of each student’s work, key components of which follow a

student as they progress through school, helping to keep each subsequent grade level teacher fully informed of a student's strengths and challenges.

- Coding – The District focused on the promotion of computer fundamentals in schools, through the “Hour of Code” initiative and professional learning sessions for teachers. In 2016-17, teachers learned how to engage students through Scratch programming; the use of Robotic Shero ball technology, and Raspberry Pi mini computers as applied to mobile technology. In addition, the District partnered with Memorial University and Apple to involve Scratch and Swift coding applications in the improvement of student achievement in mathematics. In Central Region, a Coding Activity Day was held in four regional sites (Gander, Grand Falls-Windsor, Marystown and Clarendville), involving 22 schools and 88 students in Grades 5-8.



OBJECTIVE III (2016-17):

Objective III	Indicators
By June 30, 2017, the Newfoundland and Labrador English School Board will have further implemented strategies to enhance student success in literacy and numeracy.	<ul style="list-style-type: none"> • Continued implementation and communication of the Literacy for Learning Plan • Continued implementation and communication of the Language Arts Assessment Portfolio • Continued to support use of BAS 1 and BAS 2 resources • Continued to support the use of Levelled Literacy Intervention (LLI) resources • Continued to support academic interventions for students at risk • Commenced planning for development of a Grades 7-9 Literacy Framework • Continued implementation of a K-6 Common Report Card

REPORT ON PERFORMANCE:

In 2016-17, District staff built upon the literacy and numeracy work undertaken in the two previous years of the planning period.

Indicator 1: Continued implementation and communication of the Literacy for Learning Plan

Throughout 2016-17, the Literacy for Learning Plan (K-6) and associated Language Arts Assessment Portfolio continued to be the focus of professional learning and information sessions (as needed) with K-6 administrators, assistant principals and lead teachers, as well as at Family of Schools meetings and school-based school development sessions. While initial communication and professional learning had taken place, NLESD staff continued to facilitate sessions with new assistant principals and staff, and to offer targeted support as needed. As part of the continued implementation of the Plan – which was extended to 2020 – some professional development occurred around the teaching and assessing of writing in 2016-17. The focus on writing will continue at the primary and elementary levels as part of further implementation of the K-6 Literacy Plan in the coming years.

Indicator 2: Continued implementation and communication of the Language Arts Assessment Portfolio.

The Language Arts Assessment Portfolio is a collection of evidence of individual student learning. It is collected during a school year, with key components remaining in the file to help teachers at the following grade level to understand a student's strengths and challenges. It informs instructional practice and promotes District-wide consistency in language arts learning. It is also an important source of internal data for schools as they build their School Growth and Development Plans, specifically around the goal of academic achievement. Schools are able to identify "at-risk" students as well as "classrooms at risk". In 2016-17, The Language Arts Assessment Portfolio continued to be the focus of professional learning and information sessions (as needed) with K-6 administrators, assistant principals and lead teachers, as well as at Family of Schools meetings and school-based school development sessions.

Indicator 3: Continued to support use of BAS 1 and BAS 2 resources

In 2016-17, the District continued to support the use of BAS 1 and BAS 2 resources through the provision of classroom kits and professional learning targeted at Grades 2 and 5 (Grades 1 and 4 were completed in 2015-16). Approximately 325 additional kits were purchased for schools in the four District regions. As of June 30, 2017, there is a Benchmark Assessment System kit available in every Grades 1-6 classroom in the District – with targeted professional learning for Grades 3 and 6 scheduled to begin in Fall 2017.

Indicator 4: Continued to support 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. It is designed to help teachers provide instruction for students who need intensive support to achieve grade-level competency. An LLI Pilot Project, introduced in partnership with The Department of Education and Early Childhood Development in 2014-15, continued in 2016-17 at 11 schools throughout the District. Over the course of the 2014-17 strategic planning period, additional LLI kits were also purchased by the District, based on identified need. Some schools purchased them on their own. As of June 30, 2017, there are 189 LLI resource kits in schools, an increase of 70 over the previous year.

Indicator 5: Continued to support academic interventions for students at risk

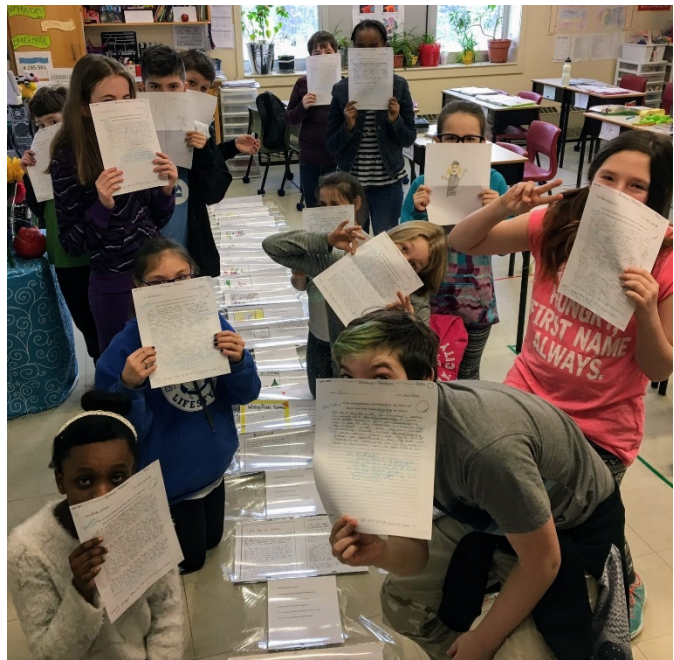
District staff continued to support school administrators and teachers in their efforts to identify students at risk through the compilation of data collected through PowerSchool and analyzed using Bird's Eye View (BEV) software. In 2016-17, student achievement was continually monitored and data regularly provided to administrators with a view to implementing intervention plans, where

required. Data allowed the District to focus on schools which required additional support to achieve academic outcomes, as well as particular classes or individual students. Meanwhile, all regions continued to promote the use of Math 7-12 online intervention resources, including self assessments and online tutorials.

In addition to generalized District-wide academic monitoring and interventions, there were specific programs operating in the regions to reach out to students who are at risk of leaving school due to a variety of reasons (e.g., physical illness, incarceration, mental health issues). For example, in Western Region, students have been provided access to online courses through the Pathfinder Learning Centre in Stephenville. As of June 2017, the Centre was supporting 44 schools/sites (treatment centres, hospital schools, youth detention centre) with 164 students doing 357 courses.

Indicator 6: Commenced planning for development of a Grades 7-9 Literacy Framework

With implementation of the K-6 Literacy for Learning Plan ongoing throughout the District, program specialists turned their attention to expanding the plan into the intermediate grades. In 2016-17, the District began development of an English Language Arts Assessment Portfolio for Grades 7-9. Work included the completion of a schedule outlining a three-year plan for the development and implementation of the Literacy Framework for Grades 7-9, beginning with Grade 7.



Indicator 7: Continued implementation of a K-6 Common Report Card

The common K-6 report card was implemented District-wide, effective September 2016.

Strategic Issue #2 – Safe and Caring Schools

The Board of Trustees for the NLESD is committed to providing safe, caring, inclusive, healthy and socially-just learning environments that are conducive to teaching and learning.

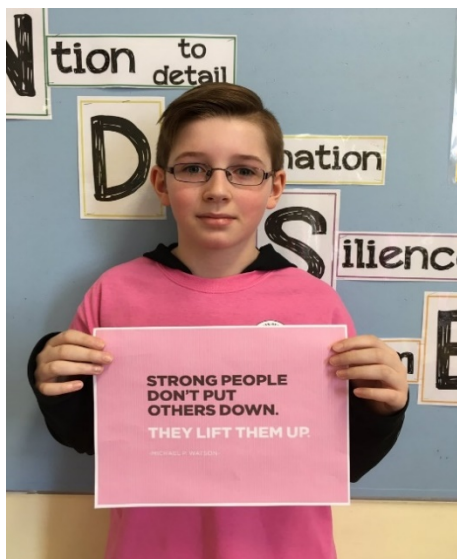
Through the Strategic Plan for 2014-17, the Board focused on the implementation of a number of initiatives derived from the Department of Education and Early Childhood Development's Safe and Caring Schools Policy, including the implementation of:



- School-wide Positive Behaviour Supports (PBS) and a bullying intervention protocol in all schools;
- Resources to promote digital citizenship and online safety; and
- Professional learning for staff to support safe and caring schools.

To help ensure student safety, District staff also developed a plan to enhance school building access controls, and improve school bus safety initiatives.

The District also focused on promoting positive student mental health and identifying early interventions to prevent mental health issues.



Goal II	Indicators
By June 30, 2017, the Newfoundland and Labrador English School Board will have enhanced school environments to ensure students can learn in safe, caring and healthy settings	<ul style="list-style-type: none"> • Implemented safe and caring schools initiatives • Enhanced school facilities • Supported positive mental health

REPORT ON PERFORMANCE:

Over the course of the three-year Strategic Plan (2014-17), the District introduced or supported the implementation of a number of initiatives to support safe, caring and healthy learning environments.

Indicator 1: Implemented safe and caring schools initiatives

Digital Citizenship and Online Safety

Supporting digital citizenship is a way to prepare students for participation in a technological society. Digital citizenship can be defined as safe, respectful and responsible behaviour with regard to the use of technology, and the NLESD is committed to helping students learn what they need to know to use technology appropriately and safely.

During the 2013-14 school year, a District Internet and Social Media Safety (ISMS) committee was established to review, plan, develop and implement curriculum resources to promote internet and social media safety among students. This led to the provision of resources to schools in September 2014. Teachers were provided with age-appropriate ISMS lesson plans (Grades 1 to 12) designed to ensure students received a foundational level of instruction on nine elements of digital citizenship. They are as follows:

- Grades 1 to 3 – Digital Etiquette, Rights and Responsibilities, and Digital Communications;
- Grades 4 to 6 – Digital Access, Digital Commerce and Digital Literacy; and
- Grades 7 to 12 – Digital Law, Digital Health and Wellness, and Digital Security.

Safe and Caring Schools (SCS) itinerant teachers in all four regions provided support to schools as the resource was introduced province-wide. Resources were reviewed and updated in 2015-16, and supplemented by the introduction of the District's Social Media Policy and Terms of Use. In 2016-17, lessons on 'sexting' (the practice of sending inappropriate personal pictures or messages through text/social media) were integrated into the lesson plan for Grades 7-12. Schools have also been Implementing ISMS Safety Action Plans. Many have offered parent

information sessions on internet safety, while others have incorporated digital citizenship as a strategy in their School Growth and Development Plans. In 2016-17, the District undertook a further review of resources with a view to finalizing lessons to be offered in the 2017-18 school year. Implementation of the ISMS lesson plans is now monitored on a regular basis, with schools required to submit an ISMS checklist when lessons are completed.

Positive Behaviour Supports (PBS) and Bullying Intervention Protocol

In 2014-15, the NLESD began to implement school-wide Positive Behaviour Supports (PBS) and a bullying intervention protocol, which was a requirement under the Department of Education and Early Childhood Development's Safe and Caring Schools Policy. PBS provides for consistent



school-wide and school-based guidelines for responding to student behaviour. It supports the development of consistent behavioural expectations; the teaching, practicing and modeling of expected behaviours, and acknowledgement of positive behaviours. The Protocol provides a definition of bullying and a school-wide approach to bullying intervention.

