

DRAFT

# Annual Report

July 1, 2019 - June 30, 2020



## Message from the Chair

The Honourable Tom Osborne  
Minister of Education  
Government of Newfoundland and Labrador  
P. O. Box 8700, Confederation Building  
St. John's, NL A1B 4J6

Dear Minister Osborne:

On behalf of the Board of Trustees for the Newfoundland and Labrador English School District, I am pleased to submit our third and final Annual Report for our Strategic Plan 2017-20. The report covers the District's goals as outlined in the three-year plan (July 1, 2017 to June 30, 2020), and the objectives in support of that goal for 2019-20. Work continued over the past year on three strategic priorities:

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

Due to the Covid-19 (Coronavirus) pandemic, in-class instruction was suspended on March 13, 2020. The pandemic has impacted the progress of some indicators as a result of the medical emergency. Any variances in achievement of indicators due to the pandemic will be noted.

We are satisfied that we have met our strategic goals for 2017-20, and will continue to build on the work accomplished through implementation of our new Strategic Plan for 2020-23. This report has been prepared with input from senior management and various staff members.

I appreciate the considerable amount of work conducted in schools and regional offices, and commend the efforts of staff during this period to support our students. My signature below is indicative of the accountability of our Board for the results reported.

Sincerely,



Chair  
Goronwy Price

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# Overview

## Vision

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

## Mandate

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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 Newfoundland and Labrador. This includes implementing curriculum and educational programs; human resources; finances and operations; facilities maintenance, and student transportation. For a more detailed description of the mandate of the Board, see **Appendix A**.

## Lines of Business

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

1. **Services to Students**

NLESD has responsibility for curriculum implementation; student assessment and evaluation; student placement, and teacher professional development. NLESD offers programs as approved by the Department of Education (the former Department of Education and Early Childhood Development), based on 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 provided for school growth and development. NLESD also transports students to and from school, in compliance with federal and provincial legislation and Department requirements.

2. **Organizational Services**

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



## Location

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

## Board of Trustees

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NLESD is governed by a Board of Trustees, which consists of 17 trustee positions. Trustees are elected or appointed in accordance with the provisions of the **Schools Act, 1997**, and pursuant to related School Board Election Regulations. The Board sets the course for NLESD through policy development, infrastructure planning, and financial and human resource oversight. Trustees come from all regions of the province and the Board serves as a critical link between communities and the District. For a list of the Trustees as of June 30, 2020, see **Appendix B**.

## Divisions

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NLESD is led by the CEO/Director of Education. As of June 30, 2020, the District has two divisions.

1. **Programs and Human Resources:**

The Programs and Human Resources Division is managed by the Associate Director of Education (Programs and Human Resources). There are four Assistant Directors of Education (Programs) who are assigned to the four regions (Labrador, Western, Central and Avalon) and an Assistant Director of Student Services. In 2019-20, the Programs and Human Resources Division implemented student programs, services and curriculum for 255 schools, including five alternate sites: Hospital School, NL Youth Centre, District School and the Pathfinder Learning Centre (2 locations) and over 63,000 students. The Division also has responsibility for the recruitment and hiring of teaching and support staff, implementation of collective agreements and performance appraisal programs, and the development and implementation of policies pertaining to personnel.

2. **Corporate Services:**

The Corporate Services Division is managed by the Chief Financial Officer/Assistant Director of Education (Corporate Services). The Division has responsibility for financial resources and compliance with provincial and federal financial legislation and



regulations; acquisition of materials, equipment and services, and information technology. The Division is also responsible for student transportation, including contracted and Board-owned busing, as well as alternate transportation, and for property management, facilities repairs and maintenance, and capital priorities.

## Schools

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As of June 30, 2020, the Board was operating 255 schools (including five alternate sites) throughout the province for students in rural and urban locations. Schools have various grade configurations best suited to meet the needs of the local area.

## Students

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In 2019-20, the NLESD had a varied school population, with school enrolments ranging from one student (Raymond Ward Memorial School, Norman Bay) to 1,059 students (Holy Heart High School, St. John's). Regional enrolment numbers for 2019-20 are as follows:

Region	Number of Students
Labrador	3,594
Western	11,050
Central	14,099
Avalon	34,625
Total	63,368

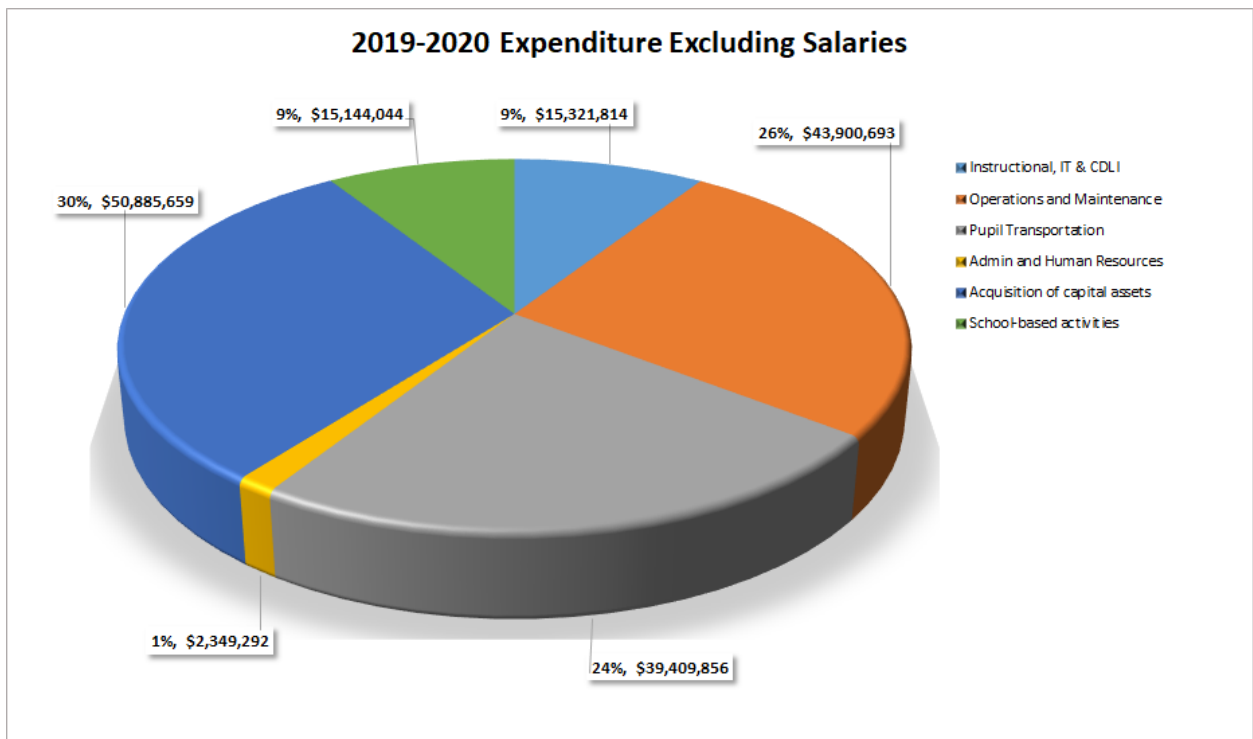
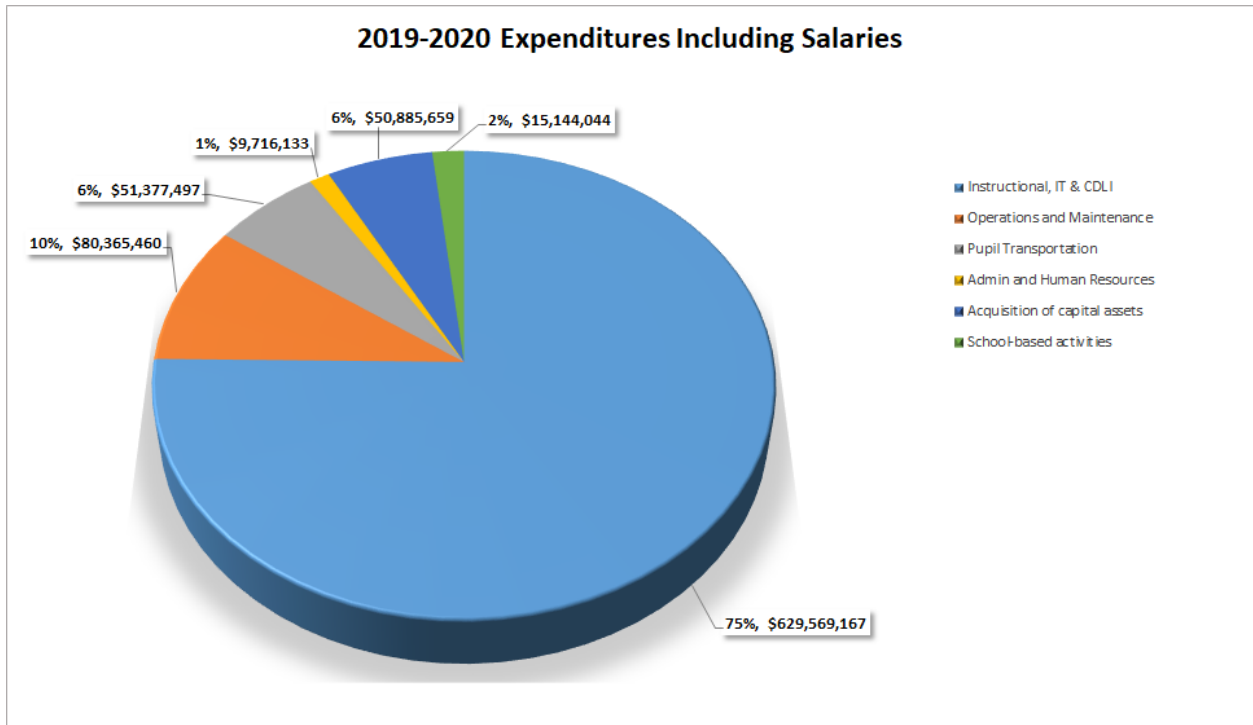
## Employees

In 2019-20, the NLESD employed more than 11,200 full-time, part-time, casual employees and support staff to deliver curricula and programs and to support the business functions of the District. The following numbers reflect staffing levels as of June 30, 2020.

Employee Group	Labrador	Western	Central	Avalon	Number of Employees (2019-20)
Teaching Staff	376	1,079	1,326	2,805	<b>5,586</b>
Student Assistants	33	175	181	398	<b>787</b>
Support Staff	136	297	438	469	<b>1,340</b>
Program Specialists/Itinerants	19	45	50	93	<b>207</b>
Regional Offices/ Headquarters	10	27	21	80	<b>138</b>
<b>Total Number of Full-Time Employees</b>	<b>574</b>	<b>1,623</b>	<b>2,016</b>	<b>3,845</b>	<b>8,058</b>
Substitute Teachers	<b>1,825</b>				
Substitute Student Assistants	<b>682</b>				
Casual Employees	69	218	251	110	<b>648</b>
<b>Total Number of Casuals</b>	<b>3,155</b>				
<b>Total Number of Employees</b>	<b>11,213</b>				



# Financial Summary





# Highlights and Partnerships

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## Highlights

### Education Action Plan

The Premier's Task Force on Improving Educational Outcomes released "Now is the Time: The Next Chapter in Education in Newfoundland and Labrador" on July 25, 2017. The report included 82 recommendations, within nine focus areas, to improve educational outcomes.

The report was accepted by the Provincial Government and resulted in the development of an Education Action Plan. Focus areas aligned with the District's 2017-20 Strategic Plan: Inclusive Education, Student Mental Health and Wellness, Mathematics, Reading, Indigenous Education, Multicultural Education, the Early Years, Career and Cooperative Education, and Teacher and Professional Development. Implementation of the plan occurred over the reporting period with 40 Phase 1 schools for Year 1 (39 NLESD schools, one francophone school) brought onstream in 2018-19, and 40 Phase 2 schools (39 NLESD schools, one francophone school) brought onstream in 2019-20.

### Responsive Teaching and Learning Policy

The responsive teaching and learning draft policy has three pillars, literacy, numeracy, and social-emotional learning, and focuses on supporting optimal learning experiences and achievement for all students. The policy is set in the context of a Universal Design for Learning framework, and is focused on equity and access for all. The policy was implemented in 39 pilot schools across the province in 2018-19 for Phase 1 schools with professional learning (PL) for administrators, classroom teachers, instructional resource teachers, and reading specialists. Implementation of the policy for Phase 2 schools began in 2019-20.

### Resources

The Provincial Government's implementation of the Action Plan included the allocation of a number of resources, including five K-12 Reading Program Specialists, five K-6 Mathematics Program Specialists, school-based reading specialists, teaching and learning assistants, and an increase in the Learning Resource Teacher allocation. Professional learning continued for all new positions to develop common understanding of their roles and responsibilities, standards of practice, and work protocols. It was facilitated on Sept. 12-13, and Sept. 23-26, 2019.



## New Hazing Prevention Program Offered in Schools

NLESD introduced a new hazing prevention education program in October 2018 in schools throughout the province. Hazing Prevention NLESD was developed in partnership with the then-provincial Department of Children, Seniors and Social Development, School Sports Newfoundland and Labrador, and Sport Newfoundland and Labrador. It was piloted in select schools for 2018-19, and implemented in the 2019-20 school year.

## Directors Indigenous Education, Multiculturalism, and Deaf and Hard of Hearing

Recommendations from the Education Action Plan included the need to support the learning needs of indigenous students; students who are Deaf and hard of hearing, and students who are newcomers to the province. Additional positions were created to focus on these areas and improve educational outcomes.

### Indigenous Education

A Director of Indigenous Education was appointed in 2019-20 with responsibility for promoting understanding of Indigenous culture, practices, traditions, and history. The position is responsible for collaborating and continuing positive relationships with Indigenous peoples and communities throughout Newfoundland and Labrador. The growth of these relationships as well as the development of new and lasting partnerships, supports continued learning and growth in all areas of Indigenous Education. This new role will help keep the District focused on teaching and learning, supporting schools, families and students; and helping to create awareness, knowledge and skills to honour Indigenous peoples in an appropriate, accurate and respectful way.



### Deaf and Hard of Hearing

A Director of Programs for Deaf and Hard of Hearing Education was appointed in 2019 to improve access to education for children who are Deaf and hard of hearing. A number of initiatives were initiated in the 2019-20 school year:

- In November 2019, two days of PL were provided by the Atlantic Provinces Special Education Authority (APSEA) for Deaf and hard of hearing (DHH) itinerants;

- In collaboration with the Department, a Deaf and Hard of Hearing Working Group was established to consider recommendations to ensure:
  - Deaf children develop a language before Kindergarten;
  - Interventions are in place to assist Deaf children who have very low levels of language to help them learn American Sign Language (ASL) and access curriculum in school; and
  - The establishment of a continuum of service delivery to meet the needs of students with hearing loss, and students with pervasive developmental disabilities.
- A partnership was developed with the Newfoundland and Labrador Association for the Deaf (NLAD) Family Communication Program in offering ASL (after-school ASL classes); and
- A review of local courses for ASL was undertaken in consideration of a provincial ASL course for high school students.

### **Multicultural Education**

A Director of Multicultural Education was appointed in 2019-20 with the responsibility to enhance educational outcomes for students who are newcomers to our province. The position is responsible for developing partnerships with internal and external stakeholders, and providing services to newcomer students.

A Draft Multicultural Educational Framework was developed by the Department, in collaboration with NLESD with the following guiding principles: Access to Curriculum, Identity and Belonging, Cultural Responsiveness, Equity, and Global Citizenship.

During the learning at home period in the Spring of 2020, the English Second Language (ESL) and Literacy Enrichment and Academic Readiness for Newcomers (LEARN) teachers were supported virtually and built a stronger collaborative community. The District responded to the Black Lives Matter movement to support our racialized students and staff, and to support the conversation around anti-racism in our District. The District developed a resource for families that is posted on the NLESD website.



## Centre for Distance Learning and Innovation

The Centre for Distance Learning and Innovation (CDLI) supports distance learning for students. CDLI creates opportunities for students attending small rural schools to enroll in courses that may not have the population to be offered at their school, such as Chemistry and Advanced Mathematics. In 2017-18, the District accepted responsibility for leading CDLI (previously operated by the Department). In 2019-20, the District had over 40 staff, including two program specialists, two training specialists, an IT systems manager, 28 e-teachers, and a guidance counsellor. Staff members were located at 16 sites throughout the province. In the 2019-20 school year, CDLI reported 1,957 course registrations in 45 different courses for 1,097 individual students in 107 schools. This represents an increase of 93 course registrations, and a decrease of 43 students over the previous year.

## Deep Learning Initiatives

Deep Learning initiatives were used to enhance student engagement. There are four elements of learning design that form the foundation for Deep Learning: Teaching Practices, Learning Partnerships, Learning Environments and Leveraging Digital. Using these elements, students acquire six global competencies: Character, Citizenship, Collaboration, Communication, Connectivity, and Critical Thinking. Deep Learning provides opportunities for students to engage by integrating innovation and problem-solving into classroom learning and helping teachers build partnerships with their students.

### Deep Learning Conferences

#### 2018-19

In October 2018, the District sponsored a number of Principals, Directors of Schools and the Provincial Director of Learning to attend a Deep Learning Conference held in New Brunswick to participate in sessions facilitated by Dr. Michael Fullan. Dr. Fullan is Director of New Pedagogies for Deep Learning: A Global Partnership, and a worldwide authority on educational reform.

#### 2019-20

In early March 2020, the District held a conference entitled “Good at Learning; Good at Life” in St. John’s. In attendance were over 400 participants, including District Administrators and programs staff; participants from the Department, the Office of the Child and Youth Advocate, Memorial University, the Newfoundland and Labrador Teachers’ Association, and members of the business community, including Let’s Talk Science, Genoa, and the Newfoundland and Labrador Oil and Gas Industry Association (NOIA). There were more than 70 insight sessions with a keynote address on well-being from Dr. Jean Clinton, Child Psychiatrist. The conference



focused on Deep Learning and the aforementioned six global competencies, learning partnerships, learning environments, and leveraging digital technologies.

## Learning at Home Resource

In May 2020, the Newfoundland and Labrador English School District developed a print resource with learning activities to support continued learning at home. This resource was delivered to households province-wide as part of the District's support to students and families during the suspension of in-class instruction (Covid-19), and enhanced access for students and families who had limited access to internet connectivity and computer devices. This print resource served as a companion piece to the District's Learning at Home web page at

[Learning From Home](#), offering resources to teachers to incorporate into their planning, discussions and ongoing work with students. The Learning at Home web page and the printed companion piece helped teachers to connect well-being, literacy, numeracy and students' individual passions for learning into their regular conversations with students. The resources made direct connections to curriculum outcomes, purposefully designed with a focus on engagement and learning for all students. The District also distributed hundreds of Chromebooks, iPads and laptops to students to support teaching and learning at home during the suspension of in-class instruction.

## NLESD Virtual Choir

More than 100 school communities came together in April 2020 in a musical video compilation designed to celebrate our collective strength and unity in the face of challenges presented by the Covid-19 pandemic. The NLESD Virtual Choir video was released on the District's Youtube channel, and was an example of how music educators focused on finding new ways to stay connected; support school communities, and enable students to continue learning at home. This project demonstrated how we could still be together, in a virtual sense, and continue to build relationships and strengthen bonds. The video featured over 300 participants singing 'O



Canada', along with some notable Newfoundlanders and Labradorians - and a very special guest came by Prime Minister Justin Trudeau.

## Partnerships

### Department of Education

The Board partners with the Department to address educational needs. The Department provides funding for personnel and learning resources to enable the Board to carry out its mandate. Over the three-year reporting period, NLESD employees worked with Department staff on multiple initiatives, including:

- Implementation of recommendations and initiatives within the Education Action Plan. These included collaborative planning and facilitation of PL on the draft Responsive Teaching and Learning Policy for Phase 1 and 2 schools; PL for K-12 Reading Program Specialists, K-6 Mathematics Program Specialists, School-based Reading Specialists, Learning Resource Teachers, and Teaching and Learning Assistants; and ongoing meetings and PL with Phase 1 and 2 administrators;
- PL for teachers, (e.g., Play-Based Learning for Grade 1 teachers, Learning Block Structures to enhance effective literacy instruction, and the Numeracy Diagnostic Assessment Process), student services initiatives, school development, provincial assessments, Safe and Caring Schools initiatives, attendance tracking, and policy development;
- Various infrastructure projects, in conjunction with the Department of Transportation and Infrastructure (formerly the Department of Transportation and Works), on the design, construction, redevelopment and upgrading of schools.

### 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. This collaborative approach supports student success and achievement. During the three-year reporting period, the District CEO/Director of Education addressed the biennial meeting of the Newfoundland and Labrador Federation of School Councils in November 2018.



## Regional Health Authorities

The Board partners with Regional Health Authorities in the four regions to promote student health and wellness. School Health Promotion Liaison Consultants are based at the NLESD regional offices, and funded by the Department of Health and Community Services. They support implementation of the provincial Healthy Students, Healthy Schools Initiative, focusing on School Food Guidelines, physical activity, and being smoke-free. In 2019-20, consultants worked to identify and support 63 schools with the Healthy School Planner - a free online tool that schools across Canada can use to assess the health of their school and build a plan for improvements. Schools that participated received tailored feedback, a list of resources, and funding to help develop improvement initiatives. During the three-year reporting period, 245 schools in the District that have completed the planner have been provided with funding.

## Canadian Heritage

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

## Kids Eat Smart Foundation

The Kids Eat Smart Foundation is a registered charity which supports nutritious breakfast and snack programs for students throughout the province. Schools provide space, volunteers and a variety of supports and resources. Kids Eat Smart offers start-up, sustaining, and matching grants and a regional coordinator works with school volunteers and staff who run the programs. In 2019-20, a surplus of food was accumulated due to the Covid-19 pandemic and subsequent in-class school suspension. The District worked with Kids Eat Smart Foundation to establish a process for the distribution of food hampers to families in need. Principals provided a 1-800 contact number to school communities for families to self-identify if in need.

## School Milk Foundation

The School Milk Foundation is a non-profit organization with a mandate to increase milk consumption amongst school-aged children. 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 Foundation on an annual basis. The District has promoted and supported the Foundation's efforts through social media, tweeting



promotional material such as information on contests. In 2019-20, the Covid-19 pandemic and subsequent in-class school suspension created a surplus of milk in schools. This resulted in the District supporting the donation of 35,000 litres milk to the Community Sharing Association of Newfoundland and Labrador.

## Newfoundland and Labrador Education Foundation

The Newfoundland and Labrador Education Foundation Inc. is a registered charity funded through the voluntary payroll contributions of Newfoundland and Labrador English School District employees. The Foundation raises and allocates funding for scholarships, programs and activities which support student achievement and success. During the 2017-20 reporting period, the Foundation provided \$1,000 scholarships to 104 graduating students to assist with their post-secondary pursuits. During the first two years, 27 scholarships were awarded in each year, with 50 scholarships awarded in 2019-20. Scholarships were increased in the 2019-20 school year to assist students and families during potentially difficult financial times resulting from Covid-19 19 restrictions and job losses.

## Brilliant Labs

The District partners with Brilliant Labs, a non-profit, hands-on technology and experiential learning organization, to support coding initiatives within our classrooms and curriculum. Brilliant Labs provides funding options for teachers and schools to apply for coding and Maker Education hardware that connects with learning and curriculum. Computer coding resources are important for understanding computer science and digital literacy, and coding activities engage students in critical thinking, communication, collaboration, creativity and character development.





# Report on Performance

Outcome of Strategic Plan Goals and Objectives 2019-20



# Report on Performance - Goals and Objectives

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## Strategic Issues

As 2019-20 represents the third and final year of the Newfoundland and Labrador English School Board's 2017-20 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 and Leadership

## Strategic Issue #1 Student Success

The Board of Trustees is committed to student success, supporting all students with teaching environments that focus on continuous improvement, encouraging academic achievement at all levels, in all subject areas with the K-12 public education system.

Consultations with content experts within the District, as well as other stakeholders within the school community, identified the need for the District to continue its focus on literacy and numeracy skills for all students. The 2017-2020 plan was designed to build on the work on literacy and numeracy skills in the previous strategic plan. This involved restructuring the Literacy Plan and creating a comprehensive Numeracy Plan aligned with individual School Growth and Development Plans to bring the District to the year 2020.

### **Literacy**

The work of the Literacy Plan has four areas:

1. Connecting the Assessment Portfolio, Literacy for Learning Plan and NLESD Strategic Plan;
2. Reading Record Assessments - Using Benchmark Assessment Systems (BAS1) 1 and 2;
3. Teaching and Assessing Writing; and,
4. Responsive Teaching - Intervention for Students with Identified Needs.



## Numeracy

The District developed a comprehensive Numeracy Plan for Grades 6-9 to build on previous work that addressed challenges in numeracy achievement for students transitioning from elementary to intermediate grades. The District developed the plan in 2017-18, and began implementation in the years 2018 to 2020.

The Numeracy Plan has three key elements:

1. To focus on improving teaching strategies to increase student achievement;
2. To develop and provide sustainable teacher PL to support numeracy instruction; and
3. To enhance promotion and communication of numeracy within the school community.

Goal 1	Indicators
By June 30, 2020, the Newfoundland and Labrador English School Board will have enhanced supports for student success in literacy, numeracy, and other select curricular areas.	<ul style="list-style-type: none"><li>● Supported school-based literacy and numeracy initiatives</li><li>● Enhanced supports in select curricular areas</li><li>● Extended the K-6 Literacy for Learning Plan to include Grades 7-9</li></ul>

## Report on Performance:

In 2017-20 the District built on work in the previous 2014-17 Strategic Plan, and moved forward with the K-6 component of the Literacy for Learning Plan, and addressed numeracy challenges for Grades 7-12 students. The focus on literacy and numeracy was implemented for all schools, supported by PL for teaching staff.

### Indicator 1: Supported school-based literacy and numeracy initiatives

Support for the Literacy for Learning Plan continued during the reporting period. Continuing from the last Strategic Plan, the Fountas and Pinnell Benchmark Assessment Systems (BAS) 1 and 2 reading record assessment tools were implemented, with at least one grade-level BAS Kit (English) in every Grade 1-6 Classroom by December 2017. Kits were also implemented in Grades 1-6 Early French Immersion classrooms (Trousse d'appréciation de rendement en lecture) by September 2018. PL on reading assessment using the BAS kits (English and French) continued throughout the reporting period.

Levelled Literacy Intervention (LLI) Kits, a supplementary literacy intervention, used in conjunction with BAS, are designed to help teachers provide instruction to students who need intensive support to achieve grade level competency. Over the three-year reporting period, a total of 331 kits were distributed to schools across the province.

#### Levelled Literacy Intervention (LLI) Resources in Schools

Region	Schools with LLI	Percentage	Total LLI Kits
Labrador	18 of 21	86%	36
Western	37 of 52	71%	72
Central	48 of 60	80%	70
Avalon	63 of 67	94%	153
<b>Total</b>	<b>166 of 200</b>	<b>83%</b>	<b>331</b>

#### Numeracy

A District-Wide Numeracy Plan was implemented over the reporting period with PL provided to teachers to support implementation of the plan in Grades 5 to 9:

- 2017 - 2018 - Developed a comprehensive Numeracy Plan for Grades 6-9
- 2018 - 2019 - Implementation of the Numeracy Plan for Grades 6-7
- 2019 - 2020 - Implementation of the Numeracy Plan for Grades 8-9; extended to Grade 5

The Plan used a number of strategies to support students such as:

- Implementation of a Numeracy Diagnostic Assessment Process that enables students to be assessed to identify areas of concern;
- Provision of resources to Grades 5, 8 and 9 teachers to support best teaching practice. This included making print and online resources available to teachers. Close to 500 Mathematical Mindsets textbooks and 480 Open Questions textbooks were distributed;
- Professional learning to teachers in a variety of areas including Formative Assessment in Math, Maximizing Mathematics Engagement in Numeracy Blocks;
- Online student intervention resources developed for Math 7 (English and French), Math 8 (English) and Math 9, and made accessible to students via their NLESD Google account and the District's YouTube Channel;
- PL on the connections between the District's Strategic Plan, Numeracy for Learning Plan, School Development Plans and Professional Growth Plans; and
- Pre and post teachers surveys on the use of learning block structure to support numeracy instruction, and responsive teaching within a learning block structure.



The District also used personalized learning platforms designed to help students develop increased confidence and skills with mathematics (Dreambox and Zorbit’s Math Adventure).

### **Dreambox**

DreamBox is a personalized learning platform designed to help students develop increased confidence and improve achievement in mathematics. DreamBox also promotes a home and school connection that encourages both student and parent access to personalized accounts. This enables review of student progress and continued learning outside the classroom environment. Data allows teachers to identify strengths and gaps in learning, and assign targeted lessons to support student learning. A total of 5,324 licences were purchased over the three-year reporting period.

<b>DreamBox Licenses Purchased</b>			
<b>Region</b>	<b>2017 - 2018</b>	<b>2018 - 2019</b>	<b>2019 - 2020</b>
Avalon	2133	629	510
Central	889	253	65
Western	460	197	81
Labrador	69	38	0
<b>Total</b>	<b>3551</b>	<b>1117</b>	<b>656</b>

### **Zorbit’s Math Adventure**

Zorbit’s Math Adventure is a K-3 online learning platform, available in French and English, that supports teachers in creating fun and inspiring math lessons. Over the reporting period, the Zoribits platform was introduced in 178 K-3 schools that included 10,645 students.

### **Indicator 2: Enhanced supports in select curricular areas**

The District developed a Primary Writing and Representing Assessment Guide for K-3 in 2017-18, implementing it in 2018-19. This guide assists educators in teaching writing. In 2017 the District also created a third module around Reading Records for teachers in Grade 1-3.

In 2018-19, a Comprehensive Literacy Framework was developed for Grades K-6 to support reading and writing. As part of this framework, teachers were supported in the use of learning block structures to enhance instruction in literacy.

In 2019-20, Phase 1 and 2 schools under the Provincial Government’s Education Action Plan received PL in the area of literacy development. PL was delivered in the areas of reading



assessment, and application of Benchmark Assessment System (BAS), and its French-language counterpart, Trousse d'appréciation de rendement en lecture. The revised K-6 Language Arts Assessment Portfolio and Support Document was also implemented with a focus on responsive teaching and learning within all Phase 1 and 2 schools under the Department's Education Action Plan. This work supported teachers in providing a deeper understanding of assessment to enhance responsive teaching and learning.

The District continued to support and promote literacy and numeracy to support student success. Literacy and numeracy events were promoted through the District website, school websites, social media and public service announcements. Events included, but were not limited to, Family Literacy Day/Literacy Week activities; Skills Canada Public Speaking Competition; Literature Fairs, Heritage Fairs; Theatre Arts/Drama Festivals; Knights of Columbus, Lions Club and Rotary Club-sponsored Speakoffs; various national and local spelling bees; Inuktitut Speak Off; Project Read; Rotary Speak offs; District Sponsored Speakoffs (7-9), (10-12); Scripps/Telegram Spelling Bees; Arts and Letters Awards; Global Read Aloud, the Visiting Authors Program; and Kiwanis Short Story Awards.

The District also implemented initiatives to support numeracy skills, including:

- Established and promoted online mathematics intervention resources (Math 7-12);
- Established an electronic team drive to support collaboration of Mathematics teachers;
- Created a twitter account: <https://twitter.com/NLESDNT>;
- Created a public numeracy Google site for families with resources, newsletters, and information on the District Numeracy Plan;
- Shared information on the Provincial K-6 Math Bursary Program, designed to provide support for teachers completing university math courses;
- Supported school-based math clubs by sharing Math League Resources for 7-12;
- Created and distributed resources to support Pi Day in schools;
- Created a list of special math days for promotion;
- Promoted Math Talks to engage students in discussions (math reasoning, problem-solving, use of mathematical language);
- Promoted membership in NLTA's Math-Science Special Interest Council; and
- Promoted the international Festival of Science, Technology, Engineering and Mathematics (STEMfest 2018).

### **Indicator 3: Extended the K-6 Literacy for Learning Plan to include Grades 7-9**

The District built on work of the previous strategic plan, extending the K-6 Literacy Plan and Assessment Framework to Grades 7-9 over the three-year reporting period (2017-20). The Plan and Framework identifies benchmarks and measures for assessing progress, as well as



interventions for students who are experiencing difficulty. The following notes implementation of the Literacy Plan and Assessment Framework during the reporting period:

- 2017-18 - Implemented in Grade 7
- 2018-19 - Implemented in Grade 8
- 2019-20 - Implemented in Grade 9

During the reporting period, PL was delivered to Grade 7, 8, and 9 English and French language arts teachers and administrators in schools offering Grades 7-9. Teachers provided feedback on the K-6 Literacy for Learning Plan through a pre and post survey conducted on the professional learning sessions. This information was gathered to identify how assessment data is used to guide instruction and support student learning and, ultimately, inform implementation of the assessment portfolio and support documents.



## Objective 3 (2019-20)

Objective 3	Indicators
<p>By June 30, 2020, the Newfoundland and Labrador English School Board will have further implemented strategies to enhance student success in literacy, numeracy, and other select curricular areas.</p>	<ul style="list-style-type: none"> <li>● Continued to support professional learning on assessment in the area of literacy</li> <li>● Continued professional learning to support reading and writing instruction in K-6</li> <li>● Continued to support the development of a culture of literacy in K-6</li> <li>● Extended the Literacy for Learning Plan in Grades 7-9</li> <li>● Implemented the Responsive Teaching and Learning Policy for all staff in the K- 6 Phase 1 and 2 schools</li> <li>● Created standards of practice for K-12 Reading Program Specialists and K-6 Mathematics Program Specialists</li> <li>● Continued promotion of numeracy-related events and activities</li> <li>● Continued evidence-based professional learning opportunities for staff on autism spectrum disorder</li> <li>● Continued to identify resources and further engage in activities to support financial literacy</li> <li>● Continued to promote and further support computer coding activities in schools</li> <li>● Continued to expand and further the use of technology to support teaching and learning</li> <li>● Continued to support and enhance teacher training in the use of assistive technology to support student learning</li> </ul>

### Report on Performance:

Student success encompasses many facets of a student's education. Core skills in literacy and numeracy, and interventions in select curriculum areas all support the success of our students. The following is a report on progress for Year 3 indicators.

#### Literacy

Work on the Literacy for Learning Plan continued in Year 3 of the Strategic Plan. Literacy is a key direction of the Strategic Plan (2017-20).



### Continued to support Professional Learning on assessment in the area of literacy

In 2019-20, PL was delivered to Phase 1 and 2 schools under the Provincial Government's Education Action Plan in the area of literacy, including the Benchmark Assessment System (BAS), and its French-language counterpart, Trousse d'appréciation de rendement en lecture. A total of 262 teachers participated in 46 sessions on reading assessment.

Region	Sessions	Teachers
Labrador	5	7
Western	4	41
Central	12	73
Avalon	25	141
<b>Total</b>	<b>46</b>	<b>262</b>

The revised K-6 Language Arts Assessment Portfolio and Support Document was implemented with a focus on responsive teaching and learning within all Phase 1 and 2 schools under the Education Action Plan. This work supported a deeper understanding of assessment to enhance responsive teaching and learning. Support continued to schools in the form of visits, observations, and team meetings to inform student programming decisions. PL sessions were provided to Grade 2 teachers, as well as follow-up for Kindergarten and Grade 1 teachers to support teaching and learning of writing, including the implementation of the writing and reading assessment guide. A total of 40 sessions were held for 342 teachers.

Region	Sessions	Teachers
Labrador	14	51
Western	8	139
Central	12	22
Avalon	6	130
<b>Total</b>	<b>40</b>	<b>342</b>

## Continued Professional Learning to support reading and writing instruction in K-6

The K-6 District Literacy Team initiated the development of a Comprehensive Literacy Framework for primary-elementary students in the 2018-19 school year. The team used the framework as a guide to support a comprehensive approach to literacy. In 2019-20, activities included continued PL for teachers on the use of learning block structures to enhance effective literacy instruction. Learning block structures support responsive teaching, enabling teachers to organize class time to benefit the student using a variety of teaching methods such as instruction within a whole group, small group, and one-on-one instruction.



Region	Consultations on Learning Block Structures	Teachers
Labrador	6	40
Western	4	19*
Central	38	95
Avalon	17	175
<b>Total</b>	<b>65</b>	<b>325</b>

\* Fall numbers for Western. Spring sessions did not occur due to the suspension of in-class instruction (Covid-19)

PL was also offered to K-6 teachers on building literacy skills through play and inquiry. PL assisted teachers to improve their daily teaching practice and ensure they were engaging all students. Over 248 teachers participated in 77 sessions. K-6 teachers were also supported in opportunities to collaborate in decision-making responsive to student learning with 53 sessions delivered to 257 teachers.

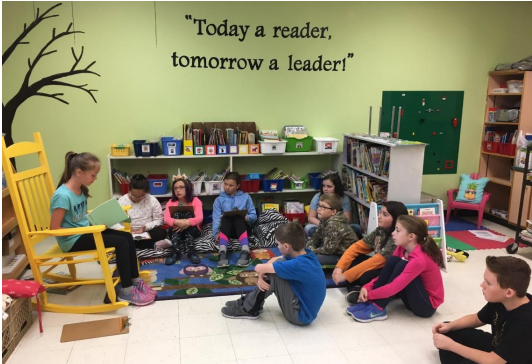
## Continued to support the development of a culture of literacy in K-6

The District extended the purpose of school library learning commons to support a culture of literacy across the curriculum. Library learning commons are shared spaces that are both physical and virtual, designed to move students beyond research, practice and group work, creating a greater level of engagement through exploration, experimentation, and collaboration.

These spaces provide opportunities for students to be engaged, make connections, collaborate and communicate to improve learning and develop technological, teamwork and leadership skills. Library learning commons can change school culture; transform the way teaching and learning occurs, and provide opportunities for teacher collaboration to enhance student engagement.

In 2019-20 initiatives included:

- PL to Phase 1 and 2 schools on the purpose of the library learning commons;
- District web pages for teachers and parents focusing on literacy, numeracy, school health and assistive technology;
- Promotion of literacy through social media;
- Connection with Public Libraries to support schools with library learning commons;
- Promotion of literacy events/activities/opportunities including Family Literacy Day, Sharing our Cultures, Inuktitut Speak Off, Labrador Creative Arts Festival, and more.



**Extended the Literacy for Learning Plan in Grades 7-9**

In 2019-20 the Literacy for Learning Plan and the assessment framework continued to be implemented in Grades 7-9, with PL for Grade 9 English and French language teachers. There were 315 teachers who participated in 21 sessions. Teachers were provided the opportunity to give feedback on the Plan through pre and post-session surveys.

Region	Sessions	Teachers
Labrador	5	16
Western	4	90
Central	5	61
Avalon	7	148
<b>Total</b>	<b>21</b>	<b>315</b>

PL sessions were also delivered to 82 Grade 9 teachers on the Assessment Framework for the Literacy Plan. Consultations with teachers informed the work of program specialists in supporting teachers in implementing the K-6 Assessment Portfolio into Grade 9. Pre surveys



were implemented in the fall, however post surveys were not able to be completed due to the suspension of in-class instruction (Covid-19). Additional PL sessions on literacy blocks and differentiated learning for reading and writing were held during the year. This year saw 28 sessions held with 315 participants across the province. These sessions included demonstrating the set-up of literacy block learning centres. Due to Covid-19, the Avalon region was unable to complete sessions in the Spring of 2020.