Throughout the 2014-17 Strategic Planning period, Safe and Caring Schools itinerants (program specialists who travel to schools within their region) have been supporting the implementation of PBS, with a particular focus on priority schools identified each year. Schools now use a 24-item, school-wide PBS Implementation Checklist, which District staff use to support and monitor progress. The checklist enables schools to self-identify progress with respect to such items as action plans, school-wide behavioural expectations, codes of conduct, documentation, and use of data. District staff members have worked with schools to review codes of conduct, develop behavioural expectations, and create implementation plans. They also facilitated professional development for school staff teams.

In 2016-17, District staff developed a brochure on the subject of bullying. The brochure is designed for parents, staff and students and will be available to schools in 2017-18.

Review 360

Review 360 is a software program used to track and analyze student behavioural and disciplinary data. It was introduced in Fall 2015 and schools began using it, with orientation and training continuing throughout the school year. The program was implemented in all schools during the 2016-17 school year. District staff continued to provide support on the use of Review 360 at the school level and during larger professional development sessions. School principals were provided with professional learning opportunities, allowing them to analyze school-based data and identify behavioural patterns. A Frequently Asked Questions (FAQ) document was developed to assist administrators, and continues to be updated as implementation moves forward. Review 360 provided the first opportunity for the District to track comprehensive and specific information regarding incidents in schools, identify behavioural patterns, and record disciplinary actions in all regions. As of June 2017, 90 per cent of schools have recorded discipline entries in the system. The data is also being used to inform individual School Growth and Development Plans.

Safe and Caring Schools Environments (LGBTQ)

The District has partnered with the Department of Education and Early Childhood Development and EGALÉ (Equality for Gays and Lesbians Everywhere) to implement staff training to ensure a more inclusive and accepting school environment for LGBTQ students. In 2015-16, more than 50 educators throughout the District were 'trained as trainers' in LGBTQ inclusion. These trainers provided professional learning for school staff during the fall of 2016 at schools identified as priorities for the school year. Training sessions are continuing at schools, in accordance with three-year plans identified for each region. Full implementation of the Safer and Accepting Schools NL training is anticipated by June 2018.

Safer and Accepting Schools NL Training (as of June 2017)

Region	Training Completed
Labrador	10 of 22 schools
Western	57 of 65 schools
Central	71 of 77 schools
Avalon	35 of 88 schools

The District has also worked with the Department in the development of guidelines to support the inclusion of LGBTQ students, family members and staff in the school setting. These guidelines are now part of the Department's over-arching Safe and Caring Schools Policy.

Meanwhile, In May 2014, Corner Brook Regional High hosted the first provincial Gay-Straight Alliance Conference (StandOut NL). The name of the event had evolved into Gender-Sexuality Alliance Conference when StandOut2 was hosted at the school in April 2016. A third conference was held at Ascension Collegiate in April 2017.

School Bus Safety

NLESD has supported student transportation safety through various initiatives over the course of the past three years, with an emphasis placed on student safety, driver training and strengthening documentation, safety and maintenance protocols. These initiatives include:

- Standardization of Trip Inspection (every 24 hours) and Record of Duty Status (documenting a driver's time behind the wheel) procedures across the District in 2015-16;
- Implementation of a new student transportation contract template in 2015-16 with enhanced service, documentation and driver training requirements (e.g., mandatory First Aid and up to seven hours of online safety training);
- Development of a new student transportation video, which includes school bus emergency evacuation procedures, posted to the District website in 2015-16;
- Acquisition of routing software (Bus Planner) to improve service efficiency and effectiveness;
- Development of new preventative maintenance guidelines for Board-owned school bus services;
- Improved reporting and monitoring protocols (e.g., identifying and addressing service issues) to maximize safety;
- Updated accident procedure protocol distributed to Board-owned busing staff, school bus contractors and school administrators;
- Increased emphasis on ensuring contracted service providers have submitted all required documentation before any payments are issued; and
- Hearing tests for Board-employed mechanics to ensure occupational safety in garages.

SafePUPIL, a web-based online training platform was introduced in 2015-16 and has since allowed the District to expand training resources to contracted service drivers, in addition to drivers of Board-owned school buses. As of June 30, 2017, 590 drivers had completed the assigned listing (33 training videos). Evaluation of the program is ongoing, with a view to making any appropriate adjustments. Subject areas covered include:

- 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
- Reducing Idling; and
- Time and Space Management.



Training sessions have taken place on a variety of subjects, such as First Aid, EpiPen administration, trip inspection procedures, and Occupational, Health and Safety as NLESD works to improve transportation safety for students and staff.

Initial steps were also taken in 2016-17 towards achieving Certificate of Recognition (COR) certification for student transportation staff at the District. The COR program is designed to help organizations and companies in the development and maintenance of a company-wide health and safety management program. In 2016-17, the District focused on:

- Having student transportation managers receive the required five-day training with the Newfoundland and Labrador Construction Safety Association (67 per cent completed the training as of June 30, 2017);
- Holding quarterly workplace OHS committee meetings;
- Ensuring regular, standardized workplace inspections are implemented; and
- Holding regular “toolbox talks” to discuss daily routines and issues.

The District has also placed an emphasis on improving its cooperation with ServiceNL with respect to bus inspections and legislative compliance, which has enhanced student transportation safety and allowed the District to further strengthen its enforcement of student transportation contracts.

A Frequently Asked Questions (FAQ) section on Student Transportation has been posted to the District website at: <https://www.nlesd.ca/schools/busing/index.jsp>.

Indicator 2: Enhanced school facilities

To help ensure student safety, the 2014-17 Strategic Plan committed to review all school facilities from a security perspective and to enhance school building access controls, such as entrance systems. In 2014-15, the District completed an environmental scan of all schools, which provided an inventory of existing entrance systems (e.g., none, audio-only, audio-visual, with or without door release). The needs of each school were analyzed, and priorities identified to be considered as part of the Board's capital/repairs/maintenance funding requests to the Provincial Government. District staff also continued to compile data on school needs for improving overall school security and lockdown compliance.

In 2015-16, the District began the process of enhancing school entrance systems; adopting additional master lock systems, and undertaking other safe and caring school oriented upgrades (e.g., improving ground-level window coverings). Work continued, as resources permitted, throughout the 2016-17 school year. As of June 2017, all schools in Avalon Region have a master lock system and secure, audio-visual entry systems. In Central, all schools have secure entry systems; 12 have master lock systems, and other safety upgrades have been completed. In Western, all 65 schools now have secure entry systems. In Labrador, two schools have complete entry systems, while 10 have cameras installed. Materials were purchased for the installation of complete entry systems in all schools, with a view to having them in place during the 2017-18 school year. Labrador also proceeded with other safe and caring school upgrades, including adopting a master lock system in five schools.

Indicator 3: Supported positive mental health

In September 2014, the NLESD began to identify resources to support positive mental health and to gather information on programs and activities which were already operating in schools. This resulted in the compilation of a resource list which included in-class presentations, professional learning opportunities for staff on specific mental health issues, information on student groups (e.g., SafeTalk, Peer Help), addictions awareness, and more. In March 2015, a District Working Group was established, and regional representatives began developing recommendations for District-wide initiatives.

Professional Learning

In November 2015, the District partnered with the School Administrators' Council to offer two professional learning sessions with Dr. Stan Kutcher, an expert in teen mental health. Approximately 90 school administrators attended the two sessions, held in St. John's and Corner Brook. Ongoing sessions on specific mental health topics of interests were offered on a regional

basis by District staff (e.g., educational psychologists, guidance counsellors), and staff from partner agencies, for administrators and other school staff.

“Go-To Teacher” Training

The District continued its relationship with Dr. Kutcher to plan and implement “Go-to Teacher” training for educational psychologists and guidance counsellors at the Grades 7-12 level. The training, undertaken in 2016-17, focused on how to foster and maintain good mental health; understand mental disorders and their treatments; decrease stigma, and how to effectively seek help. As of June 2017, schools were well-positioned to offer Go-To Teacher training to additional school-based staff.

Mental Health First Aid (MHFA)

Mental Health First Aid is the help provided to a person developing a mental health problem or experiencing a mental health crisis. Just like physical first aid, MHFA is provided until appropriate support is found, or until the crisis is resolved.

During the 2014-17 Strategic Planning period, in a partnership with Bell Let’s Talk, emphasis was placed on providing MHFA training to District and school-based staff. In 2015-16, four additional MHFA trainers were trained, bringing the total number of District trainers to five. These trainers then began offering sessions for junior high and senior high administrators. MHFA training is intended to help school leaders better recognize and understand the signs and symptoms of common mental health problems, and provide information about interventions, treatments, and ways to seek professional help. A majority of school administrators were trained in 2015-16, with the remainder completing training in 2016-17. Seven Human Resources staff members were also trained in MHFA to help them assist District employees. As of June 2017, at least one administrator in each school was trained in MHFA.

ASIST (Suicide Intervention Training)

The ASIST Training team of Newfoundland Labrador is a group of volunteers and professionals who have supplied the ASIST suicide prevention and intervention program to various communities and organizations in Newfoundland Labrador – including select NLESD staff.

Curriculum

Over the course of the past three years, the District worked 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. For example, a PATHS (Promotion of Alternative Thinking Strategies) pilot program continued at Humber Elementary and J.J. Curling in Western Region throughout the three-year Strategic Plan reporting period. 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. Meanwhile, the District also acquired a six-module teen mental health curriculum, and began planning implementation for the next Strategic Planning period (2017-20).

Other programs connected to positive mental health, offered in various schools, include:

- **Fun Friends** – an early anxiety intervention and prevention program, designed to help children and their families develop effective strategies to deal with anxiety, stress and change. It is typically offered at the Grade 3 level at many primary/elementary schools.
- **Roots of Empathy** – a program focused on reducing levels of aggression among schoolchildren (K-8), while raising social/emotional competence and increasing empathy. Since 2001, Roots of Empathy has reached over 22,000 students in Newfoundland and Labrador. In 2016-17, 72 instructors delivered 80 programs in 56 schools.
- **Yoga & Mindfulness** – These programs are being used in some schools as stand alone programs, or within the physical education curriculum, as a way of promoting healthy living and helping with stress management and relaxation.
- **Wellness Days** – School wellness days have been used to promote positive mental health, anti-bullying, healthy lifestyles, and other relevant issues. To be most effective, schools have worked with District staff to develop days that reflect issues included in the school's School Growth and Development Plan and address issues identified in school climate surveys.

Online Resources

Throughout the 2014-17 reporting period, online mental health resources for parents, students and educators were reviewed and revised and made available on the District's website.

The Department of Education and Early Childhood Development and the District have also promoted the use of the smartphone apps Bridge the gAPP (developed by Eastern Health) and BreathingRoom, which help students identify local and provincial mental health services and offer support to someone who is struggling emotionally.

OBJECTIVE III (2016-17):

Objective III	Indicators
By June 30, 2017, the Newfoundland and Labrador English School Board will have further implemented initiatives to support safe, caring and healthy environments that are conducive to learning.	<ul style="list-style-type: none"> Continued development and implementation of digital citizenship and online safety resources Continued implementation of Positive Behaviour Supports (PBS) and Bullying Intervention Protocol Continued implementation of Review 360 software Supported training for select staff in Safer and Accepting Schools NL for LGBTQ students Supported Mental Health awareness and literacy for staff and students Continued to enhance school security systems

REPORT ON PERFORMANCE:

Indicator 1: Continued development and implementation of digital citizenship and online safety resources

In 2016-17, the District continued to build on its digital citizenship and online safety resources with the development of lessons on 'sexting' (the practice of sending inappropriate personal pictures or messages through text/social media), which were integrated into the lesson plan for Grades 7-12. A further review of resources was undertaken with a view to finalizing lessons to be offered in the 2017-18 school year.