## Implemented the Responsive Teaching and Learning Policy for all staff in the K-6 Phase 1 and 2 Schools

### Education Action Plan

Implementation of the Provincial Government's Education Action Plan included the facilitation of PL to Phase 2 schools, held September 4-5, 2019. The focus was on the Primary-Elementary Initiative, particularly the Responsive Teaching and Learning (RTL) Policy, and the Universal Design for Learning Framework. The sessions included significant discussion on social-emotional learning, and school culture and its impact on teaching and learning.

Professional learning for teaching and learning assistants (TLAs) for Phase 2 schools, as well as new staff for Phase 1 schools, was held September 12-13, 2019 in St. John's. The sessions, delivered collaboratively by the Department and the District, outlined roles and responsibilities of TLAs, with emphasis on the important role they play in student learning. Additional PL on the RTL policy was provided to District programs staff November 18-19, 2019 in St. John's. Participants included program specialists, safe and inclusive schools itinerants, student services itinerants, as well as new Directors of Schools. These sessions focused on teaching practice through coherence, exploring influences on teaching practice, and policy. In the Winter/Spring of 2020, PL continued with Phase 1 and 2 schools. The Labrador, Western, and Avalon regions held sessions with reading specialists, learning resource teachers, teaching and learning assistants, instructional resource teachers and administrators - either onsite, virtually, or through consultation. The Central region postponed sessions until Fall 2021 due to Covid-19.

**June Abbott** @juneabb15 · Sep 13

Administrators of Phase-in schools engaged in conversation & learning focused on the TLA role. Facilitators; Mike Tobin, Director of Schools & Lynnette Ivany, Principal Phase-1 school.

[#learningalongside](#) [#EducationActionPlan](#) [@NLESDCA](#) [@EDU\\_GovNL](#)



## Created standards of practice for K-12 Reading Program Specialists and K-6 Mathematics Program Specialists

Standards of practice were drafted during the reporting period, with the Department expected to finalize them in 2020-21. These standards provide guidance on the knowledge and skills required to support the work of K-12 Reading and K-6 Mathematics Program Specialists.

## Continued the promotion of numeracy-related events and activities

The District continued to promote numeracy to school communities through online numeracy sites (a teacher resource site and a public site). To date, 3,318 people have viewed the Building Numeracy in NL site, with 8,258 page views. A Numeracy Spotlight newsletter was distributed in the Fall, however plans for a follow-up newsletter were disrupted due to Covid-19. A Twitter account (@nlesdnt) was created to promote numeracy in the District.

Meanwhile, the District continued implementation of the District's Numeracy for Learning Plan for Grades 8 and 9 in 2019-20, and extended the Plan to Grade 5. This Plan supports core numeracy learning, and uses a responsive teaching approach through implementation of a number of strategies, including:

- Professional learning to teachers throughout the year to enhance formative assessment processes for Grades 5, 8 and 9. A total of 62 sessions were delivered to 727 participants;
- Professional learning delivered by Brilliant Labs on Coding and Micro Bits;
- Professional learning for Grades 5, 8 and 9 teachers on numeracy blocks, focusing on mathematical mindsets. Sessions were delivered across the province to over 385 teachers;
- Creation of a pre and post PL survey on the use of learning block structures to support numeracy instruction. The Fall (pre) survey was completed, however due to the Covid-19 pandemic, the post survey was completed in Western region only. Plans for 2020-21 include completion of the post survey; and
- Professional learning on Mathematical Mindset through two provincial initiatives:
  - Mathematical Book Study, with 30 Grade 5 teachers completing the course; and
  - Self-directed learning to teachers on Mathematical Mindsets (offered through Stanford University). Seven teachers completed the online training.

## DreamBox Learning

DreamBox Learning, a personalized learning platform, helps students develop increased confidence and improve achievement in mathematics and helps teachers respond to student



needs through small group and individual instruction. A total of 656 student licences were issued in 2019-20.

### **Zorbit's Math Adventure**

Zorbit's Math Adventure, a K-3 blended learning platform, merges the powers of play, teaching, and technology. It empowers teachers to facilitate fun and inspiring math lessons that support the development of students' conceptual understanding of math. There were 9,744 students who accessed their Zorbit's Math adventure account during the 2019-20 reporting period.

The Zorbit's Math program includes four main components:

- The Zorbit's Math Adventure game for students - an entertainment experience for students in a problem-solving environment filled with meaningful math exercises;
- A library of hands-on mini-lessons and "Math Talks" that support individual, small group, or whole class instruction while facilitating social and collaborative learning;
- A reporting system for teachers, schools, and the District to identify learning gaps in relation to provincial standards. The system makes personalized recommendations to teachers for intervention that integrates the Zorbis game and the lesson library; and
- On-demand professional learning and support embedded in the platform that helps teachers build their capacity as 21st century teachers.

A concerted effort was made to highlight the resource for K-3 teachers and to encourage additional use. For example:

- Information was shared with school administrators in October 2019 and January 2020;
- District staff, including regional K-6 Regional Program Specialists and K-6 Math Program Specialists, attended a PL session in January 2020;
- Two PL sessions were offered to all teachers to share information on the resource.
  - May 12 - Introduction to Zorbis (372 participants)
  - May 19 - Using Data to Inform Instruction (351 participants);
- Additional activation of teacher and student accounts occurred during Spring 2020; and
- A monthly calendar of activities was created to encourage math engagement as well as a series of short "how to" videos for students. These resources have been actively shared through the District's Teacher Collaboration Group (Primary), as well as through Social Media (e.g., Twitter).

### **Continued evidence-based professional learning opportunities for staff on autism spectrum disorder**

The District continued to develop resources to support professional learning, and developed an autism spectrum disorder (ASD) web page during the reporting period. The web page had 736



visits during 2019-20. The resources posted there are segmented to provide information specific for teachers, student assistants, custodians and bus drivers. Several other initiatives were implemented, including:

- Development of professional learning circles for teachers on using specific, measurable, attainable, relevant and time-bound (SMART) goals in programming. These goals are effective for teens with autism because they outline expectations, time constraints and how to measure success;
- Provision of information and resources to support teachers with pre-employment programs in high school;
- Continued development of resources to support student programming, such as the Program for the Education and Enrichment of Relational Skills (PEERS), and video modelling (i.e., a video demonstrates a skill/behaviour and the student mirrors the skill/behaviour). PEERS is an evidence-based program designed for young adults with autism who want to develop and maintain healthy relationships. The skills acquired support students into adulthood and can assist with securing employment. Professional learning was held with School Health Liaison Consultants and Instructional Resource Teachers (IRTs);
- Continued programming consultations with teachers and school communities. Throughout the 2019-20 school year, 978 individual student consultations were held to support students with autism spectrum disorder through observations, Individual Student Support Plan (ISSP) and Individual Education Plan (IEP) meetings, teacher consults, and problem-solving;
- Continued promotion of the autism Google drive to school staff. There are now 914 teachers accessing resources through this platform to support students with ASD;
- Continued PL circles for teachers of students with ASD. Learning circles are targeted PL sessions which explore topics in detail with smaller groups. Autism itinerants have hosted learning circles on social stories, positive reinforcement, cognitive behaviour therapy, and 'power cards' (visual aids that use a student's special interests to help them understand social situations, routines, and the meaning of specific language). This year, there were 36 sessions delivered to 256 teachers; and
- Development of a standardized response protocol which complements a Behaviour Management Plan and aligns with the Responsive Teaching and Learning Policy.

### **Continued to identify resources and further engage in activities to support financial literacy**

In 2019-20, the District continued to support the financial literacy of students, through partnerships, resources, and activities.



### Financial Literacy Partnership

The District continued its partnerships with the Canadian Foundation of Economic Education (CFEE) and the Department to support financial literacy through:

- CFEE online resources, distributed to intermediate and high schools;
- The Grade 7 2020 Money Fair Initiative; and
- Information provided on three resources: Talk with Our Kids about Money, NextGen Edition - The Globe and Mail, and Money and Youth.

Support also continued through the provision of additional resources (websites, articles) to add to an Economic Education Team Drive and resource repository, and promotion of online platforms to support teacher collaboration.

### Financial Literacy Resources

Financial Literacy-Related Websites	37
Financial Literacy-Related Articles	15
Links to Printed Resources	15
Links to Video Hosts	10

### Membership in the Financial Literacy Group\*

Economic Education Team Drive	70 Members
Economic Education Teacher Group	46 Members

\*Membership numbers in the Financial Literacy Group fluctuated due to teachers' school and teaching assignments, and changing priorities due to Covid-19.

### Continued to promote and further support computer coding activities in schools

Computer coding activities contribute to digital literacy and understanding computer science while engaging students in critical thinking, communication, collaboration, creativity, and character development. In 2019-20, the District continued to support coding activities in schools, building on its plan with Brilliant Labs, an Atlantic Canadian experiential learning platform, and other CanCode partners to support coding in K-6 and to expand into 7-12. Protocols were developed and implemented with Brilliant Labs and seven other CanCode partners and posted on the District website.





PL on coding as a learning strategy continued in the reporting period with a total of 146 PL sessions and 965 teachers participating. These sessions included Grade 8 Math teachers (190) and the distribution of 1,500 microbit coding devices provided by Brilliant Labs.

In the 2019-20 reporting year, 142 classrooms received Brilliant Labs support in the form of hardware up to a value of \$500. In addition, 27 schools were approved for Makerspace support of up to \$4,000 for a total of 60 schools since 2018. A Makerspace is a creative, technology-enhanced space that provides a dedicated hands-on learning environment for students and staff.

The District also continued to support coding initiatives in schools through:

- An NLESD Coding to Learn web page which was updated and promoted with coding information (<http://www.nelsd.ca/families/codetolearn/index.jsp>), as well as a PL web page to support Computer Coding and Makerspace (<https://makered.nelsd.ca/>);
- Social media (Twitter) promotion about coding opportunities, including hashtags #CodeNLESD and #MakerEdNL;
- A Google Group for coding with over 200 members;
- A lending library for Brilliant Labs;
- Promotion of Computer Science Education Week and Hour of Code (December 9-15);
- PL sessions on 3D printing with teachers;
- PL sessions on ScratchED coding;
- PL sessions on Scratch Coding Competition for Grades 4-9; and
- The opening of the Avalon Region Makerspace at the District Conference Centre in St. John's.

### **Continued to expand and further the use of technology to support teaching and learning**

A comprehensive NLESD Provincial Technology Plan was drafted during the 2018-19 school year to support teaching and learning. The plan outlines how the District can use digital resources to improve student success and engagement; support equity in learning environments, and support safe and caring schools. The plan included six focus areas: Guiding Principles and Vision, PL and Teaching, Learning Environments, Assistive Technology, Digital Literacy and Citizenship, Technology Education and Skilled Trades. The Technology Plan continues to guide District efforts in leveraging digital to support student learning.

A number of special initiatives were implemented in 2019-20 to further the use of technology to support teaching and learning:

- A PL Resource web page for teachers was developed and launched in February 2020. The website aims to improve accessibility to teacher PL resources;
- The District explored current and emerging educational technologies (coding, Maker



- Education, media creation, gamification) that support learning and digital portfolios;
- The District delivered PL to 150 teachers on Minecraft Education Edition (game-based learning for classroom curriculum);
- An online Classroom was created to support this initiative themed “Leveraging Digital to Support Learning” with over 325 teachers enrolled. A number of PL sessions were held to support emerging technologies. Sessions were conducted on Google Suite Basics for Student Assistants and Teachers, Maker Education, Digital Portfolio, and Video Creation;
- The District launched an optional Google certification initiative to all programs staff with 100 teachers receiving Google Certification Level 1, 2 or Trainer; and
- A provincial District team implemented full day PL sessions to assist teachers in operating in an online learning environment due to Covid-19. These sessions, themed Re-Imagining Learning, were delivered to all teachers throughout the province (6,500) over a two-month period. Sessions focused on teaching in an online environment, preparing for the return to school, and scenarios that may be directed by the Chief Medical Officer.

### Continued to support and enhance teacher training in the use of assistive technology to support student learning

Support for teachers in the use of assistive technology continued throughout the reporting period with the delivery of PL sessions on select assistive technologies to support students in learning. A total of 65 sessions were held with 1,611 participants. Topics included Read and Write, EquatIO, and Alternative Augmentative Communication. Western Region held virtual sessions entitled “Tech Tuesdays” for 13 weeks in the Winter/Spring.

Region	Sessions	Teachers
Labrador	13	98
Western	5	114
Central	10	259
Avalon	37	1,196
<b>Total</b>	<b>65</b>	<b>1,667</b>

In addition, nine PL sessions on augmentative and alternative communication were delivered. Two of the nine sessions were offered through the Autism in Education Group of the Atlantic Provinces Special Education Authority (APSEA). A total of 630 participants attended the sessions, which included 13 Speech-Language Pathologists.



### **Assistive Technology Website and Software**

An Assistive Technology web page was developed and promoted in the 2019-20 school year. The web page includes an 'important updates' section with information regarding new software, resources and videos; an online classroom to support teacher learning, and pertinent information from the Department. A new Assistive Technology Newsletter was also developed and promoted to teachers, administrative and program staff. The assistive technology software Read and Write, and EquatIO were promoted to families. Teachers received demonstrations on the software during PL sessions. These software programs provide assistance to students by building confidence in reading, writing, and math. PL sessions were recorded for future viewing by teachers.



## Strategic Issue # 2: Safe and Caring Schools

The Board of Trustees of the Newfoundland and Labrador English School District continued with the priority of provision of safe, caring, inclusive and socially just learning environments.

Through the Strategic Plan for 2017-2020, the District focused on implementing a number of initiatives taken from the Department's Safe and Caring Schools (SAC) Policy, as well as initiatives to support the physical and mental well-being of students as identified by stakeholders during a consultation process. The District continued to support:

- School-Wide Positive Behaviour Supports (PBS) and bullying intervention protocols, based on data collection and analysis;
- Social media initiatives to support implementation of 2SLGBTQ+ guidelines under the SAC Policy; and
- PL on mental health and wellness, initiatives to support healthy and active lifestyles, as well as enhanced Occupational Health and Safety Programming.



# Bullying

## is NOT Cool.

### What is Bullying?

Resources,  
Behaviours,  
and Prevention



Goal 2	Indicators
<p>By June 30, 2020, the Newfoundland and Labrador English School Board will have enhanced school environments to ensure students can learn in safe, caring and inclusive settings that support physical and mental wellness.</p>	<ul style="list-style-type: none"> <li>● Implemented safe and caring schools initiatives</li> <li>● Supported positive mental health</li> <li>● Supported physical wellness</li> <li>● Enhanced accessibility of District facilities</li> <li>● Improved Occupational Health and Safety programming for District staff</li> <li>● Enhanced school bus safety</li> </ul>

**Report on Performance**

Over the course of the three-year Strategic Plan (2017-20), the District introduced or supported the implementation of a number of initiatives to support safe and caring and inclusive settings that support physical and mental wellness.

**Indicator 1: Implemented safe and caring schools initiatives**

Major initiatives to support safe and caring schools during the reporting period include:

**Review 360**

The District used data collection and analysis to support implementation of school-wide positive behaviour supports and bullying intervention protocols. This included the use of the Review 360 program. The program collects data used to track and analyse student behaviour in schools, and the schools’ subsequent response. It enables administrators to identify behavioural patterns and implement strategies to address issues. Directors of Schools and Safe and Inclusive Schools Itinerants identified a number of priority schools for positive behaviour supports and bullying intervention that included plans specific to each school. Ongoing support was provided to school staff on the data analysis process and use of Review 360 program.

**LGBTQ Initiatives**

A number of initiatives were implemented around LGBTQ for students and staff, including a four-year rollout of PL sessions for schools to promote LGBTQ awareness; Free to Be Me forums held across the province (in person and virtual); support for the establishment of Gender Sexuality Alliance (GSA) groups; GSA conferences; lesson plan development for teachers on integrating LGBTQ resources across all curriculum areas; Pride Week celebrations; changes in PowerSchool to accommodate preferred name and gender; and support to schools to establish gender inclusive washrooms.



## Proactive Programming

A number of proactive programs continued to support schools and help enhance belonging, positive relationships, and student behaviour throughout the province.

- Students Taking Responsibility in Violence Education (STRIVE) is a program offered by the Royal Newfoundland Constabulary (RNC) that was developed to empower students to take ownership of youth violence and work within their schools to find solutions to problems encountered. It helps inform students on the effects of their own behaviour and that of other students. This program was redesigned in 2018-19 and piloted in 2019-20;
- Drug Abuse Resistance Education (DARE), also provided by the RNC, is offered to all Grade 6 students who attend school in RNC jurisdictions. It focuses on health, legal and social problems experienced when students are involved with drugs. The program provides students with skills required to take a stand against the illegal use of drugs and the ability to make healthy and wise choices;
- Roots of Empathy, a program offered to elementary students, aims to build caring and peaceful youth through the development of empathy in children;
- Beyond the Hurt, offered to Grades 6-7 students, is a bullying and harassment prevention program. High school students are also trained to deliver the program to younger students (Grades 4-9);
- Relationships First is a restorative justice education initiative that focuses on building, strengthening and restoring positive relationships in school communities. Rooted in values such as respect, dignity and mutual understanding, restorative practices are used in schools in proactive ways (such as talking circles for community-building and curriculum uses) and responsive situations (responding to harm by providing opportunities for the parties directly involved to identify and address their needs). Restorative justice practices were used in schools throughout the province throughout the year;
- Indigenous Education Sessions (Wellahead Program) is a pilot project created in collaboration with the Qalipu First Nation. The initiative is aligned with the Comprehensive School Health Model and aims to share cultural knowledge and practices of indigenous youth and traditional values of the Mi'kmaq people to positively impact the health and wellness of all students. Students participate in Value Walks to assess their physical environments and determine what improvements can be made to ensure all members feel equal and included, safe and accepted, and physically and mentally well;
- A keynote presentation on social and emotional learning was provided at the District's New Administrator Conference in January 2020. Sessions and classroom visits on social and emotional learning were also held with student assistants and teachers; and



- Hazy Love, a program which provides hands-on workshops for youth (Grades 7-9), explores how alcohol and drugs can affect the decisions you make regarding sexual health.

### Indicator 2: Supported positive mental health

The District continued to implement initiatives that support positive mental health, including:

- A brochure entitled “Bullying is Not Cool”, which was distributed to schools in 2017-2018. The brochure was also replicated on the District website.
- Recognition of positive behaviours and teaching of expected behaviours;
- Social-emotional learning sessions for parents of Kindergarten students;
- In 2019-20, the District began the process of offering learning opportunities in the implementation of the Comprehensive School Health and Wellness Framework. The Framework includes evidence-based mental health promotion, prevention and integrated, early intervention programs in schools; and
- Communications to support positive mental health were also distributed, including: Living Healthy News (a District newsletter on health promotion), and monthly wellness memos to all schools in the Avalon region.

### Indicator 3: Supported physical wellness

The District implemented initiatives that encourage healthy and active lifestyles throughout the three-year reporting period. These included Active Schools - a program that helps K-6 teachers incorporate physical activity into curriculum in all subject areas - as well as the Healthy School Planner, a resource that helps schools assess the overall health of their school environments and plan for improvements. The Active Schools program included the provision of PL opportunities for K-6 teachers in all regions of the province over three years, with a total of 258 participants.