Implementation of Internet and Social Media Safety lesson plans is now monitored on a regular basis, with schools required to submit a checklist when lessons are completed.

Indicator 2: Continued implementation of Positive Behaviour Supports (PBS) and Bullying Intervention Protocol

Implementation of Positive Behaviour Supports and a Bullying Intervention Protocol continued at all District schools in 2016-17. Initial implementation has now been completed and District staff provide support, as requested, on an ongoing basis. In 2016-17, District staff also developed a brochure on the subject of bullying – designed for parents, staff and students – which will be available in school year 2017-18.

Indicator 3: Continued implementation of Review 360 software

During 2016-17, principals were provided additional direction on how to extract data from the Review 360 program, which is used to track and analyze student behaviour. The focus of professional learning during 2016-17 was to empower school administrators and other school staff to use the data to identify behavioural patterns and implement strategies to address identified issues. A Frequently Asked Questions (FAQ) document was developed to assist administrators, and continues to be updated as implementation moves forward. As of June 2017, 90 per cent of schools have recorded discipline entries in the system. The data is being used by schools to inform their individual School Growth and Development Plans.

Indicator 4: Supported training for select staff in Safer and Accepting Schools NL for LGBTQ students

The District continued to administer Safer and Accepting Schools NL training for school staff during the 2016-17 school year, which was the second year of implementation. Training sessions continued at schools, in accordance with three-year plans identified for each region. About 160 schools received training in 2016-17, with full implementation of the Safer and Accepting Schools NL training anticipated by June 2018.

Indicator 5: Supported Mental Health awareness and literacy for staff and students

“Go-To Teacher” Training

The District continued to implement “Go-to Teacher” training for educational psychologists and guidance counsellors at the Grades 7-12 level in 2016-17. The training focused on how to foster and maintain good mental health; understand mental disorders and their treatments; decrease stigma, and how to effectively seek help. As of June 2017, schools were well-positioned to offer Go-To Teacher training to additional school-based staff.

Mental Health First Aid

Building on the Mental Health First Aid training offered in 2015-16, the District continued to provide professional learning to school administrators in 2016-17 – with at least one administrator in each school having completed the training as of June 2017. Seven Human Resources staff members were also trained in MHFA to help them assist District employees.

Bell Let's Talk Day

On January 25, 2017, the District once again partnered with Bell Canada for Bell Let's Talk Day, an initiative to support mental health and wellness in Canada. Six intermediate schools established information booths at schools where District staff members talked to students about mental health.



The participating schools were:

- Beaconsfield Junior High - St. John's
- Brother Rice Junior High - St. John's
- Frank Roberts Junior High - Conception Bay South
- Mealy Mountain Collegiate - Happy Valley-Goose Bay
- Mount Pearl Intermediate - Mount Pearl
- Villanova Junior High - Conception Bay South

In addition, dozens of schools, and a variety of grade levels, held their own events to recognize Bell Let's Talk Day. Schools held assemblies, lectures, and other activities to help students create safe spaces and continue the conversation about mental health and wellness. Schools and the District also made extensive use of social media, using the hashtag #BellLetsTalk to create awareness, promote activities, and help fundraising efforts.

Indicator 6: Continued to enhance school security systems

Work continued to enhance school security systems throughout the 2016-17 school year. As of June 2017, all schools in Avalon Region have a master lock system and secure, audio-visual entry systems. In Central, all schools have secure entry systems; 12 have master lock systems, and other safety upgrades have been completed. In Western, all 65 schools now have secure entry systems. In Labrador, two schools have complete entry systems, while 10 have cameras installed. Materials were purchased in 2016-17 for the installation of complete entry systems in all Labrador schools, with view to having them in place during the 2017-18 school year. Labrador also proceeded with other safe and caring school upgrades, including adopting a master lock system in five schools.

Strategic Issue #3 – Organizational Effectiveness

The Board for the NLESD strives to use its public resources wisely and, through its Strategic Plan 2014-17, expressed its commitment to improving its technological systems and administrative practices. These improvements helped to ensure that resources were deployed equitably and that the Board was able to deliver high quality educational programs for students.

In particular, the Board focused on enhancing the planning process for school facilities through the use of new software; developing policies for student programming and other key areas; enhancing and expanding electronic student and human resource information systems, and enhancing province-wide communications to stakeholders via its website and social media forums.

Given that four regional school boards were combined into one Newfoundland and Labrador English School Board in September 2013, the 2014-17 Strategic Plan focused on establishing consistent, District-wide administrative policies and procedures. Specifically, the plan committed to:

- Acquiring software and improving long-term planning for school systems;
- Acquiring software and improving long-term planning for school transportation;
- Establishing a District-wide area network and common e-mail system;
- Expanding the Student Electronic Information System (PowerSchool) to all schools, and
- Implementing an electronic personnel package.

Goal III	Indicators
By June 30, 2017, the Newfoundland and Labrador English School Board will have enhanced organizational effectiveness.	<ul style="list-style-type: none"> • Enhanced select technological systems • Enhanced select administrative practices • Enhanced facilities assessments

REPORT ON PERFORMANCE:

During the 2014-17 strategic planning period, the NLESD undertook a number of initiatives to enhance its technology systems, particularly in the areas of school planning, student transportation and communication with the school community.

Indicator 1: Enhanced select technological systems

Planning Software for School Systems (Baragar)

In 2014-15, the NLESD acquired planning software through a Request for Proposals and began implementation for school systems. The vendor (Baragar) was confirmed; modules were selected for implementation, and initial set-up was completed.

The Baragar software incorporates school information, student demographics and geographic zones to enable the District to create or access enrollment projections and help facilitate multi-year planning. The information is also used to identify major capital projects (e.g., new schools, extensions) based on enrollment projections. District operations staff were introduced to Baragar and its applications during two days of training in October 2015. Focus areas for 2015-16 were Conception Bay South, Grand Falls-Windsor and Corner Brook (former G.C. Rowe Building), where demographic changes, new/renovated schools, and subsequent school reorganization were factors in multi-year planning. In 2016-17, the District continued to implement the Baragar system, with a continued focus on Conception Bay South and Corner Brook and additional focus placed on Mount Pearl, Paradise, Portugal Cove-St. Phillip's, and Witless Bay/Mobile. Updates to Baragar data are ongoing during the school year in order to maintain current information.

Electronic Personnel Systems

Over the past three years, the District has expanded and enhanced the electronic management of human resources through a number of programs.

School District System (SDS)

The School District System (SDS) is a database of all staff which can interact with the NLESD hiring system and provide an electronic tracking mechanism which provides demographic information for all employees. It also provides greater capacity to generate reports for the human resources function of the District. Initiated in 2013-14 for teaching staff, implementation was subsequently expanded to include all support staff. As of June 2017, the District continues to work to enhance its functions and effectiveness, including ensuring that information is co-ordinated between human resources and payroll. To this end, the District held training sessions with staff to ensure uniform data entry practices.

SmartFind Express

The NLESD initiated a SmartFind Express pilot project in 2014-15 which enables 'auto-calling' for replacement/substitute teachers, student assistants and other staff. The system is designed to be an efficient and effective, early-morning means of filling vacancies due to unexpected absences. The pilot began with seven schools and by the end of 2015-16 was implemented for student assistants in the Labrador, Western and Central regions with implementation in the Avalon region extending into the 2016-17 school year. As of June 2017, the system was fully implemented for student assistants throughout the District.

In 2016-17, the SmartFind Express System made 163,227 calls with 10,396 confirmed acceptances for work. Since it was first implemented, the system has made a total of 184,034 automated calls resulting in 13,449 filled vacancies as a result of unexpected absences on a school day. Meanwhile, the District continued plans to implement the system to include school secretaries, custodians and teachers during the next Strategic Planning period.

Electronic Hiring Package

During 2014-17, work continued to enhance and expand the functionality of electronic personnel systems. The Electronic Hiring Package, which supports the teacher hiring process, was modified so that:

- Sort and search options are improved to enable searches by degree major/minor when identifying candidates for a position;
- Advertisements are posted, displayed and sorted by region;
- email notifications are issued to the other applicants when a position is awarded to an individual;
- A link is provided in each advertisement to the school's directory webpage to inform an applicant of the exact geographic location and configuration of the school;

- Candidates are able to make requests for employment references directly from their profile to the person they have identified as a reference and, upon completion, the reference will be automatically added to the candidate's electronic profile.
- A scoring grid was added to all recommendation forms to improve accuracy and accountability;
- There is added functionality to ensure that edits to recommendations are more tightly controlled, which is designed to increase accuracy in contract letters; and
- There is greater capacity to generate reports as necessary (e.g., job competitions per school or region).

Indicator 2: Enhanced select administrative practices

Professional Learning Tracking System

In 2016-17, the District began development and implementation of a tracking system for professional learning. At the regular Fall Leadership Meetings, principals were advised of the professional development calendar, accessed through Member Services on the NLESD website. Principals and District Programs staff have been directed to post the subject, date and agenda of professional learning sessions in the calendar. Participants register for sessions and attendance is recorded and monitored.

PowerSchool

PowerSchool is a web-based student information system which manages student information and provides a wealth of data on student progress and achievement. Prior to the 2014-17 planning period, the District had begun the process of extending PowerSchool to all schools within its jurisdiction and, by September 2016, PowerSchool was implemented in all District schools. Implementation included installation, trouble-shooting and ongoing training.

The online Kindergarten Registration was also expanded to all parents/caregivers and schools throughout the District. This online registration was established so that students could be registered electronically for Kinderstart during the first week of May. Those students are then automatically registered for Kindergarten for the following year, and entered into the PowerSchool database when they enter school. Over the 2016-17 school year, the District continued to support the use of PowerSchool and to enhance the functionality in order to improve management of, and appropriate access to, student information.

Policy Development and Implementation

Since 2014, the Board has continued to align the policies of the four previous school boards into a single policy for NLESD. All policies are approved by the Board and administrative procedures/regulations are developed at a divisional level and approved by the Director of Education. Over the past three years (and in 2013, when the boards were amalgamated), policies and administrative regulations were developed and approved. Most became effective in September 2014. As of June 30, 2017, the following policies (and administrative regulations, where required) were in effect District-wide:

- Acceptable Use of Technology (2014-15)
- Administration of Medications, Medical Interventions and Chronic Care (2015-16)
- Annual Budget (2014-15)
- Assessment and Evaluation (2016-17)
- Bomb Threats (2014-15)
- Child Protection (2015-16 – Amended)
- Community Use of Schools (2014-15)
- Criminal Record Check (2014-15)
- Email (2014-15)
- Employee Orientation (2014-15)
- Employee Records (2014-15)
- Disability Management (2014-15)
- Home Schooling (2014-15 – Amended)
- Lockdown-Secure Schools (2014-15)
- Naming and Renaming of Schools (2015-16)
- Parking Lot and Traffic Safety (2015-16)
- Police Investigations (2015-16)
- Recruitment, Selection, Assignment, Reassignment, Retention of Teaching Staff (2014-15)
- Religious Symbols and Observances (2015-16)
- Respectful Workplace/Harassment Prevention and Resolution (2014-15)
- Risk Management (2015-16)
- School Materials and Student Fees (2014-15)
- School Review (2015-16)
- School Zoning, Student Registration and Transfers (2014-15)
- Service Dogs (2015-16)
- Signing Authority (2014-15)
- Social Media Use (2014-15)
- Student Appeals (2013-14)
- Student Records (2014-15)

- Student Search and Seizure (2014-15)
- Student Supervision (2014-15)
- Student Suspensions (2014-15)
- Teacher and School Administrator Growth and Appraisal (2014-15)
- Teacher Leave (2014-15)
- Tobacco-Free (2015-16)
- Traumatic/Critical Incidents (2014-15)
- Trustee Code of Ethics (2015-16)
- Trustee Entertainment/Board Entertainment Expenses (2015-16)
- Trustee Professional Development (2016-17)
- Video/Electronic Security Systems (2014-15)
- Volunteers in Schools (2014-15)
- Weapons (2013-14)
- Weather or Facilities-related School Closure (2014-15)

Work also continued on the following policies, with a view to having them in place for the 2017-18 school year.

- Employee Conflict of Interest
- Employee Travel
- Media Relations
- Use of Instructional Time

The following Department of Education and Early Childhood Development policies are also in effect within the District:

- Alternate Transportation
- Bullying Intervention Protocol
- Safe and Caring Schools
- School Bus Transportation

Policy alignment and review is part of the ongoing work of the NLESD. Where realigned policies have not yet been brought into effect, the policies of the former school boards (NLESD regions) remain in effect. All approved policies are available on the district website: www.nlesd.ca

Communications

During the 2014-17 strategic planning period, the NLESD enhanced communications to its stakeholders in order to increase organizational effectiveness.

For example, the NLESD:

- Revised and renewed the District's public website, which was launched in April 2016;
- Developed, communicated and implemented a social media policy and terms of use;
- Supported and promoted the development of online safety and citizenship resources for students;
- Provided annual updates to the Media Guidebook for Administrators;
- Developed an instructional video on Kindergarten registration for parents – which was posted to the NLESD website;
- Developed and promoted a school bus safety video – which was posted to the NLESD website;
- Helped develop employee training materials related to the Access to Information and Protection of Privacy Act (ATIPPA);
- Increased social media presence through Twitter to better inform stakeholders of District news, resources and activities;
- Improved its website to better inform stakeholders (e.g., "Schools in the News" section; access to mental health resources);
- Promoted various education-related events, activities (e.g., Pink Shirt Day, National Family Literacy Day, Multiculturalism Week) and resources through news releases, social media and other communications tools;
- Expanded its Twitter following (from 4,993 followers in May 2014 to 14,047 in May 2017);
- Developed communications materials (e.g., speeches, presentations) for the CEO/Board Chair, as required, and
- Responded to media and public inquiries, as required.



Indicator 3: Enhanced facilities assessments

An online reporting structure for school inspections (annual); fire inspections (daily and annual), and maintenance requests was built into the existing School Inspection Enterprise Management System (SIEMS) during the 2014-17 reporting period.

This consolidation of information into a single system gives the District a better method of managing the physical plants.

In addition, the District has created a ranking system for repairs and maintenance funding requests to the Provincial Government to ensure consistent provide-wide prioritization of requests.

OBJECTIVE III (2016-17):

Objective III	Indicators
By June 30, 2017, the Newfoundland and Labrador English School Board will have continued to enhance select technological systems and select administrative practices to support teaching and learning and the operations of the District.	<ul style="list-style-type: none"> Continued to review and enhance electronic personnel systems Commenced development and implementation of tracking system for professional learning Continued to enhance and support PowerSchool Continued implementation of SafePupil Training System Continued School Review Process Enhanced use of Baragar Planning Software Continued to review and revise district policies Continued to enhance communications with stakeholders

REPORT ON PERFORMANCE:

In 2016-17, the Newfoundland and Labrador English School Board continued to enhance select technological systems and administrative practices to support teaching and learning and the operations of the District.

Indicator 1: Continued to review and enhance electronic personnel systems

In 2016-17, the District continued to expand and enhance the electronic management of human resources through a number of programs.

School District System (SDS)

In 2016-17, training was held to ensure uniform data entry processes across District regions and that information in the School District System (a database of employee information) is co-ordinated between human resources and payroll. The system was used, for the first time, to generate the annual Teacher Seniority Report in December 2016.

SmartFind Express

SmartFind Express, which enables 'auto-calling' for replacement/substitute teachers, student assistants and other staff, was expanded in 2016-17 to include students assistants in the Avalon region. The system is now implemented for all student assistants in the District. In the past school year, the SmartFind Express System made 163,227 calls with 10,396 confirmed acceptances for work.

Electronic Hiring Package

During 2016-17, work continued to enhance and expand the functionality of the Electronic Hiring Package, which supports the teacher hiring process. Modifications included:

- the introduction of a scoring grid for all recommendation forms (this had previously existed for administrative competitions only), and
- added functionality to ensure that edits to recommendations are more tightly controlled, resulting in the increased accuracy of contract letters.

These improvements added to previous modifications which allowed for:

- improved sort and search options to enable searches by degree major/minor when identifying candidates for a position;
- advertisements being posted, displayed and sorted by region;
- email notifications being issued to the other applicants when a position is awarded to an individual;
- a link being provided in each advertisement to the school's directory webpage to inform an applicant of the exact geographic location and configuration of the school, and
- candidates being able to make requests for employment references directly from their profile to the person they have identified as a reference and, upon completion, allowing the reference to be automatically added to the candidate's electronic profile.

Indicator 2: Commenced development and implementation of tracking system for professional learning

Professional Learning Tracking System

In 2016-17, the District began development and implementation of a tracking system for professional learning. At the regular 2016 Fall Leadership Meetings, principals were advised of the professional development calendar, accessed through Member Services on the NLESD website. Principals and District Programs staff have been directed to post the subject, date and agenda of professional learning sessions in the calendar. Participants register for sessions and attendance is recorded and monitored.

Indicator 3: Continued to enhance and support PowerSchool

By September 2016, PowerSchool was implemented in all District schools. Implementation included installation, trouble-shooting and ongoing training. During the 2016-17 school year, District staff worked with schools to establish individual school schedules in PowerSchool for the 2017-18 school year. Ongoing support included:

- providing individualized training and/or ongoing support, particularly in preparation for reporting periods, and
- the use of new templates to record a school's individual Student Support Services needs.

The Murphy Centre and the Centre for Distance Learning and Innovation have also been set up on PowerSchool, and training was provided to administrators, secretaries and staff in advance of its use. In addition, the PowerSchool team worked with the Department of Education and Early Childhood Development to test and update the alignment of postal code information for electoral districts for all student records currently in the database.

Indicator 4: Continued implementation of SafePupil Training System

SafePUPIL, a web-based online training platform was introduced in 2015-16 as a pilot project involving one busing contractor and about 30 bus drivers. In 2016-17 the District expanded training to include both contracted service drivers and drivers of Board-owned school buses. As of June 30, 2017, 590 drivers had completed the assigned listing (33 training videos). Evaluation of the program is ongoing, with a view to making any appropriate adjustments.

Indicator 5: Continued School Review Process

In 2016-17, as a result of factors such as new school construction and student population growth, the Board undertook school reviews for the following school systems to determine potential zone catchment realignment and/or grade level reconfigurations:

- Prince of Wales Collegiate School System [St. John's] – completed
- Queen Elizabeth Regional High School System [Conception Bay South] - completed
- Corner Brook School System – completed
- Gander School System – completed
- Mobile Central High School System – completed
- Holy Heart of Mary High School System - [St. John's] – ongoing
- Holy Spirit High School [Conception Bay South] – ongoing
- Mount Pearl Senior High School System - ongoing

At its June 3, 2017 public meeting, the Newfoundland and Labrador English School Board voted to conduct school reviews of the following school systems, with a view to determining if there was potential to improve educational opportunities for students through school closure and/or catchment realignment and/or grade level reconfiguration:

- Zone 4:** White Hills Academy (K-12) System [St. Anthony] and James Cook Memorial (K-12) [Cook's Harbour]
- Zone 6:** Our Lady of Mercy (K-6) and Appalachia High (7-12) [St. George's]
- Zone 6:** St. James High System: Legallais Memorial (K-9) [Isle aux Morts]
- Zone 7:** Point Leamington Academy System: Leading Tickles Primary (K-3)
- Zone 7:** H.L. Strong Academy (K-12) [Little Bay Islands]
- Zone 11:** Tricentia Academy (K-12) [Arnold's Cove] and Swift Current Academy (K-12)

Consultations with the school communities will continue into 2017-18.

Meanwhile, 2016-17 saw the closure of Virginia Park Elementary in St. John's, which was replaced by a new school – East Point Elementary, adjacent to the former site. Humber Elementary and St. Gerard's Elementary in Corner Brook closed, and students prepared to be accommodated at the newly-named Eastside Elementary (the redeveloped site of the former G.C. Rowe).

The newly-constructed Juniper Ridge Intermediate School in Torbay opened its doors to Grades 5-6 students in April 2017, and was preparing to serve the area's Grades 5-7 students, effective September 2017. New school construction was also concluding at Gander Elementary (Grades 4-6 school), Portugal Cove-St. Philip's Intermediate (Grades 5-9) and Conception Bay South Elementary (Grades K-7) in preparation for the 2017-18 school year.

Indicator 6: Enhanced use of Baragar Planning Software

The District continued implementing Baragar, the school planning software, to assist with multi-year planning and the monitoring of province-wide school enrollment projections in 2016-17. Focus areas included: Conception Bay South, Mount Pearl, Paradise, Portugal Cove-St. Phillip's, Witless Bay/Mobile, and Corner Brook, where demographic changes, new/renovated schools, and subsequent school reorganization were factors in multi-year planning. Updates to Baragar data are ongoing in order to stay current with school data during the school year.



Indicator 7: Continued to review and revise district policies

NLESD continued to develop, review and revise District policies, and their associated administrative procedures/regulations where applicable, in 2016-17.

Policies/Regulations Approved 2016-17

- Assessment, Evaluation and Reporting
- Trustee Professional Development
- Acceptable Use of Technology (Regulations)
- Administration of Medications/Medical Interventions/Chronic Care (Amended Regulations)
- Child Protection (Amended Regulations)
- Home Schooling (Amended Regulations)
- Student Supervision (Regulations)

Policies/Regulations under review; anticipated to be in effect September, 2017

- Assessment, Evaluation and Reporting (Regulations – Working Draft)
- Employee Conflict of Interest
- Travel – District Employees (Policy and Regulations)
- Media Relations
- Use of Instructional Time

Indicator 8: Continued to enhance communications with stakeholders

The Newfoundland and Labrador School District continued to enhance communications efforts in 2016-17 through a number of new and ongoing initiatives.

Use of Social Media

In 2016-17, the District's Twitter following increased to 14,047 (from 11,587 in 2015-16). More than 5,000 pieces of District and school-based news was shared via @NLESDCA during the year.