Year	Number of participants
2017-18	148
2018-19	70
2019-20	40
<b>Total</b>	<b>258</b>

The program also includes an Active Schools Google Classroom for K-6 teachers that supports teachers in integrating physical activity into regular classroom activities. It contains cross



curricular activities, resources, and videos that show how physical activities can be incorporated into the classroom. Over the three-year reporting period, Google Classroom gained 700 members.

### Healthy School Planner

The Healthy School Planner is a resource that helps schools assess the overall health of their school environments and plan for improvements. It is used to:

- Validate untapped resources within the community;
- Organize increased support for change;
- Lead the decision-making process to determine actions;
- Visualize outcomes through shared success stories; and
- Evaluate progress over time.

Over the past three years the District continued to use the tool and encourage principals to use it to assess the overall health of the school environment and make plans for improvement. Upon completion of a portion of the program, schools can apply for District funding to support projects that encourage healthy, active lifestyles. There were 245 grants provided to schools to help acquire equipment and support projects which encourage physical activity.

Region	Grants 2018	Grants 2019	Grants 2020
Avalon	54	28	21
Central	12	22	14
Western	14	20	13
Labrador	15	17	15
<b>Total</b>	95	87	63

### Smoke-Free Properties

The District has undertaken a number of initiatives to support smoke-free school environments, including:

- Reminding students and staff at all District facilities that smoking is not permitted in buildings or anywhere on District property, including vehicles;
- Installing smoke free signage for buildings and property;
- Delivering sessions to students on the effects of smoking; and





- Implementing programs, services and resources to encourage living tobacco-free (Smokers Help Line, NL Alliance for the Control of Tobacco resources, various Provincial programs and services, and the District's Tobacco-free Environment Policy).

The District also implemented a ban on the use of e-cigarettes, and conducted a number of initiatives to educate students on the use of tobacco and cannabis. These included:

- Distribution of information on the legalization of cannabis through the District website;
- Conducting activities during National Non-Smoking Week in January 2019;
  - Western regional staff collaborated with the regional Tobacco Free Network Group to develop resources for school and community health nurses; and
  - Labrador region hosted presentations by the RCMP on smoking, cannabis use and impairment and distributed material from ACT.
- Participating in the Provincial Youth Vaping Prevention Working Group, distributing ACT materials “Consequences of Vaping School Toolkit”.

#### **Indicator 4: Enhanced accessibility of District Facilities**

Over the three-year reporting period the District worked to increase accessibility in District facilities. In 2018, the District assessed accessibility in schools, identifying issues and then systematically addressing as many as possible over the reporting period.

During the three year reporting period, accessibility renovations were completed in a number of schools. These include: installation of automatic door openers; creating accessible washrooms; retrofitting of an internal vertical lift; accessibility upgrades to classrooms equipped to deliver functional curriculum, which may include appliances for life skills learning, and accommodations for other physical or sensory needs, upgrades to curbs and stair treads for visibility; and accessible playground equipment installed at more schools. The District also established barrier-free parking spaces (Blue Zone Parking) on school parking lots to provide accessible parking to students and families, as per the new Building Accessibility Act Regulations. In addition, from 2018 to 2020, the District purchased and installed accessible playground equipment at various schools throughout the province.

PL opportunities were also provided to provincial facilities managers, delivered by representatives of the Coalition of Persons with Disabilities, a cross disability provincial advocacy group. The training focused on the barriers faced by people with disabilities, and solutions for barrier removal.

### Indicator 5: Improved Occupational Health and Safety programming for District Staff

The District is committed to providing a safe working environment. Good Occupational Health and Safety (OHS) practices help ensure our schools, buses, and facilities are safe for all our students, staff and the public. Over the past three years, enhanced OHS initiatives were implemented in a number of areas by a number of divisions outlined in the chart below.

<b>Occupational Health and Safety Programming</b>			
<b>Division</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Human Resources</b>	<ul style="list-style-type: none"> <li>● Re-certification for School Based OHS committee member training</li> <li>● First Aid training conducted in all regions of the District (standard and emergency training). Drafted a new Occupational Health and Safety policy and administrative regulations</li> <li>● Board of Trustees approved a new Prevention of Workplace Violence Policy</li> </ul>	<ul style="list-style-type: none"> <li>● Re-organized Provincial Division with each regional HR Director responsible for OHS</li> <li>● Hired second OHS manager; reorganized Avalon position to focus on compliance</li> <li>● Disability Management responsibilities assigned to HR Managers</li> <li>● Completed compliance review</li> <li>● Board of Trustees approved an OHS policy and online PL</li> </ul>	<ul style="list-style-type: none"> <li>● Provided OHS support and guidance during the global Covid-19 pandemic</li> <li>● Provided assistance in School Re-entry plan</li> <li>● Continued focus on compliance with legislation</li> <li>● Continued OHS Committee Training initiatives</li> <li>● Developed mandatory OHS training, tailored to health directives for the Covid-19 health emergency</li> <li>● Developed a Harassment Prevention Plan</li> </ul>

<b>Occupational Health and Safety Programming</b>			
<b>Division</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>Facilities</b>	<ul style="list-style-type: none"> <li>● OHS Sessions for all custodians</li> </ul>	<ul style="list-style-type: none"> <li>● First Aid training for management, programs and facilities staff</li> <li>● OHS certification training. Newsletters and OHS Safety Boards created</li> <li>● The School Inspection Enterprise Management System added an OHS module to make school OHS inspection results readily available</li> <li>● Continued safety and hazard assessment training for all regions</li> <li>● Safety Meeting with Trades Staff and Contractors working in schools</li> <li>● Radon testing</li> <li>● Established a District-Wide OHS Committee</li> </ul>	<ul style="list-style-type: none"> <li>● Continued to track work requests through the School Inspection Enterprise Management System (SIEMS). SIEMS enables schools to enter work requests, and tracks reports by external inspectors (e.g., fire departments)</li> </ul>



<b>Occupational Health and Safety Programming</b>			
<b>Division</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>School Transportation</b>	<ul style="list-style-type: none"> <li>● Created an OHS safety manual</li> <li>● Risk assessments developed</li> <li>● Bus Depots conducted quarterly safety meetings and workplace inspections</li> <li>● Board employed drivers completed Workplace Hazardous Materials Information System</li> <li>● Division engaged in the national accreditation program, Certificate of Recognition Program</li> </ul>	<ul style="list-style-type: none"> <li>● OHS Committees for all bus depots</li> <li>● Registered member of the NL Construction Safety Association and certificate of recognition Certification Process</li> <li>● Bus Drivers and staff completed a number of training programs (e.g. Comprehensive Driver Orientation process, Fall Arrests, Hazard Assessment, Professional Driver Improvement Course, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>● Implemented all OH&amp;S committees for student transportation bus depots</li> <li>● Continued Certificate of Recognition (COR) certification processes (some certification delayed due to the Covid-19 pandemic)</li> <li>● PL continued in OHS training</li> <li>● Drivers completed Emergency First Aid/CPR &amp; Epipen training</li> </ul>

### **OH&S Committee Training**

The Newfoundland and Labrador English School District recognizes Occupational Health and Safety (OH&S) committees as an integral part of the organization’s OH&S Program. The District has conducted an assessment of training for implementation in 2020-21.

### **Harassment Prevention Training Program**

In 2019-20, the District developed a Harassment Prevention Plan for NLESD employees. Section 22 – 24.2 of the Newfoundland and Labrador OH&S Regulations requires every workplace to have a Harassment Prevention Plan. Harassment training will be provided in 2020-21.



## Indicator 6: Enhanced School Bus Safety

Over the three-year reporting period, the District maintained its commitment to school bus safety. A variety of initiatives were implemented.

### 2017-18

Additional training modules were added to SafePupil training for contracted and board-employed bus drivers with 1,170 drivers completing all components of the program.

Subject areas included: Safety Videos, Assembly and Placement of Emergency Triangles, Basic Student Management, Distracted Driving, Driving in the Wind, Backing, Tail Swing; Instruments and Brakes, Loading and Unloading Students, Mirror Adjustment, Post Trip Inspection, and Time Space Management.

A variety of training and certification programs for bus drivers were also completed, including those related to defensive driving; school bus safety drills, respectful workplaces, and autism training.



### 2018-19

Training in SafePupil continued with 95% of the over 300 drivers/garage staff having completed training, and included new online training entitled “Occupational Health and Safety Basics: and Pre-Trip Inspection”. The remaining 5% include drivers who are on extended leave or casual drivers who are obligated to complete required training prior to commencement of driver duties.

Drivers also completed the nationally certified Professional Driver Improvement and a Defensive Driver Course. Additional training was delivered to Board-employed bus drivers (270) who participated in or conducted emergency school bus evacuation drills at all schools that receive regular school bus service. The majority of schools also completed emergency school bus evacuation drills for the entire school body (not just regular riders). Training was also conducted for new drivers and regular driver training assignments for over 1,500 drivers.

## **2019-20**

Professional development and training continued with school bus drills completed for approximately 90% of all applicable schools. SafePupil training was delivered to 1,341 contracted and Board-employed bus drivers that included topics on Autism Spectrum Disorder, Allergies, Fire Extinguisher Safety, Fixed Object Collision, Tail Spin and Sideswipe, Texting and Driving, and Winning Bus Battle Strategies (driving scenarios).

Safety training continued with drivers and mechanics completing a number of courses such as Professional Driver Improvement Course/Defensive Driving Course and Emergency First Aid/CPR & Epipen training, Diagnostics Scan Tool and Blue Bird Training, Record of Duty Status and Pre-trip Inspection Training provided by Highway Enforcement of Service NL; fire extinguisher training; and Emergency First Aid/CPR & Epipen training. Additionally, the District's student transportation enforcement officer completed a course entitled "Gathering information Using Professional Investigation and Interviewing Techniques".



## Objective 3 (2019-20)

Objective 3	Indicator
<p>By June 30, 2020, the Newfoundland and Labrador English School Board will have further implemented initiatives to support safe, caring and inclusive learning environments that encourage physical and mental wellness.</p>	<ul style="list-style-type: none"> <li>● Continued to support implementation of school-wide Positive Behaviour Supports and bullying intervention protocols, based on data collection and analysis</li> <li>● Continued to support internet and social media safety initiatives</li> <li>● Continued to support implementation around the LGBTQ guidelines (Safe and Caring Schools Policy) and current initiatives to support students and staff</li> <li>● Furthered professional learning and initiatives to support mental health and wellness</li> <li>● Continued to promote initiatives to support healthy and active lifestyles</li> <li>● Continued to increase accessibility in District facilities</li> <li>● Continued implementation of enhanced Occupational Health and Safety Programming for District staff</li> <li>● Continued to implement school bus safety initiatives</li> </ul>

### Report on Performance

#### Continued to support implementation of school-wide Positive Behaviour Supports and bullying intervention protocols, based on data collection and analysis.

The District continued to provide proactive support to enhance student behaviour as outlined in the Behaviour Support Matrix, a framework that guides positive behaviour and intervention protocols in schools. Training was conducted across the province. All four regions conducted regular discussions with schools regarding school wide positive behaviour supports and intervention protocols to enhance student behaviors. The District's Safe and Inclusive Itinerants created a working group to make recommendations to the Safe, Inclusive and Healthy Schools Policy; and conducted focus groups with students to gain student perspectives on safe school environments. A number of consultations were held with schools on implementing school codes of conduct and positive behaviour supports; social and emotional learning, restorative justice, and on specific school-related concerns. Students participated in values/classroom agreements exercises that help groups facilitate healthy and safe and caring classrooms and school cultures.

These sessions were held throughout the year. Some scheduled sessions were cancelled due to the suspension of in-class instruction (Covid-19), however some sessions were conducted virtually. Due to in-class suspension, social and emotional learning resources were developed and placed on the District's Learning at Home web page to support students and the school community.

### **Continued to support Internet and Social Media Safety (ISMS) initiatives**

School environments are enhanced through Internet and Social Media Safety (ISMS) initiatives that promote safe environments for students and support their physical and mental well-being. In 2019-20, a variety of activities were implemented to support these safety initiatives:

- The Annual Planner for school administrators included lesson plans for delivery in school classrooms, with Safe and Inclusive Itinerants providing consultation and support for their implementation in schools;
- The District held numerous consultations with school administrators to support completion of lesson plans before January 2020;
- The District continued to work with the Department to update the Digital Literacy and Citizenship lesson plan as part of a larger review of the Safe and Caring Schools Policy;
- The District developed and launched a PL web page as a resource for teachers and administrators on topics such as social media, cyberbullying, and cell phones in the classroom. The District also worked on a guiding framework to support teacher PL at the school level;
- Various consultations were held with schools and students regarding social media challenges (e.g., Instagram video posts) prior to the suspension of in-class instruction in March 2020;
- Numerous virtual consultations with administrators and teachers occurred after the in-class suspension regarding safety protocols for connecting with students, in addition to distribution of virtual classroom guidelines; and
- Full day PL sessions on digital literacy were held with schools in every region.

### **Continued to support implementation around the LGBTQ guidelines (Safe and Caring Schools Policy) and current initiatives to support students and staff**

The District continued to promote 2SLGBTQ+ awareness and provide support to students and staff. The following initiatives were conducted during the 2019-20 reporting period:

- LGBTQ Guidelines for schools were reviewed with staff by school administrators in the fall and early winter. In-person school reviews of the guidelines were halted with Covid-19, however numerous





meetings were held virtually from March onward. These guidelines, developed by the Department, provide guidance to schools to create a culture that supports open communication and increased understanding and knowledge of diversity. The guidelines were also placed in the Administrative Planner for school principals;

- The District developed a Google site of resources to help teachers integrate inclusive practices into their classrooms and schools. This site includes a link to additional resources on LGBTQ inclusive practices available through the Department website;
- The District continues to support students transitioning with support from the Safe and Inclusive Itinerants;
- ‘Free to Be Me’ Forums were held throughout the province, as well as in-school presentations on this history of LGBTQ issues and the struggle for equal rights;
- Schools were supported in developing Gender Sexuality Alliance (GSA) groups through a GSA Facilitator Google Group;
- Conferences were held to support inclusion, including the Student Leadership Conference (95 students), and the Gender Sexuality Alliance (GSA) Conference in Corner Brook (approximately 100 students and 25 educators);
- Pride Week included a welcome session for families held at the Western regional office;
- PL refresher sessions were held on LGBTQ with schools, and a history event was hosted by Canadian Centre for Gender and Sexual Diversity with all Grade 9 students and staff at Corner Brook Integrated;
- Changes made to PowerSchool to accommodate preferred name and gender were communicated to school communities. Nineteen consultations with 215 staff were held with various schools on resources, and changes in PowerSchool;
- The first ever Virtual Gender and Sexuality Alliance (GSA) Forums ‘Free to Be Me’ were held on June 2, 9, and 16. They included a variety of sessions for students in junior and senior high, led by staff from the Canadian Centre for Gender and Sexual Diversity and NLESD’s Program Itinerants for Safe and Inclusive Schools. Workshops and sharing sessions were delivered, as well as a single, inclusive keynote session on June 11;
- Schools received support with the establishment of gender inclusive washrooms; and
- Safe and Inclusive Itinerants formed a committee to review gender inclusive puberty and sex education resources.

### **Furthered professional learning and initiatives to support mental health and wellness**

The District continued to support mental health and wellness through the following initiatives:

- Implementation of Go-to Teacher training for schools was delivered up to the suspension of in-class instruction (Covid-19) in March;
- The District also supported a number of mental health initiatives such as: Bell Let’s Talk, Gender Straight Alliances, Kindness Week, Pink Day, and Social Justice Clubs;
- Mental Health First Aid Training sessions were held up to the suspension of in-class



instruction, with three in-person sessions postponed. District staff participated in virtual webinars in the spring on the following: Caring for Others, Caring for Your Team, and Caring for Yourself;

- Applied Suicide Intervention Training (ASIST) Instructor status was provided to seven guidance counsellors, two educational psychologists, and five administrators/teachers in Central region in the Fall of 2019. Training planned for Winter 2020 was postponed due to the suspension of in-class instruction. The District is considering a blended model of training for the future;
- Work was undertaken to inform staff on Trauma-Informed Practice:
  - PL was conducted on trauma-informed practice and school-based initiatives that support mental health during the Fall 2019 leadership meetings. Participants included safe and inclusive itinerants, educational psychologists, guidance counsellors and student services staff;
  - Student services staff attended the Fall 2019 conference of the Newfoundland and Labrador Counsellors and Psychologists Association;
  - PL on trauma-informed practice was included under the Restorative Justice in Education initiative, with two sessions for 50 participants in the fall, and one session with 25 participants in the spring before the suspension of in-class instruction. A training session on trauma-informed practice was created and recorded for future sessions;
  - Resources related to trauma-informed practice were created for a web page under development; and
  - A PL plan was under development for teachers on student mental health and addictions, including trauma-informed practice and recovery-focused schools.
- Student Support Services created a Google “Great Big Classroom” to share evidence-informed resources and research in the area of mental health and wellness. The Classroom includes 175 members and provides PL sessions and weekly updates for members;
- In 2019-20, the Regional Directors of Student Services began developing a PL plan for teachers on student mental health and addictions, including trauma-informed practice and a focus on recovery, where applicable;
- The District worked with the Canadian Mental Health Association to promote Mental Health Week (May 4-10, 2020) and resources for students and school staff, particularly in light of the Covid-19 pandemic.

The District continued to support social-emotional learning initiatives in schools. For example:

- Sessions on the Handle with Care program were delivered to support the social and emotional needs of caregivers. The Handle with Care program is an interactive program to help parents and caregivers, including those who work in early childhood settings. The PL was held for teachers and student assistants, educational psychologists, student



service itinerants and program specialists. One session was postponed due to Covid-19;

- In April 2020, the District launched a virtual guidance counselling initiative to remain connected to students following the suspension of in-class instruction. This resource included a wellness component and was incorporated into the District's Learning at Home website. The District also created a Well-Being At Home Team to incorporate social-emotional learning strategies on the website;
- Provincial Safe and Inclusive Itinerants developed virtual classroom protocols to support students and staff and families during the suspension of in-class instruction; and
- A Google Classroom was established as a resource for teachers on social and emotional learning.

### Continued to promote initiatives to support healthy and active lifestyles

#### Active Schools

Active Schools initiatives encourage healthy and active lifestyles. PL sessions were delivered to help K-6 teachers incorporate physical activity into curriculum activities in all subject areas. Avalon Region held one session with 10 participants; Central held two sessions with 20 participants, Western held one session with 10 participants. Labrador had sessions scheduled for Spring 2020, however these were cancelled due to Covid-19. The Active Schools online classroom, which shares effective practices and resources with teachers, grew its membership to 701 participants.

#### Healthy School Planner

The District is committed to supporting healthy school communities and helping students succeed academically and make healthy choices. The District utilizes the Healthy School Planner to help schools improve the overall health of their school community. In 2019-20, each region received grants for the Healthy School Planner for a total of \$204,000 allocated for the reporting period.



### Healthy School Planner Grants

Region	Grants
Avalon	21
Central	14
Western	13
Labrador	15
<b>Total</b>	<b>63</b>

### Smoke-Free Properties

Awareness activities continued this year to ensure all schools and District properties remain smoke free. As part of the District’s Smoke-Free Policy, a ban on tobacco and vaping products supports healthy environments for students, staff, and the entire school community.

The District works with the Alliance for the Control of Tobacco (ACT) to provide information on the consequences of smoking and vaping. During the reporting period the District implemented the following:

- Distributed vaping awareness toolkits for schools and parents, with presentations on vaping delivered to Grade 7-12 students and PL on vaping provided to programs staff;
- Conducted the ‘Consider the Consequences of Vaping’ Tour with Health Canada, which visited Grades 7-12 schools in Western and Central regions in the Spring of 2019, and schools in Avalon region in the Fall of 2019. Labrador Region had planned to hold sessions, however they were cancelled due to the suspension of in-class instruction in March 2020;
- Shared the e-advocacy campaign and the [TruthAboutVaping.ca – ACT NL](https://www.truthaboutvaping.ca) media campaign with administration. The media campaign provides education and awareness to parents and adults about the health effects of vaping and e-cigarettes; and
- Developed a working group to address substance use concerns with partners from school administration, guidance, Eastern Health Addiction Services and Health Promotion staff.
- Provided hard copy resources and social media information to share with school populations.