Bell Let's Talk

On January 25, 2017, the District once again partnered with Bell Canada for Bell Let's Talk Day, an initiative to support mental health and wellness throughout Canada. Six intermediate schools established information booths at schools where District staff members were engaged with students for discussions about mental health. The participating schools were:

- Beaconsfield Junior High - St. John's
- Brother Rice Junior High - St. John's
- Frank Roberts Junior High - Conception Bay South
- Mealy Mountain Collegiate - Happy Valley-Goose Bay
- Mount Pearl Intermediate - Mount Pearl Intermediate
- Villanova Junior High - Conception Bay South

In addition, dozens of schools, and a variety of grade levels, held their own events to recognize Bell Let's Talk Day throughout the school district. Schools held assemblies, lectures, and other activities to help students create safe spaces and continue the conversation about mental health and wellness. Schools and the District also made extensive use of social media, using the hashtag #BellLetsTalk to create awareness, promote activities, and help fundraising efforts.

ISMS Lessons Highlight Dangers of Sexting

The communications division worked with Safe and Caring Schools itinerants in 2016-17 to provide new curriculum lessons for the Internet and Social Media Safety (ISMS) program offered in schools. The sending of inappropriate personal pictures and messages through text and social media is an issue occurring in our schools, and schools throughout the country. As a result of an identified need for an increased educational effort in the 2016-17 school year, special lessons on the dangers of sexting were developed and shared to Grades 7-12. Moving forward, sexting will be incorporated into the Digital Citizenship program.

Education Week & Teacher/Staff Appreciation Day

February 13-17, 2017 was Education Week and Teacher/Staff Appreciation Week and the District engaged in social media activities to show support for the teachers and staff who make our schools

exceptional places of learning, growth and achievement. A message was provided to the media and to schools from the Chair of the Board acknowledging the dedicated work of teachers and staff on behalf of the Board of Trustees.

Pink Shirt Day

A communications plan was developed for Pink Shirt Day (February 22, 2017) to highlight acceptance, diversity and anti-bullying awareness in schools. Activities included extensive social media activity, visits to schools by the Director of Education, and a video message from the Director posted to the District website and sent to schools.

Support for NLESD Divisions

Assistance was provided to relevant District divisions to help communicate information to school communities and the public. Webpages, correspondence and feedback forms were developed to inform and solicit feedback to help guide the Board's decision-making process.

Support for the Newfoundland and Labrador Education Foundation

The District continued to promote the work of the Newfoundland and Labrador Education Foundation in 2016-17, including website updates to promote participation in its activities and to encourage contributions.

Safe and Distracted Driving Information Session

In 2016-17, the District partnered once again with the St. John's IceCaps, the Royal Newfoundland Constabulary and the Insurance Bureau of Canada NL Division to offer a Safe and Distracted Driving awareness program for high school students. Students participated in sessions with District staff and a member of the RNC, and also received a ticket to a hockey game for their participation.

Strategic Planning Consultations

In 2016-17, the Newfoundland and Labrador English School Board undertook a process to develop a new Strategic Plan for 2017-20. From January to March, there were province-wide consultations, which included face-to-face sessions and the completion of online surveys. Five focus group sessions with school council chairs and principals were held in St. John's, Clarenville, Gander, Corner Brook and Happy Valley-Goose Bay. The District CEO also led several focus group sessions with junior and senior high school students.

Online surveys were completed for the focus group sessions, individual schools (administrators, teachers, support staff, school councils and students) and the public (parents, stakeholders groups, etc.). About 6,000 surveys were completed – a number which exceeded District expectations. Submissions closed on March 17, 2017. A "What We Heard" report was prepared and posted to the District website.

Opportunities and Challenges Ahead

Premier's Task Force on Improving Educational Outcomes

At the end of the 2016-17 reporting period, the Newfoundland and Labrador English School Board was anticipating the imminent release of recommendations from the Premier's Task Force on Improving Educational Outcomes. The Board expects to partner with the Provincial Government in the coming years on literacy, numeracy 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 and graduation rates

Improvements have been made in student graduation and achievement results in some 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. Further emphasis will be placed on 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 students 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 is experiencing 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 decrease 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, but can also mean significant changes for school communities.

Summary

June 30, 2017 marked the conclusion of the Newfoundland and Labrador English School Board's 2014-17 strategic planning cycle. The Annual Report for 2016-17 provides the NLESD with an opportunity to reflect on the successes and challenges of the past three years.

The Newfoundland and Labrador English School Board is committed to providing opportunities for every student to succeed in school, and in life. This commitment was expressed through long-term priorities outlined in the 2014-2017 Strategic Plan.



We have enhanced literacy and numeracy strategies, supported safe and caring school initiatives, and improved organizational systems and processes to support teaching and learning.

We will continue to focus on our commitment to improving student academic achievement through supporting core literacy and numeracy, safe and caring schools initiatives, leadership development and organizational effectiveness.

We look forward to continued progress on our new goals and objectives, articulated in the 2017-20 Strategic Plan.

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	Mr. Bruce Cluney	brucecluney@nlesd.ca
	6	Mr. Wayne Lee	waynelee@nlesd.ca
CENTRAL	7	Mr. Thomas Kendell, <i>Vice Chair</i>	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	keithculetton@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, 2017

TABLE OF CONTENTS

	<u>Page</u>
Management Report	
Independent Auditor's Report	1
Financial Statements:	
Non-Consolidated - Statement of Financial Position	2
Non-Consolidated - Statement of Operations	3
Non-Consolidated - Statement of Changes in Net Debt	4
Non-Consolidated - Statement of Cash Flows	5
Notes to Financial Statements:	
1. Significant Accounting Policies	6
2. Bond Coverage	8
3. Cash	8
4. Short Term Investments	8
5. Accounts Receivable	8
6. Due from Government Entities	9
7. Prepaid Expenses	9
8. Bank Indebtedness	9
9. Accounts Payable and Accrued Liabilities	9
10. Due to Government of NL	9
11. Accrued Vacation Pay	10
12. Employee Future Benefits	10
13. Obligation Under Capital Lease	12
14. Financial Instruments	12
15. Insurance Subsidy	12
16. Contingent Liabilities	12
17. Deferred Revenue	13
18. Deferred Special Incentives	13
19. Accumulated Surplus/Deficit	14
20. Restricted Surplus	14
21. Return of Cash to Government of Newfoundland and Labrador	14
22. Budget	14
23. Comparative Figures	15
Schedules:	
1. Current Revenues	16
2. Administration and Human Resource Expenditures	17
3. Instruction Expenditures	18
4. Information Technology	19
5. Operation and Maintenance Expenditures	20
6. Pupil Transportation Expenditures	21
7. Tangible Capital Assets	22
7A. Details of Tangible Capital Assets - Additions and Disposals	23
7B. Details of Tangible Capital Assets - Amortization	24
8. Long-Term Debt	25
8A. Details of Long-Term Debt and Interest Expense	26

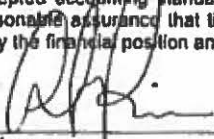
STATEMENT OF RESPONSIBILITY

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 of 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**
Chartered Professional Accountant



BYRON D. SMITH
B. Comm., C.F.E., FCPA, FCA

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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 comprise the statement of financial position as at June 30, 2017 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 of 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 judgement, 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 purposes 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 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 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, 2017 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
October 31, 2017


CHARTERED PROFESSIONAL ACCOUNTANT

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

As at June 30, 2017


	<u>June 30, 2017</u>	<u>June 30, 2016</u>
FINANCIAL ASSETS		
Cash (Note 3)	\$ 27,752,482	\$ 18,912,414
Short-term investments (Note 4)	3,881,511	3,839,440
Accounts receivable (Note 5)	1,113,094	1,450,625
Due from government entities (Note 6)	10,891,382	8,285,173
Teachers' vacation pay receivable (Note 11)	<u>81,998,097</u>	<u>83,039,416</u>
	<u>125,636,576</u>	<u>116,507,068</u>
FINANCIAL LIABILITIES		
Accounts payable and accrued liabilities (Note 9)	10,808,181	10,898,995
Due to Government of NL (Note 10)	5,088,804	
Accrued vacation pay (Note 11)	87,771,099	89,278,470
Employee future benefits		
Accrued severance pay (Note 12)	148,651,882	144,425,473
Accrued sick pay (Note 12)	91,242,878	92,306,802
Other employee benefits	97,805	118,659
Long-term debt (Schedule 8 and 8A)	13,881,319	13,532,140
Obligation under capital lease (Note 13)	1,102,355	584,964
Deferred revenue (Note 17)	7,373,935	7,984,115
Deferred special incentives (Note 18)	<u>8,595,495</u>	<u>6,396,495</u>
	<u>374,392,961</u>	<u>365,523,913</u>
NET DEBT	<u>(248,756,385)</u>	<u>(249,016,845)</u>
NON-FINANCIAL ASSETS		
Prepaid expenses (Note 7)	1,454,381	1,292,501
Tangible capital assets (Schedule 7)	<u>722,313,576</u>	<u>677,079,226</u>
	<u>723,767,957</u>	<u>678,371,727</u>
ACCUMULATED SURPLUS		
Accumulated surplus - restricted (Note 20)	1,370,859	1,370,859
Accumulated surplus - unrestricted	<u>473,840,913</u>	<u>427,984,223</u>
	<u>\$ 475,011,572</u>	<u>\$ 429,355,082</u>

Contingent liabilities (Note 16)

On Behalf of the Board:



Chairperson



Treasurer

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

For the year ended June 30, 2017

	<u>Budget</u>	<u>June 30, 2017</u>	<u>June 30, 2016</u>
Revenue			
Provincial government grants (Schedule 1)	\$ 771,435,218	\$ 778,018,629	\$ 789,564,529
Other income (Schedule 1)	849,100	6,971,449	4,232,883
Capital transfers from government		71,090,754	73,803,861
Gain on sale of capital assets			80,464
	<u>772,284,318</u>	<u>856,080,832</u>	<u>867,681,737</u>
Expenditures			
Administration (Schedule 2)	12,046,139	11,797,585	12,481,432
Human resources (Schedule 2)	1,821,739	1,683,180	1,758,894
Instructional (Schedule 3)	617,580,030	629,339,220	634,666,842
Information technology (Schedule 4)	5,161,889	4,787,008	4,974,504
Operations and maintenance (Schedule 5)	76,792,563	77,551,767	81,743,572
Pupil transportation (Schedule 6)	58,881,958	55,293,689	57,683,163
Amortization of capital assets (Schedule 7B)		29,632,084	29,062,630
Loss on sale of capital assets		339,609	
	<u>\$ 772,284,318</u>	<u>810,424,142</u>	<u>822,371,037</u>
Annual surplus from operations - unrestricted		<u>\$ 45,656,690</u>	<u>\$ 45,310,700</u>
<hr/>			
Accumulated surplus - unrestricted, beginning of year		\$ 427,984,223	\$ 404,673,523
Annual surplus from operations - unrestricted		45,656,690	45,310,700
Transfer to Government of Newfoundland and Labrador (Note 21)			(22,000,000)
Accumulated surplus - unrestricted, end of year		<u>\$ 473,640,913</u>	<u>\$ 427,984,223</u>
<hr/>			
Accumulated surplus - restricted, beginning of year		\$ 1,370,659	\$ 1,370,659
Annual surplus from operations - restricted			
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, 2017

	<u>June 30, 2017</u>	<u>June 30, 2016</u>
Annual surplus from operations	\$ 45,656,690	\$ 45,310,700
Changes in tangible capital assets		
Acquisition of tangible capital assets	(75,358,106)	(76,323,224)
(Gain) Loss on disposal of tangible capital assets	339,609	(80,464)
Proceeds on disposal of tangible capital assets	152,063	196,564
Amortization of tangible capital assets	<u>29,632,084</u>	<u>29,062,630</u>
Increase in net book value of tangible capital assets	<u>(45,234,350)</u>	<u>(47,144,494)</u>
Changes in other non-financial assets		
Increase in prepaid expenses	(161,880)	(99,595)
Transfer to Government of Newfoundland and Labrador (Note 21)	<u> </u>	<u>(22,000,000)</u>
Increase (decrease) in net debt	260,460	(23,933,389)
Net debt, beginning of year	<u>(249,016,845)</u>	<u>(225,083,456)</u>
Net debt, end of year	<u>\$ (248,756,385)</u>	<u>\$ (249,016,845)</u>

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

For the year ended June 30, 2017

	<u>June 30, 2017</u>	<u>June 30, 2016</u>
OPERATING ACTIVITIES		
Excess of revenue over expenditures	\$ 45,656,690	\$ 45,310,700
Items not affecting cash:		
Amortization of tangible capital assets	29,632,084	29,062,630
(Gain) Loss on disposal of tangible capital assets	339,609	(80,464)
Increase in accrued vacation pay	(1,505,371)	2,669,840
Decrease in accrued sick pay	(1,063,926)	(488,657)
Increase in accrued severance pay	4,126,209	5,796,194
Decrease in other employee benefits liability	(21,054)	(25,256)
Changes in:		
Short-term investments	(42,071)	487,849
Accounts receivable	(1,247,359)	(2,395,702)
Prepaid expenses	(161,880)	(99,595)
Deferred revenue	1,588,820	(2,194,671)
Accounts payable and accrued liabilities	<u>5,097,800</u>	<u>(5,255,979)</u>
	<u>82,399,551</u>	<u>72,786,889</u>
FINANCING ACTIVITIES		
Proceeds from obligation under capital lease	825,147	486,370
Repayment of obligation under capital lease	(307,756)	(180,614)
Proceeds from long-term borrowings	2,408,395	1,542,628
Repayment of long-term debt	(2,279,216)	(2,221,044)
Transfer to Government of Newfoundland and Labrador		<u>(22,000,000)</u>
	<u>646,570</u>	<u>(22,372,660)</u>
INVESTING ACTIVITIES		
Acquisition of tangible capital assets	(75,358,106)	(76,323,224)
Proceeds on disposal of tangible capital assets	<u>152,063</u>	<u>196,564</u>
	<u>(75,206,043)</u>	<u>(76,126,660)</u>
Change in cash resources	7,840,078	(25,712,431)
Cash, beginning of year	<u>19,912,414</u>	<u>45,624,845</u>
Cash, end of year	<u>\$ 27,752,492</u>	<u>\$ 19,912,414</u>

For the year ended June 30, 2017

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 or 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, revenue 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 the 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, 2016 were \$472,329 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, 2017 were \$1,519,804 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 teacher severance pay which is recorded when the severance is paid to employees. Funding designated for specific purposes, for which criteria has 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 purpose.

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 time of inception of the lease.

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

For the year ended June 30, 2017

1. Significant Accounting Policies (Cont'd)

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 straight-line basis over their estimated useful lives, using the following rates:

Buildings	25-60 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 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 included accrued severance, accrued sick leave and other employee benefits.

(i) Accrued severance

Consistent with government policy, the District has in effect severance pay policies whereby certain employees are entitled to a severance payment upon leaving employment with the District. Under these policies, an employee who has nine (9) or more years of continuous service in the employment of the District or other public sector employer is 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. 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 Provinces' long-term borrowing rate.

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.

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

For the year ended June 30, 2017

(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 revenue and expenditures during the reporting periods. Areas requiring the use of management's estimates include the allowance for doubtful accounts, employee future benefits and the 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.

2. Bond Coverage

At 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, 2017</u>	<u>June 30, 2016</u>
Current and savings bank account	\$ 27,662,940	\$ 19,844,607
Teachers' payroll bank account	87,364	65,339
Other	<u>2,188</u>	<u>2,468</u>
	<u>\$ 27,752,492</u>	<u>\$ 19,912,414</u>

4. Short Term Investments

	<u>June 30, 2017</u>	<u>June 30, 2016</u>
Term deposits and GIC's	\$ 3,681,004	\$ 3,655,887
Marketable securities	<u>200,507</u>	<u>183,553</u>
	<u>\$ 3,881,511</u>	<u>\$ 3,839,440</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, 2017</u>	<u>June 30, 2016</u>
Trade, miscellaneous and other	\$ 915,244	\$ 1,413,590
Interest	37,703	37,035
Due from NLISE	<u>160,147</u>	
	<u>\$ 1,113,094</u>	<u>\$ 1,450,625</u>

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

For the year ended June 30, 2017

6. Due from Government Entities	<u>June 30, 2017</u>	<u>June 30, 2016</u>
Government of NL - Operating	\$ 2,426,580	\$ 2,004,615
Government of NL - Special incentives	7,741,038	5,542,038
Federal Government	<u>723,764</u>	<u>718,520</u>
	<u>\$ 10,891,382</u>	<u>\$ 8,265,173</u>

7. Prepaid Expenses	<u>June 30, 2017</u>	<u>June 30, 2016</u>
Municipal service fees	\$ 915,902	\$ 887,056
Software support	434,656	274,944
Insurance	84,973	40,454
Rent	<u>18,850</u>	<u>90,047</u>
	<u>\$ 1,454,381</u>	<u>\$ 1,292,501</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, 2017 and June 30, 2016. 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.

9. Accounts Payable and Accrued Liabilities

	<u>June 30, 2017</u>	<u>June 30, 2016</u>
Trade payables	\$ 4,436,788	\$ 4,958,603
Accrued wages	2,147,126	1,989,191
Accrued payroll deductions	1,820,133	1,964,688
Accrued liabilities	976,076	456,550
Scholarship funds	850,446	849,834
Eastern School District Trust Fund	<u>677,622</u>	<u>680,129</u>
	<u>\$ 10,908,191</u>	<u>\$ 10,898,995</u>

10. Due to Government of NL

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

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

For the year ended June 30, 2017

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 are not fully paid to teachers until subsequent to June 30. Accordingly, the District has recorded teachers vacation pay receivable of \$81,998,097 at June 30, 2017.

	<u>June 30, 2017</u>	<u>June 30, 2016</u>
Vacation pay - teachers	\$ 81,998,097	\$ 83,039,416
Vacation pay - board employees	4,681,396	4,724,467
Vacation pay - executive staff	1,091,606	1,512,587
Total Accrued Vacation Pay	\$ 87,771,099	\$ 89,276,470

12. Employee Future Benefits

The actuarial valuation date for sick leave and severance accrual was June 30, 2016 and has been extrapolated for June 30, 2017. 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 3.25% as at June 30, 2017 (3.40 % - June 2016).

ACCRUED SEVERANCE	<u>June 30, 2017</u>	<u>June 30, 2016</u>
<i>Severance Pay (Teachers)</i>		
Accrued benefit liability, beginning of year	\$ 132,335,181	\$ 126,991,915
Benefits Expense	11,264,431	11,431,619
Benefits Paid	(6,915,155)	(6,088,353)
Accrued benefit liability (Teachers), end of year	136,684,457	132,335,181
<i>Severance Pay (Board Employees)</i>		
Accrued benefit liability, beginning of year	12,090,292	11,637,364
Benefits Expense	1,504,961	1,545,063
Benefits Paid	(1,728,028)	(1,092,135)
Accrued benefit liability (Board Employees), end of year	11,867,225	12,090,292
Total accrued severance pay liability, end of year	148,551,682	144,425,473
Unamortized portion of actuarial loss	(15,713,041)	(18,505,453)
Total accrued severance obligation	\$ 132,838,641	\$ 125,920,020

Reconciliation of Accrued Benefit Obligation from June 30, 2016 to June 30, 2017

	<u>Board Employees</u>	<u>Teachers</u>	<u>Total</u>
Accrued benefit obligation as at June 30, 2016	\$ 12,531,697	\$ 113,388,323	\$ 125,920,020
Current period benefit cost	1,024,257	8,673,954	9,698,211
Benefits payments/contributions	(1,728,028)	(6,915,155)	(8,643,183)
Interest on the accrued benefit obligation	414,114	3,885,103	4,299,217
Actuarial (gains)/losses	117,555	1,446,821	1,564,376
Accrued benefit obligation as at June 30, 2017	\$ 12,359,595	\$ 120,479,046	\$ 132,838,641

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

For the year ended June 30, 2017

ACCRUED SICK LEAVE	June 30, 2017	June 30, 2016
<i>Sick Leave (Teachers)</i>		
Accrued benefit liability, beginning of year	\$ 87,100,052	\$ 87,295,467
Benefits Expense	10,729,842	10,925,824
Benefits Paid	(11,427,455)	(11,121,239)
Accrued benefit liability (Teachers), end of year	<u>86,402,439</u>	<u>87,100,052</u>
<i>Sick Leave (Board Employees)</i>		
Accrued benefits liability, beginning of year	5,206,550	5,499,792
Benefits Expense	582,984	630,627
Benefits Paid	(949,297)	(923,869)
Accrued benefit liability (Board Employees), end of year	<u>4,840,237</u>	<u>5,206,550</u>
Total accrued sick leave liability, end of year	91,242,676	92,306,602
Unamortized portion of actuarial loss	<u>3,884,356</u>	<u>3,428,848</u>
Total accrued sick leave obligation	<u>\$ 95,127,032</u>	<u>\$ 95,735,450</u>

Reconciliation of Accrued Benefit Obligation from June 30, 2016 to June 30, 2017

	Board Employees	Teachers	Total
Accrued benefit obligation as at June 30, 2016	\$ 4,485,458	\$ 91,249,992	\$ 95,735,450
Current period benefit cost	512,473	7,275,456	7,787,929
Benefits payments/contributions	(949,297)	(11,427,455)	(12,376,752)
Interest on the accrued benefit obligation	145,080	3,031,916	3,176,996
Actuarial (gains)/losses	<u>35,846</u>	<u>767,563</u>	<u>803,409</u>
Accrued benefit obligation as at June 30, 2017	<u>\$ 4,229,560</u>	<u>\$ 90,897,472</u>	<u>\$ 95,127,032</u>

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

For the year ended June 30, 2017

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, 2017 was \$1,102,355 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, 2017 was \$30,922.

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

	2018	\$	333,876
	2019		294,579
	2020		281,481
	2021		218,974
	2022		<u>46,642</u>
Total future minimum lease payments			1,175,552
Less: amount representing interest			<u>73,197</u>
		\$	<u><u>1,102,355</u></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 statements.

The carrying value of the Districts 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.

16. Contingent Liabilities

Site restoration and remediation costs associated with school properties under the District are charged to operations as incurred. Estimated future site restoration and remediation costs have not been accrued in these financial statements since the obligation, if any, is presently not determinable. Such costs are normally funded by the Province.