Additional initiatives, such as Health Canada’s “Know More” opioid awareness campaign, were scheduled for the year, but postponed due to Covid-19. They are expected to resume in 2020-21.



## Provincial Active Living Policy

The District implemented the Provincial Active Living Policy in schools through programs such as the Healthy School Planner grant funding, the Active Schools initiative, school-based programs, outdoor activities such as snowshoeing, community gardens, sports meets, varsity programs, and more.

## Continued to increase accessibility in District facilities

Work continued to increase accessibility in District facilities throughout the province.

Accessibility upgrades are implemented as identified to meet student needs as they begin school, or transition to other schools. A number of accessibility projects were undertaken throughout all regions of the province in 2019-20, including:

- Accessibility renovations to various washroom facilities such as grab bars, toilet kits and seats, lever handles (Pasadena Academy; Templeton Academy);
- Accessibility modifications to equipment (science lab desk - Pasadena Academy);
- Lift repairs at 11 schools (vertical platform lift repairs and stairlift repairs);
- Visual contrast changes for stairs (Corner Brook Regional High, St. Michael's Academy);
- Installation of automatic doors (Long Range Academy, Bayview Academy, Templeton Academy, St. James All Grade, St. Peter's Academy, Corner Brook Intermediate);
- Installation of accessible washrooms (Truman Eddison Memorial, Leo Burke Academy);
- Installation of high visibility stair treads at 31 schools;
- Contrasting paint on handrails and outside steps (St. Peter's Academy);
- Contrasting visibility stripping on school stage (St. Michael's Academy, Corner Brook Intermediate);
- Renovation of the accessible teaching unit at Holy Heart of Mary;
- Installation of an accessibility ramp at Greenwood Academy;
- Replacement of elevator at St. Lawrence;
- Installation of accessible playgrounds at a number of schools;
- Installation of secure magnetic locks systems that remove the barrier to travel paths within the school while maintaining fire code compliance (Corner Brook Regional High, Long Range Academy); and
- Installation of new handrails on ramp (JJ Curling Elementary), and double handrails on stairwells (CC Laughlin).

## **Continued implementation of enhanced Occupational Health and Safety Programming for District staff**

### **Occupational Health and Safety**

The District continued to implement Occupational Health and Safety initiatives during the 2019-20 reporting period, with a focus on compliance with legislation.

#### **Prime Audits**

The Prevention and Return-to-Work Insurance Management for Employers/Employees (PRIME) Program, through financial incentives or charges, recognizes employers' claim costs as well as their compliance with certain health, safety and return to work practices as defined by WorkplaceNL.

A trial PRIME audit, conducted by WorkplaceNL, was initiated to evaluate the NLESD Health and Safety Program for the Western Region. The trial audit identified any practices or protocols that need to be addressed in the program. Trial audits will be conducted for Central, Labrador, and Avalon regions next year. The goal is to be PRIME compliant in all regions.

#### **Occupational Health and Safety Committee Training**

Occupational Health and Safety Committee (OH&S) training was ongoing in all regions in Fall 2019, but was put on hold due to Covid-19. The District conducted an assessment of committees and their ongoing training requirements for all regions.

#### **Harassment Prevention Training Program**

In 2019-20, the District amended its Respectful Workplace - Harassment Prevention and Resolution Policy, as per the Newfoundland and Labrador OH&S Regulations. These regulations require every workplace to have a Harassment Prevention Plan and Training Program. The training program will be developed and implemented during the 2020-21 school year.

#### **Operations**

The School Inspection Enterprise Management System (SIEMS) is an online system that allows schools to enter work requests for Facilities Division staff for response, and tracks reports by external inspectors (e.g., fire departments) by turning their recommendations into work requests, as appropriate. In 2019-20 the system was enhanced with the addition of an Occupational Health and Safety module, making school OH&S inspection results readily available, and easily tracked.

## Continued to implement school bus safety initiatives

In 2019-20, the District continued to implement school bus safety initiatives and Occupational Health and Safety requirements to maintain and enhance safe transportation for students.

### Student Transportation

District work continued during the reporting period in the area of OH&S requirements for School Bus Depots. All OH&S committees for student transportation bus depots are in place, holding regular meetings, and posting and submitting minutes as per the Occupational Health and Safety Act. Committees also continue to complete quarterly workplace inspections, acquire training, and conduct semi-monthly safety worksite 'toolbox talks'.

As a member of the Newfoundland and Labrador Construction Safety Association, the Student Transportation Division continued the Certificate of Recognition (COR) certification process. In 2019-20 six bus depots were certified. Two depots were delayed in certification due to Covid-19, but are scheduled for completion of the certification process next year. Two depots in Labrador are scheduled for completion by June 2021. The COR program provides accreditation and training in comprehensive hazard assessments, and implementation of a health and safety program.



Professional development and training continued as well during the reporting period: Five employees including lead drivers, forepersons, and lead mechanics completed two-day training in OH&S Supervisor training;

- Two depot OH&S committee members completed OH&S Committee training delivered by Service NL on July 24, 2019;
- Two managers attended a symposium hosted by WorkplaceNL on October 16, 2019 entitled "Prevention is Key: Health and Safety Learning Symposium";
- School bus drills continued with approximately 90% of all applicable schools completing school bus evacuation drills.
- Three staff completed Essential Communications course with the Gardiner Institute at Memorial University;
- Supervisors completed 17 webinars on a variety of topics offered by Workplace NL;

- 23 garage staff received Scan Tool Training. Scan Tool is an engine diagnostics tool. It reads the error code from the bus's computer and provides data on errors that need to be fixed;
- 12 garage staff received training in Diesel Engine Technical Training;
- 19 garage staff received Blue Bird Training, training on the buses mechanical structure diagnostics provided by the manufacturer; and
- 10 Forepersons and 5 Managers completed a cleaning disinfectant and Viral Pathogens (Covid-19) course with All Tech Environmental Services Limited.

### SafePupil Training

SafePupil training continued this year with 923 contracted drivers and 418 District-operated bus drivers completing the assigned training for the 2019-20 school year.

### Safety Training

The District continued to support additional safety training during the reporting period. For example:

- 107 drivers completed the Professional Driver Improvement Course/Defensive Driving Course;
- 25 mechanics completed the Diagnostics Scan Tool and Blue Bird Training;
- 74 drivers received the Record of Duty Status and Pre-trip Inspection Training provided by Highway Enforcement of Service NL;
- 53 drivers completed fire extinguisher training;
- The District's student transportation enforcement officer completed a course delivered by the Gardiner Institute entitled "Gathering information Using Professional Investigation and Interviewing Techniques"; and
- 105 drivers completed Emergency First Aid/CPR & EpiPen training.

### School Bus Safety Campaign

A School Bus Safety Campaign was undertaken in the Fall of 2019 in collaboration with Provincial Government and law enforcement partners. The campaign was conducted via social media (Twitter) to educate motorists about provisions in the Highway Traffic Act. Key focus points of the campaign included:





- It is an offence to pass a school bus while its lights are flashing and the stop-arm is extended;
- A reminder to motorists to slow down in school zones; and
- An emphasis on the fact that school bus safety is everybody's responsibility - school bus contractors, school administrators, parents, students themselves and, perhaps most importantly, the motoring public.

Partners included the Departments of Education (Former Department of Education and Early Childhood Development), Digital Government and Service NL (formerly Service NL), Transportation and Infrastructure (formerly Transportation and Works), the RCMP and the Royal Newfoundland Constabulary (RNC).

### **Global Positioning System (GPS)**

Global Positioning System technology increases safety for school bus transportation, allowing access to the bus's exact location and monitoring of the driver and mechanical performance. It also enables parents/guardians to track the location of the bus through an online application, thus reducing a student's wait time at a bus stop. The GPS technology was introduced on school buses during the reporting period (May 2018), with two pilots conducted. Once evaluated, the District received funding from the Department in 2019-20 to acquire the technology for its Student Transportation Fleet. Implementation is scheduled for 2020-21.

### **Family Responsibility Zone (FRZ) Courtesy Stops**

The District implemented a pilot program in 2018-19 to support families who did not qualify for student transportation because they lived within 1.6 km of their zoned school. The pilot provided 43 schools with one courtesy stop inside the 1.6 km Family Responsibility Zone (FRZ). The District had a total of 585 FRZ stops in place for the 2019-2020 school year.

## Strategic Issue #3: Leadership and Organizational Effectiveness

The Board of NLESD is committed to the development of strong school leaders, increasing organizational efficiencies through the use of technology, and sound stewardship practices that maximize use of public resources. This commitment was communicated in the District's 2017-20 Strategic Plan.



The Board endeavours to facilitate student learning through first rate teaching practices. Research demonstrates that strong school leadership has a major influence on student learning and, as such, professional learning opportunities for school administrators continued throughout the reporting period.

During the three-year reporting period, the Board continued also to focus on enhancing planning and efficiencies through the use of software; expanding human resource and student software information systems, and improving financial controls.

The District also worked to enhance administrative policies through the review, revision and consolidation of policies. This work continued to build on initiatives undertaken since the amalgamation of four former English school boards into one province-wide board in 2013.

Goal 3	Indicators
By June 30, 2020, the Newfoundland and Labrador English School Board will have enhanced school leadership development and organizational effectiveness.	<ul style="list-style-type: none"> <li>● Enhanced school leadership development opportunities</li> <li>● Enhanced use of select technology systems</li> <li>● Improved financial controls, administrative policies and practices</li> </ul>

**Report on Performance**

Over the three-year Strategic Plan (2017-20), the District introduced or supported the implementation of initiatives to enhance school leadership development and organizational effectiveness.

**Indicator 1: Enhanced school leadership development opportunities**

**School Leadership Development**

An Emerging Leaders Program was established in 2016 to support student success by identifying teachers who had the ability and interest to become effective school leaders. Since its inception, 82 educators have completed the program. Offered in collaboration with NLTA and Memorial University’s Faculty of Education, the program initially focused on succession planning for teachers interested in leadership roles and has since evolved into targeted professional learning supporting new administrators in their roles.

**Emerging Leaders Program (2016-17)**

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



### Emerging Leaders Program (2017-18)

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

### Emerging Leaders Program (2018-19)

Program Components	Participants Completed
Introductory Session	54
Instructional Leadership	27
Online Case Studies	27

In the 2019-20 school year, the District supported 160 new administrators with four days of professional learning. Learning opportunities included student services, programming, School Development, Responsive Teaching and Learning, trauma informed practice, and Comprehensive School Health.

### Indicator 2: Enhanced use of select technology systems

A number of electronic systems were implemented in 2017-20 to deliver educational services. These included the use of technology to improve hiring practices, manage day-to-day human resource requirements in schools, improve school transportation planning and procedures, improve school financial management procedures, and better manage inventory controls.

#### SmartFind Express

SmartFind Express is an auto-calling system that assists schools with the hiring functions of replacing teachers, student assistants and other staff when unexpected absences occur on a school day. The system began with auto-calling replacement of student assistants, conducted pilots for auto-calling secretaries and bus drivers, and expanded to include substitute teachers and teachers. Over the reporting period, the system was fully implemented for the Human Resource classifications noted.



### SmartFind Express Auto-calling

Year	Student Assistants	Secretaries	Bus Drivers	Substitute Teachers	Teachers
2017-18	Implemented	Pilot Fall 2017	Pilot Fall 2017		
2018-19		Implemented	Implemented	Implemented	Pilot Spring 2019
2019-20					Pilot - Fall & Winter

### Electronic Hiring Package

The District made improvements to its hiring processes through upgrades to its electronic hiring package. The package, used for hiring teachers, was expanded over the years to include teaching and learning assistants (TLAs), as well as support staff and management positions. The table below provides information on years that each group was added to the system, as well as the number of positions posted and applications collected. Over the three-year period, the total number of positions posted was 6,022, with over 286,000 applications received.

Electronic Hiring Package		
Year	Posted	Applications Received
2017-18	2,167	110,756 (Teachers)
2018-19	1,361	70,880 (Teachers)
	97	5,442 (TLAs)
2019-20	2,136	95,467 (Teachers)
	130	3,087 (TLAs)
	131	876 (Support and Management)
<b>Total</b>	<b>6,022</b>	<b>286,508 (All positions)</b>

### Bus Planner

Bus Planner, a school bus route planning software program, enables District transportation staff to use student locations to identify the most efficient bus routes, and provide a timely response to changes as required. A number of functionalities were expanded during the reporting period



such as logging all bus routes and stops, and addressing geocode errors (locations that are not a plotting point on the BusPlanner map), to enhance analysis and route design.

### **Student Transportation Document Management System**

An online document tracking system for District and contracted busing service, the system tracks required contractor information (e.g., driver abstracts, criminal record checks), driver and vehicle assignment to route, and improves communication between the District and contractors. The District completed system updates in 2018-19 and fully implemented the system in 2019-20.

### **Indicator 3: Improved financial controls, administrative policies and practices**

The District continued with a number of initiatives to streamline and improve financial and administrative policies and practices during the reporting period.

#### **Cayenta Financial Management System**

The District signed a contract on April 16, 2020, for a new financial management system. Cayenta is a fully-integrated system, which was determined to be the best and most cost-effective program to address the District's multi-faceted financial management needs. This acquisition was the culmination of several years' work to replace the District's outdated financial management system - the shortcomings of which were made evident in an Auditor General's Report, released in 2018. The target implementation date for Phase 1 of the project (financial management and work management modules) is July 5, 2021, with the implementation of Phase II (Human Resources and Payroll) to be about one year later.

#### **Financial Controls and Practices**

Meanwhile, a number of policies, processes and practices to improve financial and administrative practices were implemented during the three-year reporting period, including:

- Documentation of all District-wide purchasing procedures and guidelines;
- Regular review of approval procedures for purchases (e.g. levels of approval);
- Regular review of staff access to electronic purchasing/approval system with adjustments as necessary (ensuring employee access is accurate as per role);
- Development of a Vehicle Usage Protocol;
- Requirements for updating of log books for Board-owned vehicles (trips taken, mileage, fuel purchases);
- Implementation of new practices as per the Public Purchasing Agency guidelines;
- Creation of a new Fraud Risk Management Protocol;
- The inclusion of all school-generated funds within the District's external audit and consolidated statements;
- Establishment of an online database to track and monitor student transportation and



student transportation online inquiry/request form;

- Introduction of a new online Bus Repair Work Order System;
- Purchase of an Asset Management System and virtual server to host an inventory maintenance program;
- Cataloguing of network infrastructure in District offices and schools; and
- Development of a Work Order Protocol for garage work orders.

### **School-based financial management**

The District is committed to improving school-based financial management procedures through delivery of the following:

- Distribution of a Version 2 of the “School Administrators Handbook - Managing School Generated Funds”;
- Established a School Finance Helpdesk to enhance stakeholder communications;
- Provided PL sessions for administrators on “Activity Right” an online payment software solution that systematically reduces cash transactions in schools;
- Developed a School Generated Funds Monthly Checklist;
- Established a School Support Tracking database;
- Established a financial assessment procedure where all schools see District personnel visits (2018-19) to ensure compliance with District financial policies and procedures; and
- Established an enhanced quarterly school financial review procedure.



## New Policies and Updates

The District continued its commitment to enhancing organizational effectiveness, through creating consistency in policies and practices across all regions of the province (made necessary by the amalgamation of four school boards into one in 2013). Over the reporting period the District developed, reviewed, refined and consolidated multiple provincial policies.

Year	Policy
<b>2017-2018</b>	<ul style="list-style-type: none"> <li>● Political Activity</li> <li>● Research Studies and Surveys</li> <li>● French Programs</li> <li>● Facility Security and Access</li> <li>● School Fundraising</li> <li>● Refusal of School Admissions</li> <li>● Internal Audit</li> </ul>
<b>2018-2019</b>	<ul style="list-style-type: none"> <li>● Occupational Health and Safety</li> <li>● Performance Accountability (Management)</li> <li>● Student Athletics</li> <li>● Student Travel</li> <li>● Cannabis and Smoke Free (revised)</li> <li>● Student Search and Seizure (revised)</li> <li>● Vehicle Idling</li> <li>● Vehicle Usage</li> <li>● Criminal Record Screening and Vulnerable Sector Check (revised)</li> <li>● Student Records (revised)</li> <li>● Weather or Facilities Related School Closure (revised)</li> <li>● Student Travel (revised)</li> <li>● Travel-District Employees (revised)</li> <li>● Community Use of Schools (revised)</li> <li>● Whistleblowing: Employee Disclosure of Wrongdoing</li> <li>● Performance Appraisal (Support Staff)</li> </ul>
<b>2019-20</b>	<ul style="list-style-type: none"> <li>● Protection of Children and Youth (revised)</li> <li>● Student Records Policy and Regulations (revised)</li> <li>● French Policy and Regulations (revised)</li> <li>● Respectful Workplace/Harassment Prevention and Resolution (revised)</li> <li>● Prevention of Workplace Violence Regulations (revised)</li> <li>● Criminal Records Screening Vulnerable Sector Check (revised)</li> <li>● District Code of Ethics and Conduct</li> </ul>



## Improved Communications Practices

During the reporting period, the District continued to enhance communications practices in a number of areas to enhance engagement with stakeholders, including:

- **Back to School Communications** - Each year the District updates and enhances its back to school information web page in preparation for the upcoming year. The web page acts as an informational hub for families preparing to return to school and provides Kindergarten registration information, school contact information, details on policies, resources for math, French programs, coding, mental health, 2SLGBTQ+ issues, health and wellness, and more. The page can be viewed at: <https://www.nlesd.ca/schools/backtoschool/>.
- **Administrative Planner** - The Administrative Planner provides updated information and materials to help guide school administrators in the performance of daily duties. The planner was made available in a web-based electronic format in September 2018. All District divisions support communication with schools through updating relevant information on the website. Additions are made throughout the year, providing for instant access to required information.
- **School Website Project** - In the 2018-19 school year, the District benefited from the support of a student intern from Memorial University's Computer Science program. The student created a generic website template on the Google Sites platform, resulting in the creation of 66 new school websites.
- **Social Media** - From July 1, 2017, to June 30, 2020, the District's Twitter feed continued with over 18,500 tweets shared on school events, resources, activities, professional learning and other information relevant to school communities.

Year	Tweets
2017 - 18	6,500
2018 - 19	8,000
2019 - 20	4,000
<b>Total</b>	<b>18,500</b>

Throughout the three-year reporting period, the District increased its followers from 14,047 to 22,650 to share in the educational experience of school communities. The District continues to enhance communication practices and procedures throughout its Divisions to effectively communicate with stakeholders.



- **Engagement with Student Transportation Stakeholders** - The District established a database over the reporting period, to track and monitor public inquiries regarding student transportation. Implementation began in 2017 in the Avalon region, extending to the rest of province by the end of the school year. Inquires by year are noted below, with over 3,000 inquiries on student transportation taking place over three years. The number of inquiries was lower in the 2019-20 school year due to the suspension of services in March 2020 (Covid-19).

Student Transportation	
Year	Inquiries
2017-18	1,058
2018-19	1,265
2019-20	773
<b>Total</b>	<b>3,096</b>

In addition, the District partnered with Service NL to hold three contractor meetings (St. John's, Clarenville and Corner Brook) to answer questions from contractors. The District also held two meetings in June 2020 with contractors to discuss policy protocols related to Covid-19.

- **School Finance Helpdesk** - A School Finance Helpdesk was established to assist administrators/school secretaries in submitting school finance-related inquiries for response. Responses per year are noted below.