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

For the year ended June 30, 2017

17. Deferred Revenue

Deferred revenue represents funding designated for specific purposes for which the revenue recognition criteria has 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, 2017</u>	<u>June 30, 2016</u>
Balance, beginning of year	\$ 7,984,115	\$ 12,059,587
Less amounts recognized as revenue in the year	(4,225,913)	(5,701,167)
Less amount returned to Government of Newfoundland and Labrador		(3,000,000)
Add amounts funded during the year	<u>3,615,733</u>	<u>4,625,695</u>
Balance, end of year	<u>\$ 7,373,935</u>	<u>\$ 7,984,115</u>

Deferred revenue is comprised of the following:

	<u>June 30, 2017</u>	<u>June 30, 2016</u>
Operations and maintenance	\$ 210,139	\$ 306,657
Instruction	4,572,264	5,498,343
Administration		197,653
Pupil transportation	1,534,165	1,981,462
Nunatsiavut Government	<u>1,057,367</u>	
	<u>\$ 7,373,935</u>	<u>\$ 7,984,115</u>

18. Deferred Special Incentives

Deferred special incentives represents funding designated for specific purposes for which the revenue recognition criteria has 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, 2017</u>	<u>June 30, 2016</u>
Balance, beginning of year	\$ 6,396,495	\$ 4,515,695
Less amounts recognized as revenue in the year		(155,000)
Add amounts funded during the year	<u>2,199,000</u>	<u>2,035,800</u>
Balance, end of year	<u>\$ 8,595,495</u>	<u>\$ 6,396,495</u>

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

For the year ended June 30, 2017

19. Accumulated Surplus

The District has an annual surplus of \$45,656,690 for the year ending June 30 2017, which consist of the following:

	<u>June 30, 2017</u>	<u>June 30, 2016</u>
Annual surplus from operations - unrestricted	\$ 45,656,690	\$ 45,310,700
Add (deduct): expenditures not funded through operating grant		
Amortization	29,632,084	29,062,630
Change in employee future benefits accrual	3,062,283	5,307,537
Vacation pay accrual for board executive	(420,981)	162,450
Deduct: non expenditure items funded through operating grant		
Principal payments on long-term debt and leases	(2,586,972)	(2,401,658)
Tangible capital asset additions funded from operating	(998,232)	(320,171)
Deduct: revenues from capital sources		
Capital transfers from government	(71,090,754)	(73,803,861)
Loss (gain) on disposal of tangible capital assets	<u>339,609</u>	<u>(80,464)</u>
Adjusted annual surplus from operations	<u>\$ 3,593,727</u>	<u>\$ 3,237,163</u>

20. Restricted Surplus

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

21. Return of Cash to Government of Newfoundland and Labrador

In the spring of 2016, Government of Newfoundland and Labrador requested that the board return surplus cash in the amount of \$25,000,000. An amount of \$22,000,000 was transferred from accumulated surplus and \$3,000,000 was transferred from deferred revenue. A cheque for \$25,000,000 was issued to NL Exchequer on April 30, 2016.

22. Budget

The unaudited budget data presented in these non-consolidated financial statements is based upon the Board approved budget for the year ended June 2016. 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	\$ 772,284,318
Add: capital transfers from government	<u>71,090,754</u>
Revised budgeted revenues	<u>843,375,072</u>
Original budgeted expenditures	772,284,318
Add: amortization of tangible capital assets	29,632,084
Add: change in employee future benefits accrual	3,062,283
Revised budgeted expenditures	<u>804,978,685</u>
Original annual surplus (deficit)	<u>NIL</u>
Revised budgeted annual surplus	<u>\$ 38,396,387</u>

For the year ended June 30, 2017

23. Comparative Figures

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

Newfoundland and Labrador English School District
Schedule 1
Current Revenues

For the year ended June 30, 2017

	<u>Budget</u>	<u>June 30, 2017</u>	<u>June 30, 2016</u>
Provincial Government Grants			
Regular operating grants	\$ 116,064,800	\$ 111,433,338	\$ 115,781,012
Special grants and projects		3,491,796	3,912,040
Directors, Assistant Directors and Senior Education Officers salaries and benefits	4,745,818	5,494,637	4,821,389
Teachers and substitute salaries and benefits	568,131,000	571,504,233	575,752,727
Student assistants salaries and benefits	23,991,000	24,638,613	22,586,733
Board owned pupil transportation	20,692,600	20,514,202	21,863,614
Contracted pupil transportation	30,000,000	29,127,716	29,728,589
Transportation administration	110,000	110,000	110,000
Special needs pupil transportation	7,700,000	7,527,688	7,763,330
Maintenance grants		4,176,406	7,245,095
	<u>771,435,218</u>	<u>778,018,629</u>	<u>789,564,529</u>
Other Income			
Interest on investments and bank	235,000	335,777	450,257
Revenues from bus charters	164,100	204,464	241,486
Revenues from rental of schools and facilities	331,000	350,094	422,699
Special project grants		237,171	169,798
Miscellaneous	119,000	104,358	258,460
Nunatsiavut government grants		2,717,073	2,690,183
Utility rate stabilization rebate		3,022,512	
	<u>849,100</u>	<u>6,971,449</u>	<u>4,232,883</u>
Total Current Revenues	<u>\$ 772,284,318</u>	<u>\$ 784,990,078</u>	<u>\$ 793,797,412</u>

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

For the year ended June 30, 2017

Administration Expenditures

	<u>Budget</u>	<u>June 30, 2017</u>	<u>June 30, 2016</u>
Directors, Assistant Directors and Senior Education Officers salaries and benefits	\$ 4,745,818	\$ 5,073,657	\$ 4,983,839
Board office staff salaries and benefits	4,189,421	3,678,286	4,042,802
Office supplies	158,500	144,436	133,414
Postage	175,000	127,094	216,282
Telephone	454,800	335,516	443,349
Office equipment rentals and repairs	56,000	45,798	96,614
Electricity	185,000	193,649	176,597
Travel	56,000	39,940	52,740
Board meeting expenses	145,000	108,055	141,003
Election expenses	191,700	188,196	
Professional fees	671,300	716,045	619,960
Advertising and public relations	58,000	24,017	54,326
Membership dues	95,900	100,938	106,643
Municipal service fees	66,000	75,651	63,416
Rental of office space	658,700	832,130	1,401,033
Snow clearing	109,000	96,816	
Professional development and meetings	30,000	16,085	27,732
Bad debt (recovery)		1,276	(78,318)
Total Administration Expenditures	\$ 12,046,139	\$ 11,797,585	\$ 12,481,432

Human Resource Expenditures

	<u>Budget</u>	<u>June 30, 2017</u>	<u>June 30, 2016</u>
Human resource staff salaries and benefits	\$ 1,449,639	\$ 1,384,862	\$ 1,358,276
Recruitment and training	42,500	29,712	20,322
Travel	66,000	71,843	53,955
Personnel services	263,600	196,763	326,341
Total Human Resource Expenditures	\$ 1,821,739	\$ 1,683,180	\$ 1,758,894

Newfoundland and Labrador English School District
Schedule 3
Instruction Expenditures

For the year ended June 30, 2017

	<u>Budget</u>	<u>June 30, 2017</u>	<u>June 30, 2016</u>
Instructional Salaries and Benefits			
Regular teachers - salaries and benefits	\$ 538,919,000	\$ 541,453,958	\$ 546,134,988
Substitute teachers - salaries and benefits	29,212,000	30,050,274	29,608,914
Student assistants - salaries and benefits	23,991,000	24,638,613	22,586,733
School secretaries - salaries and benefits	13,443,147	12,766,954	12,713,936
Board employees - salaries and benefits	897,630	828,480	986,129
Native teachers - salaries and benefits		1,815,783	1,746,892
Special projects - salaries and benefits		1,176,157	1,172,415
Change in employee future benefits accrual		3,062,283	5,307,537
	<u>606,462,777</u>	<u>615,792,502</u>	<u>620,257,544</u>
Instructional Materials			
Materials - schools	8,840,003	8,203,921	8,668,309
Materials - district	234,700	208,137	173,288
Aboriginal peoples programs		874,583	923,888
Special grants and projects		2,356,962	2,741,801
	<u>9,074,703</u>	<u>11,643,603</u>	<u>12,507,286</u>
Instructional Furniture and Equipment			
Replacement	<u>132,000</u>	<u>98,705</u>	<u>106,735</u>
Instructional Staff Travel and PD			
Travel and PD - Instructional staff	1,483,150	1,288,680	1,281,217
Travel and PD - Aboriginal peoples programs		26,707	19,403
	<u>1,483,150</u>	<u>1,315,387</u>	<u>1,300,620</u>
Other Instructional Costs			
Other	362,400	368,474	355,135
Summer school	65,000	120,549	139,522
	<u>427,400</u>	<u>489,023</u>	<u>494,657</u>
Total Instruction Expenditures	<u>\$ 617,580,030</u>	<u>\$ 629,339,220</u>	<u>\$ 634,666,842</u>

Newfoundland and Labrador English School District
Schedule 4
Information Technology

For the year ended June 30, 2017

	<u>Budget</u>	<u>June 30, 2017</u>	<u>June 30, 2016</u>
Information technology staff salaries and benefits	\$ 3,632,212	\$ 3,343,646	\$ 3,569,861
Supplies and materials	520,577	507,063	446,454
Licences and subscriptions	809,100	771,256	778,331
Travel	<u>200,000</u>	<u>165,043</u>	<u>179,858</u>
Total Information Technology	\$ <u>5,161,889</u>	\$ <u>4,787,008</u>	\$ <u>4,974,504</u>

Newfoundland and Labrador English School District
Schedule 5
Operations and Maintenance Expenditures

For the year ended June 30, 2017

	<u>Budget</u>	<u>June 30, 2017</u>	<u>June 30, 2016</u>
Salaries and benefits - janitorial	\$ 30,631,146	\$ 29,690,839	\$ 29,142,423
Salaries and benefits - maintenance	7,848,407	7,601,079	7,827,930
Electricity	15,209,000	13,502,158	14,560,642
Fuel	2,700,000	2,572,798	2,620,832
Municipal service fee	3,523,000	3,548,122	3,442,681
Telephone	3,545,000	3,484,162	3,439,104
Snow clearing	5,038,000	5,241,760	5,017,962
Vehicle operating and travel	874,500	807,649	828,569
Janitorial supplies and equipment	1,784,910	1,796,312	1,825,868
Repairs and maintenance	5,307,600	4,747,565	5,427,291
Maintenance grants expense		4,260,687	7,229,730
Housing	<u>331,000</u>	<u>298,636</u>	<u>380,540</u>
Total Operations and Maintenance	<u>\$ 76,792,563</u>	<u>\$ 77,551,767</u>	<u>\$ 81,743,572</u>

Newfoundland and Labrador English School District
Schedule 6
Pupil Transportation Expenditures

For the year ended June 30, 2017

	<u>Budget</u>	<u>June 30, 2017</u>	<u>June 30, 2016</u>
Board Owned Fleet			
Salaries and benefits	\$ 13,001,900	\$ 12,684,533	\$ 14,384,401
Debt repayment- interest	361,000	341,663	348,799
Principal payments on bus loans	2,290,600		
Gas and oil	2,150,300	1,857,331	1,911,048
Licenses	218,900	218,289	190,255
Insurance	269,000	228,995	129,490
Repairs and maintenance - fleet	1,346,100	1,837,447	1,829,637
Building	91,700	76,452	70,427
Tires and tubes	229,700	136,294	166,860
Heat and light	151,500	112,212	165,497
Municipal service	78,100	78,359	72,549
Snow clearing	158,200	163,036	159,311
Office supplies	25,200	26,633	23,013
Rent	146,000	82,796	75,024
Travel	38,700	88,007	36,666
Miscellaneous	153,800	192,481	129,528
Telephone	146,000	135,002	136,473
	<u>20,856,700</u>	<u>18,259,530</u>	<u>19,828,978</u>
Contracted Services			
Regular transportation	30,000,000	29,127,716	29,728,590
Alternate transportation	7,700,000	7,527,688	7,763,330
	<u>37,700,000</u>	<u>36,655,404</u>	<u>37,491,920</u>
District Administration			
Salaries and benefits - administrative	294,258	364,603	317,652
Travel, training and other	16,000	11,394	12,384
Non funded equipment and expenses (recovery)	15,000	2,758	32,229
	<u>325,258</u>	<u>378,755</u>	<u>362,265</u>
Total Pupil Transportation Expenditures	<u>\$ 58,881,958</u>	<u>\$ 55,293,689</u>	<u>\$ 57,683,163</u>

Newfoundland and Labrador English School District
Schedule 7
Tangible Capital Assets

For the year ended June 30, 2017

	Cost June 30, 2017	Accumulated Amortization 2017	NBV June 30, 2017	NBV June 30, 2016
Land and Sites	\$ 21,040,997		\$ 21,040,997	\$ 21,040,997
Buildings				
Schools	1,180,594,893	\$ 504,928,717	675,666,176	629,877,344
Administration	11,505,824	8,337,728	3,168,096	3,307,110
Residential	9,507,269	6,452,477	3,054,792	3,428,162
Other	57,356	57,356		1,852
	<u>1,201,665,342</u>	<u>519,776,278</u>	<u>681,889,064</u>	<u>636,614,468</u>
Furniture and Equip.				
Schools	28,335,880	26,876,385	1,459,495	2,041,636
Administration	11,840,410	10,836,399	1,004,011	578,941
Residential	2,384	2,384		
Computers	6,434,305	6,048,443	385,862	285,640
	<u>46,612,979</u>	<u>43,763,611</u>	<u>2,849,368</u>	<u>2,906,217</u>
Vehicles				
Service vehicles	2,069,718	1,720,070	349,648	232,113
Pupil Transportation				
Buildings	2,851,722	2,449,123	402,599	423,517
Buses	30,903,778	17,789,967	13,113,811	13,303,536
Service vehicles	216,089	172,014	44,075	27,352
	<u>33,971,589</u>	<u>20,411,104</u>	<u>13,560,485</u>	<u>13,754,405</u>
Misc. Capital Assets				
Parking lots	2,417,152	410,740	2,006,412	1,940,280
Tools	18,162	18,162		
Water lines	29,151	11,662	17,489	18,461
Oil tanks	1,448,667	848,554	600,113	572,285
	<u>3,913,132</u>	<u>1,289,118</u>	<u>2,624,014</u>	<u>2,531,026</u>
Total Capital Assets	<u>\$1,309,273,757</u>	<u>\$ 586,960,181</u>	<u>\$ 722,313,576</u>	<u>\$ 677,079,226</u>

Newfoundland and Labrador English School District
Schedule 7A
Details of Tangible Capital Assets - Additions and Disposals

For the year ended June 30, 2017

	<u>Cost June 30, 2016</u>	<u>Additions 2017</u>	<u>Disposals 2017</u>	<u>Cost June 30, 2017</u>
Land and Sites	<u>\$ 21,040,997</u>			<u>\$ 21,040,997</u>
Buildings				
Schools	1,113,187,386	\$ 70,874,945	\$ 3,467,438	1,180,594,893
Administration	11,505,824			11,505,824
Residential	9,507,269			9,507,269
Other	57,356			57,356
	<u>1,134,257,835</u>	<u>70,874,945</u>	<u>3,467,438</u>	<u>1,201,665,342</u>
Furniture and Equip.				
Schools	56,371,274	51,600	28,086,994	28,335,880
Administration	11,009,398	831,012		11,840,410
Residential	2,384			2,384
Computers	6,026,810	407,495		6,434,305
	<u>73,409,866</u>	<u>1,290,107</u>	<u>28,086,994</u>	<u>46,612,979</u>
Vehicles				
Service vehicles	<u>2,251,416</u>	<u>272,966</u>	<u>454,664</u>	<u>2,069,718</u>
Pupil Transportation				
Buildings	2,851,722			2,851,722
Buses	33,048,074	2,438,107	4,582,403	30,903,778
Service vehicles	364,869	34,153	182,933	216,089
	<u>36,264,665</u>	<u>2,472,260</u>	<u>4,765,336</u>	<u>33,971,589</u>
Misc. Capital Assets				
Parking lots	2,227,335	189,817		2,417,152
Tools	18,162			18,162
Water lines	29,151			29,151
Oil tanks	1,190,656	258,011		1,448,667
	<u>3,465,304</u>	<u>447,828</u>		<u>3,913,132</u>
Total Capital Assets	<u>\$1,270,690,083</u>	<u>\$ 75,358,106</u>	<u>\$ 36,774,432</u>	<u>\$1,309,273,757</u>

Newfoundland and Labrador English School District
Schedule 7B
Details of Tangible Capital Assets - Amortization

For the year ended June 30, 2017

	<u>Accumulated Amortization June 30, 2016</u>	<u>Amortization 2017</u>	<u>Amortization on disposals 2017</u>	<u>Change in Amortization 2017</u>	<u>Accumulated Amortization June 30, 2017</u>
Land and Sites					
Buildings					
Schools	\$483,310,042	\$ 24,594,441	\$ 2,975,766	\$ 21,618,675	\$504,928,717
Administration	8,198,714	139,014		139,014	8,337,728
Residential	6,079,107	373,370		373,370	6,452,477
Other	<u>55,504</u>	<u>1,852</u>		<u>1,852</u>	<u>57,356</u>
	<u>497,643,367</u>	<u>25,108,677</u>	<u>2,975,766</u>	<u>22,132,911</u>	<u>519,776,278</u>
Furniture and Equip.					
Schools	54,329,638	633,741	28,086,994	(27,453,253)	26,876,385
Administration	10,430,457	405,942		405,942	10,836,399
Residential	2,384				2,384
Computers	<u>5,741,170</u>	<u>307,273</u>		<u>307,273</u>	<u>6,048,443</u>
	<u>70,503,649</u>	<u>1,346,956</u>	<u>28,086,994</u>	<u>(26,740,038)</u>	<u>43,763,611</u>
Vehicles					
Service vehicles	<u>2,019,303</u>	<u>155,431</u>	<u>454,664</u>	<u>(299,233)</u>	<u>1,720,070</u>
Pupil Transportation					
Building	2,428,205	20,918		20,918	2,449,123
Buses	19,744,537	2,627,833	4,582,403	(1,954,570)	17,789,967
Service vehicles	<u>337,518</u>	<u>17,429</u>	<u>182,933</u>	<u>(165,504)</u>	<u>172,014</u>
	<u>22,510,260</u>	<u>2,666,180</u>	<u>4,765,336</u>	<u>(2,099,156)</u>	<u>20,411,104</u>
Misc. Capital Assets					
Parking lots	287,055	123,685		123,685	410,740
Tools	18,162				18,162
Water lines	10,690	972		972	11,662
Oil tanks	<u>618,371</u>	<u>230,183</u>		<u>230,183</u>	<u>848,554</u>
	<u>934,278</u>	<u>354,840</u>		<u>354,840</u>	<u>1,289,118</u>
Total Capital Assets	<u>\$593,610,857</u>	<u>\$ 29,632,084</u>	<u>\$ 36,282,760</u>	<u>\$ (6,650,676)</u>	<u>\$586,960,181</u>

Newfoundland and Labrador English School District
Schedule 8
Long-Term Debt

For the year ended June 30, 2017

Pupil Transportation Loans, Variable Rate

<u>Creditor</u>	<u>Monthly Principal</u>	<u>Plus Interest</u>	<u>Maturity Date</u>	<u>June 30, 2017</u>	<u>June 30, 2016</u>
TD Canada Trust	\$ 3,794	Prime -1%	2016		15,203
TD Canada Trust	1,084	Prime -1%	2016		3,253
CIBC	542	Prime	2017		1,083
CIBC	542	Prime	2017		1,626
TD Canada Trust	21,563	Prime -1%	2017	21,563	280,320
Scotiabank	4,459	Prime -0.25%	2017	387,927	441,435
Scotiabank	2,924	Prime -0.25%	2018	40,880	75,968
CIBC	4,530	Prime	2018	18,120	72,480
Scotiabank	2,569	Prime -0.25%	2018	250,026	280,854
TD Canada Trust	24,443	Prime -1%	2019	317,760	611,076
CIBC	5,930	Prime	2019	100,817	171,980
Scotiabank	2,523	Prime -0.25%	2022	161,533	191,809
CIBC	3,025	Prime	2022	196,625	232,925
TD Canada Trust	13,293	Prime -1%	2022	837,489	997,011
Scotiabank	4,687	Prime -0.25%	2023	346,754	402,998
CIBC	3,201	Prime	2023	236,903	275,320
TD Canada Trust	7,873	Prime -1%	2023	590,438	684,908
TD Canada Trust	6,182	Prime -1%	2024	550,704	624,957
TD Canada Trust	5,538	Prime	2025	548,281	614,739
TD Canada Trust	6,806	Prime	2025	687,361	769,028
CIBC	5,521	Prime	2025	502,374	568,622
Total Pupil Transportation				5,795,555	7,317,595

Pupil Transportation Loans, Fixed Rate

<u>Creditor</u>	<u>Blended Pys</u>	<u>Interest Rate</u>	<u>Maturity Date</u>	<u>June 30, 2017</u>	<u>June 30, 2016</u>
Bank of Montreal	\$ 4,393	4.55%	2017	12,514	61,777
Royal Bank	3,788	3.02%	2017	295,590	331,529
Royal Bank	4,320	5.04%	2018	66,507	113,691
Royal Bank	8,782	3.03%	2018	788,726	868,890
CIBC	18,943	2.10%	2021	2,289,956	
Royal Bank	12,326	2.38%	2022	1,353,761	1,467,978
Royal Bank	2,217	3.06%	2022	128,790	151,082
Royal Bank	3,695	2.01%	2023	259,418	297,695
Royal Bank	4,604	3.08%	2025	409,056	451,002
Royal Bank	23,314	2.96%	2026	2,261,446	2,470,901
Total Pupil Transportation				7,865,764	6,214,545
Total Long Term Debt				\$ 13,661,319	\$ 13,532,140

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

Newfoundland and Labrador English School District
Schedule 8A
Details of Long-Term Debt and Interest Expense

For the year ended June 30, 2017

Long-Term Debt

Description	Balance Beginning of Year	Loans Obtained During Year	Principal Repayment for Year	Balance End of Year
Transportation	<u>\$ 13,532,140</u>	<u>\$ 2,408,395</u>	<u>\$ 2,279,216</u>	<u>\$ 13,661,319</u>

Annual principal payments

Annual principal payments to maturity are as follows:

2018	\$ 2,028,261
2019	\$ 1,623,351
2020	\$ 1,566,920
2021	\$ 1,587,717
2022	\$ 1,608,982
Thereafter	\$ 5,246,088