School Finance Helpdesk	
Year	Inquiries
2017-18	1,800
2018-19	859
2019-20	600
<b>Total</b>	<b>2,259</b>

## Objective 3 (2019-20)

Objective 3	Indicators
<p>By June 30, 2020, the Newfoundland and Labrador English School District will have further enhanced school leadership development opportunities; expanded the use of technology programs, and improved administrative policy and practices to support teaching, learning and the effective operations of the District.</p>	<ul style="list-style-type: none"> <li>● Continued to support Emerging Leaders Program</li> <li>● Continued to support and enhance the use of electronic personnel systems</li> <li>● Further enhanced and expanded school transportation procedures and practices</li> <li>● Begin implementation of new purchasing processes, approval procedures, and fraud risk management initiatives</li> <li>● Continued to explore new options and management processes to improve inventory controls</li> <li>● Continue to improve school-based financial management procedures</li> <li>● Continued to develop, review and revise District policies</li> <li>● Continued to enhance communications to stakeholders</li> </ul>

### Continued implementation of the Emerging Leaders Program

#### Leadership Development

The Emerging Leaders Program evolved in 2019-20 from a program designed to attract potential school administrators to a program focused on supporting current administrators. As of June 30, 2018, 82 emerging leaders completed the program.

In the 2019-20 school year, 30 new administrators received three days of targeted PL on effective leadership; with 50 new administrators attending a two-hour virtual session in December. Two-day sessions were held for about 50 new administrators in January 2020 in Gander. A virtual session was also held for 30 administrators in June 2020.

### Continued to enhance the use of electronic personnel systems

#### SmartFind Express

The SmartFind system is fully implemented for substitute teachers, student assistants, school secretaries and bus drivers. During 2019-20, 17,064 student assistants, 3,583 school secretaries and 1,511 bus driver vacancies were filled using SmartFind. The system also recorded absences for other District staff, with 3,986 absences recorded using SmartFind.



### Electronic Hiring Package

In 2019-20, the District continued to refine its electronic hiring package for teachers. The District posted 2,397 teaching, teaching and learning assistants, and support management positions to its website, processing 99,430 applications.

Positions	Positions posted	Applications Submitted
Teaching	2,136	95,467
Teaching and Learning	130	3,087
Support Management	131	876
<b>Total</b>	<b>2,397</b>	<b>99,430</b>

### Further enhanced and expanded school transportation procedures and practices

#### Procedures and Practices

Enhancement to school transportation procedures and practices continued in 2019-20 to enhance student safety and improve operational efficiencies including:

- A Driver Standards Document that outlines required documentation for Driver contract approval;
- NLESD Bus Route and Stop Guidelines;
- District-operated Field Trip Request Procedure;
- A School Bus Safety Program composed of specific classroom Instruction combined with Emergency School Bus Evacuation Drills. This includes supervision of loading/unloading of school buses where necessary; procedures to clearly outline stakeholder responsibilities and periodic school bus safety campaigns;
- An updated Courtesy Seating Protocol;
- Implementation of DocuSign software, an electronic signature software used to execute Student Transportation Agreements with contractors that has streamlined processes and enhanced efficiencies;
- An Updated Field Trip Protocol;
- Updated a Student Transportation Incident Tracking Procedure to align with the Auditor General recommendations;
- Developed an enhanced preventative maintenance monitoring process that notifies the Supervisor when a preventative maintenance work order is required. This process addresses a recommendation of the the Auditor General in the School Bus Safety Audit; and



- Streamlined the Alternate Transportation Application Process, changing it from paper based to electronic format in Google Forms. This was completed in collaboration with the Department, and the Student Transportation and Student Services divisions of the District.

The District also began development of a Student Transportation Procurement Protocol, a Student Restraint Protocol, Site Visit Protocol, and a draft Employee Training Guide.

### **BusPlanner Software**

The District expanded on the functionality of Bus Planner software in 2019-20 to enhance safety and efficiency. The District:

- Implementation of a BusPlanner Web Professional Portal for school administrators, accompanied with a How-to Video and How-to Guide. This portal provides administrators with access to a variety of school student transportation routes, and student and operator reports;
- Hired a second GIS position, Student Transportation Systems Specialist, to enhance the efficiency analysis and GIS technical work;
- Delivered online training sessions to School Administrators. These sessions were recorded and uploaded to the Principal Resources Team Drive for reference by Administrators as needed;
- Provided training to the District's GIS Specialist to attend a BusPlanner User Conference in Toronto, and attend a Train the Trainer course for BusPlanner's newest software version during the reporting period; and
- Focused on accurately depicting all District-operated bus routes into Bus Planner for usage across the province for 2020-21 and beyond.

### **Student Transportation Documentation System**

The Student Transportation Documentation System (STDMS) is an online document tracking system for District and contracted school busing services. The system was operationalized in the Fall of 2019 for District operated services. In 2019-20, 100 percent of driver and vehicle information was uploaded with required documentation, with system testing taking place since November 2019. Orientation on the STDMS was provided to all contractors. The Student Transportation Division is developing a How-To-Guide for incorporation in the system by the end of September 2020.



### Enhanced Stakeholder Communications

The District continued to enhance communications with stakeholders regarding bus safety procedures. Comprehensive memos were distributed to principals, contractors and all school transportation staff at the beginning of the school year. These memos outlined a variety of information such as new initiatives and procedures, reminders of existing safety procedures, training expectations, the School Bus Safety Program Classroom Instruction information.

Virtual Meetings were held with ServiceNL to discuss opportunities for administrative efficiencies for vehicle registration and inspection booklet payments, as well as a potential Memorandum of Understanding (MOU) on driver and vehicle documentation as recommended by the Auditor General’s School Bus Safety Report. Virtual meetings were also held with contractors.

### School Messenger

School Messenger is a software platform that provides for immediate, focused, high-priority group communication between student transportation staff and contractors, and ensures easy access to historical communication in the event of staff turnover. The District had planned to expand the platform to Western and Labrador regions in Winter 2020, however this was delayed until 2020-21 school year due to Covid-19.

### Transportation Communications

The District enhanced student transportation stakeholder communication through establishing a database to track and monitor public inquiries regarding student transportation. During the reporting period, a total of 773 inquiries were received.

Public Inquiries on Student Transportation	
Region	Number of Inquiries
Labrador	4
Western	64
Central	70
Avalon	635
<b>Total</b>	<b>773</b>



## **Begin implementation of new purchasing processes, approval procedures, and fraud risk management initiatives**

The District signed a statement of work on April 1, 2020, for a new financial management system, Cayenta. The District implemented new practices as per the Public Purchasing Agency guidelines. The District also implemented a new Fraud Risk Management Protocol that identifies fraud risk areas and implements mitigation strategies to reduce risk of fraudulent activity.

## **Continued to explore new options and management processes to improve inventory controls**

Management processes were enhanced for the District in 2019-20 through a number of actions:

- A web-based asset management system for District-wide use, purchased in 2018-19, was implemented in the reporting period;
- The District expanded on the addition of an inventory maintenance application, incorporating the asset data collected manually;
- The Student Transportation Division implemented a Work Order Protocol that uses Google Forms to outline requirements for all garage work orders, enhancing tracking of inventory for such things as tires, brakes and other installed items;
- Work on the development of a draft Asset Management Policy continued; and
- The IT Division continued to catalogue purchased hardware for the District.

## **District Finance Internal Website**

In 2019-20 the District designed an internal financial website for District employees, particularly administrators, secretaries and employees who are involved in the purchasing process, with a section included for teachers. This site's objective is to provide a single location for all information and resources related to finance, procurement and school generated funds. The site will assist in the orientation of new employees to District finance and procurement information and procedures. The website will be operational in the 2021-22 school year.

## **Continued to improve school-based financial management procedures**

During the reporting period, the District continued its commitment to improving school-based financial management procedures through delivery of a number of supports. As of the 2019-20 school year, all school-generated funds are included within the scope of the District's external audit and consolidated statements.

A School Finance Helpdesk, established to enhance stakeholder communications, provided a streamlined process for administrators/school secretaries to submit school finance-related inquiries for response by the School Financial Support Division. The District responded to approximately 600 inquiries of a financial nature in 2019-20.



## School-based financial management

PL was provided to support implementation of Version 2 of the “School Administrators Handbook - Managing School Generated Funds” and other school-based financial management procedures. A number of initiatives supported school-based financial management:

- A summary document was developed as a resource for schools that outlined the changes in Version 2 of the School Administrators Handbook;
- Distributed a Teacher’s Guide to School Administrators that summarized information and procedures related to teachers from Version 2;
- PL sessions were held on Version 2, with 156 school administrators and secretaries attending eight sessions. This session was recorded and posted for future PL;
- PL sessions were delivered to Directors of Schools on their responsibilities pertaining to Version 2 of the handbook;
- Ten training videos were developed for school administrators and secretaries regarding appendices of Version 2 of the handbook;
- PL sessions on the handbook were held during fall 2019 Family of Schools meetings;
- Semi-monthly optional PL sessions via Skype were developed and delivered in January and March of 2020. A variety of topics were covered under school finance and corporate services and were recorded and posted for future PL;
- 28 new administrators received school finance PL in August 2019;
- Two PL sessions were held with 17 school administrators on school financial topics in September 2019;
- Individual school sessions were held at 11 schools as requested by school administrators;
- The District facilitated PL to specific school administrators and school secretaries on the implementation of action plans resulting from school internal audits;
- The School Financial Support Division continued to monitor targeted school financial control activities on a regular basis to reduce the risk of accounting complications and misappropriation (e.g., monthly bank completions, outstanding deposits receipts); and
- The School Financial Support Division began a School Visit initiative in an effort to further enhance its monitoring of school financial procedure compliance as well as enhance communication with school admin’s and secretaries. Four visits occurred in the Winter of 2020 before Covid-19 halted this activity.





## Continued to develop, review and revise District policies

For the period July 1, 2019 to June 30, 2020 the following policies were approved or in the process of being developed.

### Completed

- Protection of Children and Youth Policy and Regulations (revised)
- Student Records Policy and Regulations (revised)
- French Policy and Regulations (revised)
- Respectful Workplace/Harassment Prevention and Resolution Regulations (revised)
- Prevention of Workplace Violence Regulations (revised)
- Criminal Records Screening Vulnerable Sector Check (revised)
- Code of Ethics and Conduct

### Ongoing/Updating

- Asset Management
- Service Animals
- Student Supervision
- Use of Instructional Time
- Gender Violence
- Employment Equity
- Performance Appraisal for Support Staff
- Disability/Accommodation
- Teacher Leave
- Recruitment, Selection, Assignment, Reassignment and Retention of Teaching Staff
- Disability Management
- Employee Orientation
- Crisis Response (Human Resources)
- Healthy Eating (with the Department)
- Student Transportation (Alternate)
- Student Transportation (Regular)

## Continued to enhance communications to stakeholders

The District continued to take advantage of technology and various communications platforms during the July 1, 2019 to June 30, 2020 reporting period to more effectively communicate with stakeholders.



### School-based Human Resources on Website

The District continued to post the human resources allocations for each school on the District website. This practice has been in place since September 2018. Each school's allocation information is available on its school profile page, and features the number of categorized teaching units; teaching and learning assistants, and the number of student assistant hours per day assigned to the school. Each school's September allocations are now captured and, should any changes be made throughout the school year, the information is live-updated by District personnel in the "extra allocations" section. Schools with an Instructional Resource Teacher (IRT2) allocation that is greater than 0 but less than 0.50 will not have that allocation published, in the interest of student privacy.

### ThoughtExchange

The District continued to use ThoughtExchange, an online consultation tool, to assist with several consultation and collaboration efforts, including September reopening plans, the 2020-23 Strategic Plan, and formal school system reviews which took place during the year. ThoughtExchange provides an opportunity for virtually all members of a school community to participate in the decision-making processes, and have their ideas and thoughts considered by others. The overall goal is to enhance the District's communication with stakeholders; enhance the transparency of the consultation process, and to ensure as many members of the school community as possible have an equal opportunity to have a voice. ThoughtExchange surveys were conducted for a number of school system reviews in 2019-20, including:

- Holy Spirit High and Mount Pearl Senior High School Systems
- Holy Trinity High School System
- Stephenville High and Piccadilly Central High School Systems
- Marystown Central High School System
- Phoenix Academy and Gill Memorial Academy School Systems
- Dorset Collegiate School System
- Glovertown Academy School System
- Waterford Valley High School System

Meanwhile, the District also utilized ThoughtExchange to conduct consultations for its 2020-23 Strategic Planning process. There were about 1,600 participants, approximately two-thirds of whom were teachers. The participation rate was encouraging, considering the province was embroiled in the Covid-19 health emergency during the consultation period.

ThoughtExchange was used again in June to consult with stakeholders on the District's plans for a September reopening. The District hosted a province-wide virtual webinar with representatives of school councils on June 17, 2020, which was facilitated through ThoughtExchange. This initial input provided some robust data, which was shared with participants in 14 separate follow-up sessions, involving all Families of Schools. School



administrators were consulted on June 18, and plans were to engage more than 100 students in July to provide input on reopening plans.

### Covid-19 Webpage

In early February 2020, as it became apparent that the Covid-19 pandemic could impact Newfoundland and Labrador schools, the District began building a Covid-19 web page to provide a one-stop repository of information for parents and the public. All District Covid-19-related news releases, parent memos and other provincial and federal information of benefit to students and families was collected on the web page, for easy access at: <https://www.nlesd.ca/families/Covid-19.jsp>. A new web page was being plan for return to school in September.

### #ShoutOut Social Media Campaign

In May 2020, the District began a social media effort to highlight interesting and innovative stories coming out of teacher-led Google Classroom sessions and the Learning at Home initiative, following suspension of in-class instruction in mid-March. The District saw teachers get more comfortable, and more innovative, in the virtual environment as time progressed. Teachers and parents also made excellent use of the Learning at Home print and online resources, and shared their experiences through social media. The District used the hashtags #nlschools, #ShoutOut and #LearningatHomeNL to encourage teachers and families to share their stories, and to like and retweet others as they deemed appropriate.

### Twitter Account

In 2019-20, the District's Twitter feed shared over 4,000 tweets on District events, resources, school activities, professional development, and other important information relevant to school communities. Throughout that time period, the District's account received more than 4,320 new followers (to a total of approximately 22,650) to share in the educational experience of students, teachers, support staff and schools. That is more than four times the social media audience growth when compared to the gains made in the 2018-19 school year. The District continues to develop and enhance communications practices and procedures throughout its Divisions to more effectively communicate with stakeholders. Since the District initiated its Twitter account in 2013, more than 34,000 tweets have been initiated or shared.



# Opportunities and Challenges

## Opportunities

### Deep Learning

The District is committed to Deep Learning, an educational approach that puts increased focus on experiential learning, and how students can demonstrate acquired knowledge in ways other than through traditional assessment practices. This type of learning is a shift from how education has traditionally been delivered in the province. While it is an opportunity to enhance student engagement and success, professional learning and partnerships will be an essential component to support its success.

### Education Action Plan

The District will continue to work with the Department of Education for Year 3 (the final year) of implementation of the Education Action Plan (EAP). Nine focus areas form the EAP: Inclusive Education, Student Mental Health and Wellness/SEL, Mathematics, Reading, Indigenous Education, Multicultural Education, Early Years, Career and Co-operative Education, and Teacher Education and Professional Development. Much work has been accomplished in the implementation of the new Responsive Teaching and Learning (RTL) Policy in Phase 1 and 2 Schools (2018-19 and 2019-20). Phase 3 schools will avail of PL opportunities in application of this policy in 2020-21.

### Leveraging Digital/Remote Learning

Technology has become an integral part of a functioning society and access to internet connectivity and computer devices, especially in education, is more critical than ever. This was never more evident than after the suspension of in-class instruction in March 2020, due to Covid-19. In May, after an analysis of needs, the District forwarded a request to the Provincial Government for technology devices for distribution to teachers and students (Grades 7-12) to mitigate any future suspension of classes. Online instruction has the ability to mitigate impacts of major weather events (e.g., the week-long 'Snowmageddon' which hit the Northeast Avalon in January 2020), and lessen the impact of traditional snow days, absenteeism caused by student illness or any number of factors. Issues remain, however, as not all areas of the province have access to adequate broadband and Internet services.

### Comprehensive School Health Framework

The Comprehensive School Health Framework is a holistic approach to support student wellness that encompasses healthy eating, physical activity, and social and emotional learning. The Framework will be implemented in the 2020-2021 school year, through a focus on building



capacity of all educators to support the healthy development of students, and creating partnerships to support that work.

## Challenges

### Uncertainty Around Covid-19

The Covid-19 pandemic has created challenges for the delivery of educational services in the province, and impacted the social and emotional well-being of students and school communities. The District will continue to collaborate with all stakeholders to ensure students, families and staff are safe, while delivering educational programs and services. A potential full or partial shut down due to Covid-19 will create challenges given there is inadequate availability of internet and broadband access in several areas of the province.



## Appendix A

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### 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 District

Board of Trustees (2019-20)

(as of June 30, 2020)

<b>Region</b>	<b>Zone</b>	<b>NAME</b>	<b>EMAIL</b>
Labrador	1	Raymond Bennett	Raymondbennett_sbt@nlesd.ca
	2	Goronwy Price, <b>Chair</b>	goronwyprice@nlesd.ca
	3	Vacant	
Western	4	Scott Burden	Scottburden_sbt@nlesd.ca
	5	Pamela Gill	Pamelagill_sbt@nlesd.ca
	6	Wayne Lee	Waynelee_sbt@nlesd.ca
Central	7	Thomas Kendell	Thomaskendell_sbt@nlesd.ca
	8	John George	johngeorge@nlesd.ca
	9	Winston Carter	Winstoncarter_sbt@nlesd.ca
Avalon	10	Eric Ayers	Ericayers_sbt@nlesd.ca
	11	Vacant	
	12	Hayward Blake, <b>Vice-chair</b>	Haywardblake_sbt@nlesd.ca
	13	Kevin Ryan	Kevinryan_sbt@nlesd.ca
	14	Jennifer Aspell	Jenniferaspell_sbt@nlesd.ca
	15	Keith Culleton	Keithculleton_sbt@nlesd.ca
	16	Peter Whittle	Peterwhittle_sbt@nlesd.ca
	17	Steve Tessier	stevetessier_sbt@nlesd.ca

# Financial Statements



# Newfoundland and Labrador English School District

**Consolidated financial statements**  
**June 30, 2020**



## Statement of responsibility

The accompanying 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 consolidated financial statements and to discuss any significant financial reporting or internal control matters prior to their approval of the finalized consolidated financial statements.

Ernst & Young LLP, Chartered Professional Accountants, as the Board's appointed external auditor, has audited the 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 consolidated financial statements are free from material misstatement and present fairly the consolidated financial position and consolidated results of the District in accordance with Canadian public sector accounting standards.



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Chairperson



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Treasurer

# Independent auditor's report

To the Board of Trustees of the  
**Newfoundland and Labrador English School District**

## Opinion

We have audited the consolidated financial statements of the **Newfoundland and Labrador English School District** [the "District"], which comprise the consolidated statement of financial position as at June 30, 2020, and the consolidated statement of operations, consolidated statement of changes in net debt and consolidated statement of cash flows for the year then ended, and notes to the consolidated financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying consolidated financial statements present fairly, in all material respects, the consolidated financial position of the District as at June 30, 2020, and its consolidated financial performance, its consolidated net debt, and its consolidated cash flows for the year then ended in accordance with Canadian public sector accounting standards.

## Basis for opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the *Auditor's responsibilities for the audit of the consolidated financial statements* section of our report. We are independent of the District in accordance with the ethical requirements that are relevant to our audit of the consolidated financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

## Responsibilities of management and those charged with governance for the consolidated financial statements

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

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

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

## Auditor's responsibilities for the audit of the consolidated financial statements

Our objectives are to obtain reasonable assurance about whether the consolidated financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these consolidated financial statements.



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

- Identify and assess the risks of material misstatement of the consolidated financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the District's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the District to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the consolidated financial statements, including the disclosures, and whether the consolidated financial statements represent the underlying transactions and events in a manner that achieves fair presentation.
- Obtain sufficient appropriate audit evidence regarding the financial information of the entities or business activities within the District to express an opinion on the consolidated financial statements. We are responsible for the direction, supervision and performance of the District audit. We remain solely responsible for our audit opinion.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

St. John's, Canada  
November 27, 2020

*Ernst & Young LLP*

Chartered Professional Accountants





**Newfoundland and Labrador English School District**

**Consolidated statement of financial position**

As at June 30

	2020	2019
	\$	\$
<b>Financial assets</b>		
Cash	32,639,067	12,412,026
Cash held by schools	13,827,054	—
Short-term investments <i>[note 4]</i>	2,758,256	5,797,405
Accounts receivable	2,428,392	1,534,709
Due from government entities <i>[note 5]</i>	1,731,220	16,922,904
Teachers' salary accrual receivable	82,872,032	83,347,583
	<u>136,256,021</u>	<u>120,014,627</u>
<b>Financial liabilities</b>		
Accounts payable and accrued liabilities <i>[note 8]</i>	11,610,705	12,277,484
Due to government entities <i>[note 9]</i>	631,343	1,017,487
Teachers' salary payable	82,872,033	83,347,583
Accrued vacation pay	5,990,346	5,590,051
Accrued severance pay <i>[note 11]</i>	8,436,352	127,352,704
Accrued sick leave <i>[note 12]</i>	77,249,975	83,728,205
Long-term debt <i>[schedules 8 and 8A]</i>	17,538,737	15,743,907
Obligation under capital leases <i>[note 13]</i>	647,430	1,002,586
Deferred revenue <i>[note 16]</i>	5,945,983	6,750,121
School-based deferred revenue	9,247,168	—
	<u>220,170,072</u>	<u>336,810,128</u>
<b>Net debt</b>	<u>(83,914,051)</u>	<u>(216,795,501)</u>
<b>Non-financial assets</b>		
Prepaid expenses <i>[note 6]</i>	2,819,410	2,193,771
Tangible capital assets, net <i>[note 20 and 21]</i>	735,618,121	713,527,806
	<u>738,437,531</u>	<u>715,721,577</u>
<b>Accumulated surplus</b>		
Accumulated surplus – restricted	3,281,931	3,281,931
Accumulated surplus – unrestricted	651,241,549	495,644,145
	<u>654,523,480</u>	<u>498,926,076</u>

See accompanying notes

On behalf of the Board:

  
Chairperson

  
Treasurer

## Newfoundland and Labrador English School District

### Consolidated statement of operations

Year ended June 30

	Budget	2020	2019
	\$	\$	\$
	<i>[note 17]</i>		
<b>Revenue</b>			
Provincial government grants <i>[schedule 1]</i>	781,082,741	898,294,076	803,408,099
Capital transfers from government	—	45,362,466	22,965,383
Funds from school-based activities	—	14,255,144	—
Other income <i>[schedule 1]</i>	1,160,560	5,458,954	3,928,165
Gain on sale of tangible capital assets	—	2,409	1,911,272
	<b>782,243,301</b>	<b>963,373,049</b>	<b>832,212,919</b>
<b>Expenditures</b>			
Instructional <i>[schedule 3]</i>	629,379,803	621,880,195	622,451,984
Operations and maintenance <i>[schedule 6]</i>	79,036,163	80,365,460	82,408,973
Pupil transportation <i>[schedule 7]</i>	55,647,072	51,377,497	54,387,783
Amortization of tangible capital assets <i>[note 20]</i>	—	28,795,344	29,435,290
School-based activities	—	15,144,044	—
Administration <i>[schedule 2]</i>	7,246,805	7,390,024	7,271,578
Information technology <i>[schedule 5]</i>	6,847,470	6,277,770	5,924,051
Human resources <i>[schedule 2]</i>	2,612,138	2,326,109	2,359,294
Centre for Distance Learning and Innovation [CDLI] <i>[schedule 4]</i>	1,473,850	1,411,202	1,355,059
	<b>782,243,301</b>	<b>814,967,645</b>	<b>805,594,012</b>
<b>Annual surplus from operations</b>	<b>—</b>	<b>148,405,404</b>	<b>26,618,907</b>
Accumulated surplus – unrestricted, beginning of year		495,644,145	470,936,510
Annual surplus from operations		148,405,404	26,618,907
Net assets from school based funds and controlled entities <i>[note 1]</i>		7,192,000	—
Transferred to restricted surplus		—	(1,911,272)
<b>Accumulated surplus – unrestricted, end of year</b>		<b>651,241,549</b>	<b>495,644,145</b>
Accumulated surplus – restricted, beginning of year		3,281,931	1,370,659
Annual surplus from operations – restricted		—	1,911,272
<b>Accumulated surplus – restricted, end of year</b>		<b>3,281,931</b>	<b>3,281,931</b>

See accompanying notes

## Newfoundland and Labrador English School District

### Consolidated statement of changes in net debt

Year ended June 30

	2020	2019
	\$	\$
<b>Annual surplus from operations</b>	<u>148,405,404</u>	<u>26,618,907</u>
<b>Changes in tangible capital assets</b>		
Acquisition of tangible capital assets	(50,885,659)	(25,958,895)
Gain on sale of tangible capital assets	(2,409)	(1,911,272)
Proceeds on disposal of tangible capital assets	2,409	2,372,477
Amortization of tangible capital assets	<u>28,795,344</u>	<u>29,435,290</u>
<b>Decrease (increase) in net book value of tangible capital assets</b>	<u>(22,090,315)</u>	<u>3,937,600</u>
<b>Changes in other non-financial assets</b>		
Increase in prepaid expenses	<u>(625,639)</u>	<u>(51,957)</u>
Decrease in net debt	125,689,450	30,504,550
Net assets from school based funds and controlled entities	7,192,000	—
Net debt, beginning of year	<u>(216,795,501)</u>	<u>(247,300,051)</u>
<b>Net debt, end of year</b>	<u>(83,914,051)</u>	<u>(216,795,501)</u>

See accompanying notes

**Newfoundland and Labrador English School District**

**Consolidated statement of cash flows**

Year ended June 30

	2020	2019
	\$	\$
<b>Operating activities</b>		
Annual surplus from operations	148,405,404	26,618,907
Add (deduct) items not affecting cash		
Amortization of tangible capital assets	28,795,344	29,435,290
Gain on sale of tangible capital assets	(2,409)	(1,911,272)
Change in teachers' salary accrual	(475,550)	781,902
Increase (decrease) in accrued vacation pay	400,295	(128,278)
Decrease in accrued sick leave	(6,478,230)	(6,306,227)
Decrease in accrued severance pay	(118,916,352)	(21,297,131)
Net change in non-cash working capital related to operations		
Short-term investments	3,039,149	(1,873,672)
Accounts receivable	14,773,552	(2,632,633)
Prepaid expenses	(625,639)	(51,957)
Deferred revenue	8,443,030	(8,836,730)
Accounts payable and accrued liabilities	(1,052,923)	(1,527,747)
<b>Cash provided by operating activities</b>	<b>76,305,671</b>	<b>12,270,452</b>
<b>Capital activities</b>		
Acquisition of tangible capital assets	(50,885,659)	(25,958,895)
Proceeds on disposal of tangible capital assets	2,409	2,372,477
Proceeds from obligation under capital leases	—	504,431
Repayment of obligation under capital leases	(355,156)	(297,931)
<b>Cash used in capital activities</b>	<b>(51,238,406)</b>	<b>(23,379,918)</b>
<b>Financing activities</b>		
Proceeds from long-term debt	4,025,466	3,033,941
Net assets from school based funds and controlled entities	7,192,000	—
Repayment of long-term debt	(2,230,636)	(1,968,652)
<b>Cash provided by financing activities</b>	<b>8,986,830</b>	<b>1,065,289</b>
<b>Net increase (decrease) in cash during the year</b>	<b>34,054,095</b>	<b>(10,044,177)</b>
Cash, beginning of year	12,412,026	22,456,203
<b>Cash, end of year</b>	<b>46,466,121</b>	<b>12,412,026</b>
<b>Represented by:</b>		
Cash	32,639,067	12,412,026
Cash held by schools	13,827,054	—
	<b>46,466,121</b>	<b>12,412,026</b>

See accompanying notes

# **Newfoundland and Labrador English School District**

## **Notes to consolidated financial statements**

June 30, 2020

### **1. 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.

### **2. Summary of significant accounting policies**

These consolidated financial statements are prepared in accordance with Canadian public sector accounting standards, which for purposes of the District's consolidated financial statements are represented by accounting recommendations of the Public Sector Accounting Board of CPA Canada.

These 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 consolidated financial statements reflect the assets, liabilities, revenues and expenditures of the District. This reporting entity is comprised of all organizations controlled by the District and accountable to the District for the administration of their own financial affairs and resources. These organizations are the corporations known as Newfoundland and Labrador Education Foundation Inc. ['NLEF'] and Newfoundland and Labrador International Student Education Inc. ['NLISE'] and the schools for which the District is accountable.

For the year ended June 30, 2019, NLISE, NLEF and school generated funds were not previously consolidated into the District's financial statements. In accordance with Canadian public sector accounting standards, this change was adjusted in the current year, and therefore commencing July 1, 2019 the District began consolidating NLISE, NLEF, and school generated funds in the District's financial statements. The net asset impact of \$7,192,000 was recorded as a direct adjustment to accumulated surplus and net debt.

#### **Revenue**

The District's main source of funding is derived from the Government of Newfoundland and Labrador, Department of Education [the "Department"]. The Department provides funding for operations, transportation, teacher salaries and severance pay. Funding for capital expenditures and major alterations and improvements is provided by the Department of Transportation and Works. Government transfers with stipulations restricting their use are recognized as revenue when the transfer is authorized, and the eligibility criteria are met. When the transfer gives rise to an obligation that constitutes a liability, the transfer is recognized in revenue when the liability is settled. Interest income is recognized as it is earned.

#### **Expenses**

Expenses are recorded on an accrual basis as they are incurred and measurable based on receipt of goods and services.

## Newfoundland and Labrador English School District

### Notes to consolidated financial statements

June 30, 2020

#### Restricted surplus

Certain operating revenues including gains on sales of tangible capital assets, which do not meet the criteria for deferred revenue, are internally restricted by the Board of Trustees [the "Board"]. Restricted funds have been recorded as revenue and transferred to restricted surplus.

#### Leases

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

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

#### 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	25–50 years
Furniture and equipment	5–10 years
Service vehicles	5 years
Buses	12 years
Miscellaneous	5 years

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

#### Teachers' and student assistants' payroll

The Province processes the payrolls and remits the source deductions directly to the appropriate agencies. The amounts recorded in the consolidated 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.

## Newfoundland and Labrador English School District

### Notes to consolidated financial statements

June 30, 2020

#### **Employee future benefits**

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

##### *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 in the consolidated financial statements for non-vesting sick leave benefits. The cost of non-vesting sick leave benefits is actuarially determined using management's best estimate of salary escalation, accumulated sick days at retirement, long-term inflation rates and discount rates.

#### **Use of accounting estimates**

The preparation of consolidated 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 as at the date of the consolidated financial statements and the reported amounts of revenues and expenditures during the reporting periods. Areas requiring the use of management's estimates include the allowance for doubtful accounts, employee future benefits, environmental remediation costs and amortization of tangible capital assets. Actual results could differ from those estimates.

#### **Long-lived assets**

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

#### **Contaminated sites**

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

### **3. Bond coverage**

As at the consolidated statement of financial position date, the Insurance Division of Treasury Board carried fidelity bond coverage covering District employees in the amount of \$300,000 per occurrence.

## Newfoundland and Labrador English School District

### Notes to consolidated financial statements

June 30, 2020

#### 4. Short-term investments

Short-term investments consist of the following:

	2020 \$	2019 \$
Term deposits and GICs	2,492,514	5,562,860
Marketable securities	215,774	234,545
School investments	49,968	—
	<u>2,758,256</u>	<u>5,797,405</u>

Term deposits relate to funds specifically allocated for educational purposes within the Province. These amounts are not intended for general operations of the District. Marketable securities are recorded at fair value.

#### 5. Due from government entities

Due from government entities consists of the following:

	2020 \$	2019 \$
Government of Newfoundland and Labrador – Operating	966,866	15,733,998
Government of Newfoundland and Labrador – HST schools	160,875	—
Government of Newfoundland and Labrador – Early severance payout	—	512,316
Government of Canada – HST	603,479	676,590
	<u>1,731,220</u>	<u>16,922,904</u>

#### 6. Prepaid expenses

Prepaid expenses consist of the following:

	2020 \$	2019 \$
Municipal service fees	947,953	1,009,726
Software support and licensing	1,785,889	1,061,783
Insurance	85,568	122,262
	<u>2,819,410</u>	<u>2,193,771</u>

#### 7. 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, 2020 and 2019. In accordance with the *Schools Act, 1997*, the operating demand loan was supported by a letter of approval to borrow provided by the Minister of Education.



## Newfoundland and Labrador English School District

### Notes to consolidated financial statements

June 30, 2020

#### 8. Accounts payable and accrued liabilities

Accounts payable and accrued liabilities consist of the following:

	2020	2019
	\$	\$
Trade payables	5,377,465	5,573,835
Accrued wages	2,715,534	2,416,278
Accrued payroll deductions	1,474,178	2,520,930
Accrued liabilities	1,189,203	905,871
Accrued environmental remediation	34,055	34,055
Scholarship funds	820,270	826,515
	<u>11,610,705</u>	<u>12,277,484</u>

Accrued environmental remediation costs comprise estimated site restoration and remediation costs for contaminated sites associated with school properties under the District. The liability relates to one site and is estimated at \$34,055.

#### 9. Due to government entities

Due to government entities consists of the following:

	2020	2019
	\$	\$
Government of Newfoundland and Labrador – Transportation	<u>631,343</u>	<u>1,017,487</u>

#### 10. Due to/from related parties

The District's related party transactions occur with the Province. Transactions between the District and related parties are conducted as arm's-length transactions.

Transactions from the Province are identified in schedule 7. Amounts receivable and payable from (to) the Province are disclosed in notes 5 and 9, respectively. Certain tangible capital assets, such as the Avalon Regional office in St. John's, are utilized by the District and are not reflected in these consolidated financial statements as legal title is held by the Province. The Province does not charge the District any amounts for the use of such assets; however, operating costs and minor alterations and improvements are the responsibility of the District.

Newfoundland and Labrador English School District

Notes to consolidated financial statements

June 30, 2020

11. Accrued severance pay

The District provides a severance payment to employees upon retirement, resignation or termination.

Due to changes in the Newfoundland and Labrador Association of Public and Private Employees ["NAPE"] Collective Agreement effective March 31, 2018, severance benefits accrued as at March 31, 2018 were paid out to NAPE employees with at least one year of eligible service. The severance payout was based on one week of salary for each full year of eligible employment to a maximum of 20 weeks.

Due to changes in the Canadian Union of Public Employees ["CUPE"] Collective Agreement effective March 31, 2018, severance benefits accrued as at March 31, 2018 were paid out to employees with at least one year of eligible service. The severance payout was based on one week of salary for each full year of eligible employment to a maximum of 20 weeks. Similar changes were introduced to the severance benefit for management and non-bargaining employees through the *Salary Restraint and Extinguishment of Severance Pay Act*. Severance benefits accrued as at May 31, 2018 were paid out to employees with at least one year of eligible service. The severance payout was based on one week of salary for each full year of eligible employment to a maximum of 20 weeks.

Due to changes in the Newfoundland and Labrador Teacher's Association ["NLTA"] Collective Agreement effective March 31, 2018, severance benefits accrued as at March 31, 2018 were paid out to employees with at least one year of eligible service. The severance payout was based on 2% of annual salary for each full year of employment to a maximum of 40% of annual salary.

All employees had the option to defer payment but will not accrue any further severance benefits. There will be no change to the amount payable in future years.

	2020	2019
	\$	\$
Teachers [NLTA]	7,875,929	126,311,275
Board employees [CUPE/NAPE/management and non-bargaining]	560,423	1,041,429
<b>Total accrued severance pay</b>	<b>8,436,352</b>	<b>127,352,704</b>

Newfoundland and Labrador English School District

Notes to consolidated financial statements

June 30, 2020

**12. Accrued sick leave**

The actuarial valuation date for sick leave accruals was June 30, 2018 and has been extrapolated for June 30, 2020. Discount rates are based on the Province's long-term borrowing rate. This rate was 2.65% as at June 30, 2020 [2019 – 2.85%]. Board employees include NAPE, CUPE, non-union/non-management.

	2020 \$	2019 \$
<b>Accrued sick leave</b>		
Sick leave [teachers]		
Accrued benefit liability, beginning of year	76,372,574	81,787,077
Benefit expense	7,717,411	7,864,819
Benefits paid	(13,279,322)	(13,279,322)
<b>Accrued benefit liability [teachers], end of year</b>	<b>70,810,663</b>	<b>76,372,574</b>
Sick leave [board employees]		
Accrued benefit liability, beginning of year	7,355,631	8,247,355
Benefit expense	876,634	901,229
Benefits paid	(1,792,953)	(1,792,953)
<b>Accrued benefit liability [board employees], end of year</b>	<b>6,439,312</b>	<b>7,355,631</b>
<b>Total accrued sick leave liability, end of year</b>	<b>77,249,975</b>	<b>83,728,205</b>
Unamortized portion of actuarial loss	2,867,175	3,760,975
<b>Total accrued sick leave obligation</b>	<b>80,117,150</b>	<b>87,489,180</b>

Reconciliation of accrued benefit obligation from June 30, 2019 to June 30, 2020:

	Board employees \$	Teachers \$	Total \$
<b>Accrued benefit obligation as at June 30, 2019</b>	<b>8,021,862</b>	<b>79,467,318</b>	<b>87,489,180</b>
Current period benefit cost	570,015	5,064,067	5,634,082
Benefits contributions	(1,792,953)	(13,279,322)	(15,072,275)
Interest on the accrued benefit obligation	211,196	2,147,751	2,358,947
Actuarial gains	(25,836)	(266,948)	(292,784)
<b>Accrued benefit obligation as at June 30, 2020</b>	<b>6,984,284</b>	<b>73,132,866</b>	<b>80,117,150</b>

## Newfoundland and Labrador English School District

### Notes to consolidated financial statements

June 30, 2020

The significant actuarial assumptions used in measuring the accrued sick pay benefit expense and liability are as follows:

Discount rate – liability	2.65% as at June 30, 2020 2.85% as at June 30, 2019
Discount rate – benefit expense	2.65% in fiscal 2020 2.85% in fiscal 2019
Rate of compensation increase	0% plus 0.75% for promotions and merit [0% plus 4.00% for teachers with less than 10 years of service] as at June 30, 2020 0% plus 0.75% for promotions and merit [0% plus 4.00% for teachers with less than 10 years of service] as at June 30, 2019

#### 13. Obligation under capital leases

The District has entered into capital leases with the Royal Bank of Canada for various copiers. The principal balance outstanding as at June 30, 2020, was \$647,430, 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 30, 2020 was \$27,451.

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

	\$
2021	330,012
2022	156,777
2023	110,135
2024	82,601
Total future minimum lease payments	679,525
Less amount representing interest	(32,095)
	<u>647,430</u>

#### 14. Financial instruments

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

#### 15. Insurance subsidy

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

## Newfoundland and Labrador English School District

### Notes to consolidated financial statements

June 30, 2020

#### 16. Deferred revenue

Deferred revenue represents funding designated for specific purposes for which the revenue recognition criteria have not been met. The funding is deferred and included in revenue when authorized and all eligibility criteria have been met, provided there are no stipulations that give rise to a liability. Changes in the funding deferred to future periods are as follows:

	2020 \$	2019 \$
<b>Balance, beginning of year</b>	<b>6,750,121</b>	15,586,851
Less amounts recognized as revenue in the year	<b>(3,066,124)</b>	(4,058,285)
Less amounts written off or returned during the year	<b>(18,285)</b>	(9,340,726)
Add amounts funded during the year	<b>2,280,271</b>	4,562,281
<b>Balance, end of year</b>	<b>5,945,983</b>	6,750,121

Deferred revenue comprises the following:

	2020 \$	2019 \$
Operations and maintenance	<b>1,074,051</b>	1,001,775
Instruction	<b>3,276,053</b>	3,654,324
Pupil transportation	<b>913,959</b>	1,045,974
Nunatsiavut government	<b>681,920</b>	1,048,048
	<b>5,945,983</b>	6,750,121

#### 17. Budget

The District prepares an annual budget for approval by the Board and the Minister of Education [the "original budget"]. The original budget may change throughout the year and is updated to reflect the impact of all known service and program changes. The District provides updates to the Board on a quarterly basis, explaining any changes from the original budget. The updated budget [the "final budget"] figures are reflected in the budget amounts as presented in the consolidated statement of operations.

The budget, both original and final, do not include amounts relating to certain non-cash and other items including tangible capital asset acquisition and amortization, provincial capital and special grants and certain adjustments relating to employee future benefit accruals. The District does budget for the principal repayments on long-term debt. The District does not prepare a full budget in respect to changes in net debt as the District does not include an amount for acquisition or amortization of tangible capital assets.

## Newfoundland and Labrador English School District

### Notes to consolidated financial statements

June 30, 2020

A reconciliation between the original and final budget for the year ended June 30, 2020 is presented below:

	Revenue \$	Expense \$
Original budget	781,958,000	781,958,000
Adjustments relating to changes in services and programs	285,301	285,301
<b>Final budget</b>	<b>782,243,301</b>	<b>782,243,301</b>

#### 18. Comparative figures

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

#### 19. Expenses by object

The following represents expenses by object of the major types of expenses incurred by the District.

	2020 \$	2019 \$
Salaries and benefits	670,046,602	691,082,754
Contracted services	42,124,504	43,604,112
Amortization of tangible capital assets	28,795,344	29,435,290
Utilities	26,086,217	27,782,363
School-based funds activities	15,144,044	—
Materials and supplies	12,160,223	14,673,655
Repairs and maintenance	10,061,479	8,652,757
Vehicle operating costs	3,236,185	4,035,875
Travel and professional development	1,793,722	2,268,465
Software licenses and subscriptions	2,108,652	1,917,789
Other	1,448,685	1,660,265
Grant and subsidies	784,421	745,787
Professional fees	347,050	478,679
Interest on long-term debt	546,725	480,662
Fundraising	283,792	—
	<b>814,967,645</b>	<b>805,594,012</b>

Newfoundland and Labrador English School District

Notes to consolidated financial statements

June 30, 2020

20. Tangible capital assets

	2020						Total \$
	Land \$	Buildings \$	F&E \$	Service vehicles \$	Buses \$	Misc. \$	
<b>Cost</b>							
Opening balance	24,823,757	1,233,892,881	51,351,390	2,705,106	31,079,516	5,128,913	1,348,981,563
Additions	307,409	43,568,072	2,544,406	33,965	4,025,466	406,341	50,885,659
Disposals	—	296,472	—	34,736	—	—	331,208
Closing balance	25,131,166	1,277,164,481	53,895,796	2,704,335	35,104,982	5,535,254	1,399,536,014
<b>Accumulated amortization</b>							
Opening balance	—	568,817,006	46,035,217	2,226,714	16,408,141	1,966,678	635,453,756
Additions	—	871,361	408,494	6,793	80,509	20,318	1,387,475
Disposals	—	296,472	—	34,735	—	—	331,207
Amortization	—	24,114,989	956,118	143,469	1,923,106	270,187	27,407,869
Closing balance	—	593,506,884	47,399,829	2,342,241	18,411,756	2,257,183	663,917,893
Net book value	25,131,166	683,657,597	6,495,967	362,094	16,693,226	3,278,071	735,618,121
<b>2019</b>							
	Land \$	Buildings \$	F&E \$	Service vehicles \$	Buses \$	Misc. \$	Total \$
<b>Cost</b>							
Opening balance	21,380,114	1,224,438,694	49,696,145	2,450,597	34,993,618	4,642,092	1,337,601,260
Additions	3,458,712	17,966,673	1,678,062	254,508	2,114,119	486,821	25,958,895
Disposals	15,068	8,512,487	22,817	—	6,028,221	—	14,578,593
Closing balance	24,823,758	1,233,892,880	51,351,390	2,705,105	31,079,516	5,128,913	1,348,981,562
<b>Accumulated amortization</b>							
Opening balance	—	551,048,414	44,982,689	2,063,454	20,385,585	1,655,712	620,135,854
Additions	—	365,596	188,704	50,902	176,190	28,344	809,736
Disposals	—	8,083,290	5,877	—	6,028,221	—	14,117,388
Amortization	—	25,486,286	869,701	112,358	1,874,587	282,622	28,625,554
Closing balance	—	568,817,006	46,035,217	2,226,714	16,408,141	1,966,678	635,453,756
Net book value	24,823,758	665,075,874	5,316,173	478,391	14,671,375	3,162,235	713,527,806

**Newfoundland and Labrador English School District**

**Notes to consolidated financial statements**

June 30, 2020

**21. Assets under development**

Assets under development represent costs incurred to date on the construction of new schools. Assets under development and their project descriptions are as follows:

	2020 \$	2019 \$
Intermediate school in Paradise	16,241,772	301,179
Bay Roberts Primary	8,372,728	61,813
Bay d'Espoir Academy	1,997,398	—
	<b>26,611,898</b>	<b>362,992</b>



## Consolidated schedule of revenue

Year ended June 30

	Budget	2020	2019
	\$	\$	\$
	<i>[note 17]</i>		
<b>Provincial government grants</b>			
Regular operating grants	118,458,900	115,543,736	118,588,435
Special grants and projects	—	2,467,571	3,001,988
Early severance payout	—	116,383,175	10,159,637
Salaries and benefits – executive and senior management	3,691,000	4,587,351	4,205,780
Salaries and benefits – teachers and substitutes	578,720,000	575,541,497	582,113,934
Salaries and benefits – student assistants	24,925,400	25,090,445	25,373,166
Board-owned pupil transportation	19,777,441	18,316,301	19,172,782
Contracted pupil transportation	29,000,000	28,732,694	29,468,541
Alternate pupil transportation	6,400,000	6,143,398	7,258,638
Transportation administration	110,000	110,000	110,000
Maintenance grants	—	5,377,908	3,955,198
	<u>781,082,741</u>	<u>898,294,076</u>	<u>803,408,099</u>
<b>Other income</b>			
Interest on investments and bank	575,000	594,193	614,876
Revenue from bus charters	193,559	95,907	204,071
Revenue from rental of schools and facilities	312,001	319,518	316,005
Special project grants	—	253,453	344,460
Miscellaneous	80,000	55,436	88,459
Nunatsiavut government grants	—	2,803,667	2,360,294
Fundraising and donations	—	374,968	—
Tuition revenue	—	961,812	—
	<u>1,160,560</u>	<u>5,458,954</u>	<u>3,928,165</u>
<b>Total revenue</b>	<u>782,243,301</u>	<u>903,753,030</u>	<u>807,336,264</u>

See accompanying notes

### Consolidated schedule of administration and human resource expenditures

Year ended June 30

	Budget	2020	2019
	\$	\$	\$
	<i>[note 17]</i>		
<b>Administration expenditures</b>			
Salaries and benefits – executive and senior management	1,261,000	1,455,070	1,385,455
Salaries and benefits – board office staff	3,990,375	3,774,972	3,802,114
Office supplies	139,280	100,480	142,209
Postage	109,000	100,288	113,524
Communications – voice and data	284,000	284,210	310,698
Office equipment rentals and repairs	52,500	20,787	60,125
Electricity and fuel	261,500	265,616	268,810
Snow clearing	166,000	178,251	164,970
Travel and professional learning	72,000	35,155	62,681
Board meeting	154,150	91,888	143,260
Professional fees	295,000	332,515	370,857
Advertising and public relations	20,000	28,287	18,996
Membership fees	82,500	79,625	97,863
Garbage collection and municipal fees	103,300	98,075	110,204
Facility rentals	234,200	235,308	234,025
Other	22,000	30,503	19,173
Fundraising	—	283,793	—
Recovery of bad debt	—	(4,799)	(33,386)
<b>Total administration expenditures</b>	<b>7,246,805</b>	<b>7,390,024</b>	<b>7,271,578</b>
<b>Human resource expenditures</b>			
Salaries and benefits	2,344,268	2,136,799	2,075,065
Recruitment and training	58,500	59,639	60,141
Travel and professional learning	48,000	30,438	48,204
Personnel services	161,370	99,233	175,884
<b>Total human resource expenditures</b>	<b>2,612,138</b>	<b>2,326,109</b>	<b>2,359,294</b>

See accompanying notes

## Consolidated schedule of instructional expenditures

Year ended June 30

	Budget	2020	2019
	\$	\$	\$
	<i>[note 17]</i>		
<b>Instructional salaries and benefits</b>			
Salaries and benefits – regular teachers	549,130,000	552,306,600	552,702,290
Salaries and benefits – substitute teachers	29,590,000	23,178,718	29,410,965
Salaries and benefits – student assistants	24,925,400	25,090,444	25,368,165
Salaries and benefits – school secretaries	12,784,470	12,464,694	12,792,858
Salaries and benefits – board employees	754,229	769,652	703,063
Salaries and benefits – program directors	2,430,000	3,176,851	2,964,520
Salaries and benefits – Indigenous teachers	—	1,587,689	1,397,007
Salaries and benefits – special projects	—	1,058,373	981,939
Early severance payout	—	116,383,175	10,159,637
Change in employee future benefits accrual	—	(125,394,583)	(27,603,358)
	<b>619,614,099</b>	<b>610,621,613</b>	<b>608,877,086</b>
<b>Instructional materials</b>			
Materials – school allocation	7,742,959	6,643,896	8,163,332
Materials – district allocation	149,882	108,862	162,074
Indigenous peoples programs	—	1,170,664	921,372
Special grants and projects	—	1,682,479	2,401,620
Student services equipment	134,455	116,172	98,218
	<b>8,027,296</b>	<b>9,722,073</b>	<b>11,746,616</b>
<b>Travel and professional learning</b>			
Instructional staff	1,294,569	1,093,613	1,381,497
Indigenous peoples programs	—	45,311	37,959
	<b>1,294,569</b>	<b>1,138,924</b>	<b>1,419,456</b>
<b>Other instructional costs</b>			
Other	363,200	330,167	327,105
Summer school	80,639	67,418	81,721
	<b>443,839</b>	<b>397,585</b>	<b>408,826</b>
<b>Total instructional expenditures</b>	<b>629,379,803</b>	<b>621,880,195</b>	<b>622,451,984</b>

See accompanying notes

**Consolidated schedule of Centre for Distance Learning  
and Innovation expenditures**

Year ended June 30

	<b>Budget</b>	<b>2020</b>	<b>2019</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
	<i>[note 17]</i>		
Salaries and benefits	146,350	<b>166,614</b>	135,835
Travel and professional learning	50,000	<b>38,903</b>	43,999
Communications – voice and data	100,500	<b>54,211</b>	97,328
Instructional materials and resources	391,000	<b>367,053</b>	332,110
Grants and subsidies	786,000	<b>784,421</b>	745,787
<b>Total CDLI</b>	<b>1,473,850</b>	<b>1,411,202</b>	<b>1,355,059</b>

*See accompanying notes*

**Consolidated schedule of information technology expenditures**

Year ended June 30

	<b>Budget</b>	<b>2020</b>	<b>2019</b>
	<b>\$</b>	<b>\$</b>	<b>\$</b>
	<i>[note 17]</i>		
Salaries and benefits	3,385,365	<b>3,459,126</b>	3,291,018
Materials and equipment	1,401,405	<b>637,705</b>	530,401
Licences and subscriptions	1,900,000	<b>2,030,798</b>	1,917,789
Travel and professional fees	160,700	<b>150,141</b>	184,843
<b>Total information technology expenditures</b>	<b>6,847,470</b>	<b>6,277,770</b>	<b>5,924,051</b>

*See accompanying notes*

### Consolidated schedule of operations and maintenance expenditures

Year ended June 30

	Budget	2020	2019
	\$	\$	\$
	<i>[note 17]</i>		
Salaries and benefits – janitorial	30,515,413	<b>28,986,049</b>	30,520,392
Salaries and benefits – maintenance	7,514,147	<b>7,478,718</b>	7,424,329
Electricity	16,300,000	<b>15,521,725</b>	16,134,891
Fuel	2,841,000	<b>1,885,529</b>	2,856,326
Garbage collection and municipal fees	3,825,000	<b>3,913,055</b>	3,784,306
Communication – voice and data	3,406,000	<b>3,371,498</b>	3,457,395
Snow clearing	6,543,000	<b>6,910,444</b>	6,551,373
Travel and professional learning	217,226	<b>189,154</b>	218,787
Vehicle repairs and maintenance	239,158	<b>144,825</b>	321,432
Vehicle operating	352,307	<b>320,852</b>	290,274
Janitorial supplies and equipment	1,832,828	<b>1,318,624</b>	1,881,935
Repairs and maintenance	4,830,014	<b>4,331,765</b>	4,465,096
Facility rentals	246,920	<b>254,206</b>	168,676
Maintenance grants	—	<b>5,402,873</b>	3,960,965
Housing	373,150	<b>336,143</b>	372,796
<b>Total operations and maintenance expenditures</b>	<b>79,036,163</b>	<b>80,365,460</b>	<b>82,408,973</b>

See accompanying notes

## Consolidated schedule of pupil transportation expenditures

Year ended June 30

	Budget	2020	2019
	\$	\$	\$
	<i>[note 17]</i>		
<b>Board-owned fleet</b>			
Salaries and benefits	12,262,300	11,686,627	12,110,781
Interest on long-term debt	545,310	519,272	458,594
Principal payments on bus loans	2,228,990	—	—
Vehicle fuel	1,944,768	1,262,124	1,968,711
Vehicle registration	212,304	212,304	201,065
Vehicle insurance	256,500	296,044	344,993
Vehicle repairs and maintenance	1,282,544	1,157,582	1,200,195
Building repairs and maintenance	75,116	72,635	58,020
Tires	144,028	138,498	54,198
Electricity and fuel	180,800	168,837	180,818
Garbage collection and municipal fees	80,400	90,721	80,398
Snow clearing	160,610	159,717	160,590
Office supplies	53,100	20,955	24,184
Facility rentals	139,600	78,377	139,600
Travel and professional learning	45,006	35,765	28,606
Licenses and subscriptions	86,500	77,854	93,247
Other	146,934	115,577	173,391
Communications – voice and data	126,190	96,597	126,190
	<u>19,971,000</u>	<u>16,189,486</u>	<u>17,403,581</u>
<b>Contracted transportation services</b>			
Regular	29,000,000	28,732,694	29,468,541
Alternate	6,400,000	6,143,398	7,258,638
	<u>35,400,000</u>	<u>34,876,092</u>	<u>36,727,179</u>
<b>District administration</b>			
Salaries and benefits	256,372	281,014	236,236
Travel, professional learning and other	19,700	30,905	20,787
	<u>276,072</u>	<u>311,919</u>	<u>257,023</u>
<b>Total pupil transportation expenditures</b>	<u>55,647,072</u>	<u>51,377,497</u>	<u>54,387,783</u>

See accompanying notes

### Consolidated schedule of long-term debt

As at June 30

#### Pupil transportation loans, variable rate

Creditor	Monthly principal \$	Plus interest	Maturity date	2020 \$	2019 \$
Scotiabank	2,523	Prime -0.25%	2022	70,705	100,981
CIBC	3,025	Prime	2022	87,725	124,025
TD Canada Trust	13,293	Prime -1%	2022	358,924	518,446
Scotiabank	4,687	Prime -0.25%	2023	178,022	238,953
CIBC	3,201	Prime	2023	122,172	160,589
TD Canada Trust	7,873	Prime -1%	2023	307,028	401,498
Scotiabank	4,459	Prime -0.25%	2024	227,403	280,911
TD Canada Trust	6,182	Prime -1%	2024	327,948	402,200
Scotiabank	2,569	Prime -0.25%	2025	157,542	188,370
TD Canada Trust	5,538	Prime	2025	350,239	416,697
TD Canada Trust	6,806	Prime	2025	442,361	524,028
CIBC	5,521	Prime	2025	306,145	372,392
<b>Total variable rate loans</b>				<b>2,936,214</b>	<b>3,729,090</b>

#### Pupil transportation loans, fixed rate

Creditor	Blended payments \$	Interest rate	Maturity date	2020 \$	2019 \$
Royal Bank	2,217	3.06%	2022	57,724	82,161
Royal Bank	3,695	2.01%	2023	139,181	180,112
Royal Bank	3,788	3.02%	2024	183,162	221,866
Royal Bank	4,604	3.08%	2025	276,975	321,946
Royal Bank	8,782	3.03%	2025	536,869	622,411
Royal Bank	23,314	2.96%	2026	1,594,134	1,823,617
Royal Bank	12,326	2.38%	2027	994,596	1,117,114
CIBC	18,943	2.10%	2028	1,734,379	1,923,158
Royal Bank	25,752	2.67%	2029	2,570,714	2,807,257
Royal Bank	26,066	3.66%	2030	2,706,427	2,915,175
BMO	32,498	2.56%	2031	3,808,362	—
<b>Total fixed rate loans</b>				<b>14,602,523</b>	<b>12,014,817</b>
<b>Total long-term debt</b>				<b>17,538,737</b>	<b>15,743,907</b>

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

See accompanying notes



### Consolidated schedule of details of long-term debt

Year ended June 30

	2020			
Balance, beginning of year \$	Loans obtained during the year \$	Principal repayment for the year \$	Balance, end of year \$	
<b>Long-term debt</b>				
Pupil transportation	15,743,907	4,025,466	(2,230,636)	17,538,737
				\$
Annual principal payments to maturity				
2021				2,342,157
2022				2,387,421
2023				2,258,913
2024				2,045,915
Thereafter				8,504,331
				17,538,737

*See accompanying notes*

**Consolidated schedule of adjusted annual surplus from operations**

Year ended June 30

	2020	2019
	\$	\$
<b>Annual surplus from operations</b>	<b>148,405,403</b>	26,618,907
Add (deduct) expenditures not funded through operating grant		
Amortization of tangible capital assets	28,795,344	29,435,290
Change in employee future benefits accrual	(125,394,583)	(27,603,358)
School-based activities	15,144,043	—
Change in vacation pay accrual for board executive	44,571	144,198
Less non-expenditure items funded through operating grant		
Principal payments on long-term debt and leases	(2,585,793)	(2,266,583)
Tangible capital asset additions funded from operations	(1,463,764)	(402,681)
Less revenue from capital sources		
Capital transfers from government	(45,362,466)	(22,965,383)
Gain on disposal of tangible capital assets	(2,409)	(1,911,272)
Less revenue from school-based activities	(14,817,573)	—
<b>Adjusted annual surplus from operations</b>	<b>2,762,773</b>	1,049,118

*See accompanying notes*